



ST GERARDS SCHOOL

LOVE-aroha ai... LEARN-ako ai... GROW-tipu ai

St Gerard's Level 2 Writing Learning Intentions/ Indicators

Level 2 basic

At Level 2 proficient

Level 2 advanced

National Standard Year 3

N/S End Year 4

		Level 2 basic National Standard Year 3	At Level 2 proficient N/S End Year 4	Level 2 advanced
Deeper features	Audience/ Purpose	Begins to write with an audience in mind. <u>Poetic:</u> Attempts to persuade an audience.	Shows an awareness of audience through appropriate choice of content, language and text form. <u>Poetic:</u> Attempts to gain audience interest in a personal experience or a character through a variety of means, eg. humour, selected anecdotes, choice of language. Begins to show personal voice through speech or inner reflections.	Texts are clearly directed to a particular audience, and gain a response from the audience through appropriate choice of content, language and text form. Uses the correct language for the purpose. <u>Poetic:</u> Shows strong personal voice through humour, speech, anecdotes and a range of formal and informal language.
	Ideas/ Content	<u>Transactional:</u> Writes a statement or opinion and supports it with a relevant example, detail or comment. <u>Poetic:</u> Discusses and records thoughts, feelings, and ideas clearly.	<u>Transactional:</u> With some clarity, explains a situation, event, or process or conveys an opinion. Includes some (objective or subjective) ideas, data, reasons, or opinions, and supports them with two or more relevant examples, details, comments, or evidence, though the links may not always be obvious.	Conveys several experiences, items of information, and/or ideas relating to a curriculum topic with strong examples, details and comment. Begins to link ideas. <u>Transactional:</u> States position clearly and supports it with

		Records personal experiences or observations of character with some sincerity.	<u>Poetic:</u> Selects thoughts, feelings, and ideas that are personally meaningful in relation to an experience or a character, and begins to add detail and comments. Records personal experiences or observations of character with increasing sincerity.	strong examples, details and evidence. <u>Poetic:</u> Writes and extends thoughts, feelings, and ideas with increasing detail, showing some sensitivity in the process.
Structure/ Organisation	Uses mainly simple and compound sentences, with an attempt at some complex sentences. Begins to vary sentence beginnings and lengths. Organises and writes ideas in a structure. Uses simple conjunctions to add detail, including and, but, then, because. <u>Transactional:</u> Begins to write an opening statement, organise ideas, and reiterate to conclude. <u>Poetic:</u> Writes a story with characters and a simple storyline.	Uses mainly simple and compound sentences. Writes complex sentences with increasing accuracy. Varies sentence beginnings and lengths. Uses more varied conjunctions to link sentences and ideas. May use simple words and phrases expressing time relationships, eg. first, then, next. <u>Transactional:</u> Begins to sequence explanations or arguments with some confidence. (Explanation) Writes an opening statement, attempts to organise ideas, and reiterates to conclude. May use simple words and phrases expressing cause and effect, eg. if, then, because. (Argument) Sequences ideas for persuasive effect with some confidence, eg. identifies the position to be taken in an opening statement and reiterates the position to conclude. <u>Poetic:</u> Sequences most thoughts, feelings and ideas logically and with some confidence. Narrative shows a clear beginning (orientation), middle and end (resolution).	Engages the reader with interesting beginnings and endings and often includes detail and comments that support the main points being made. Uses a variety of connectives (with, to, and, however) and sequence words (first, then, after that, finally). <u>Transactional:</u> Prioritises ideas, data, reasons, or opinions, and ends with a simple summary. Develops structural features including titles, sub-headings, labelled illustrations, logically sequenced steps. <u>Poetic:</u> Narrative confidently shows a clear beginning (orientation), middle (plot) and end (resolution). Achieves excitement and movement in the text by using a range of sentences of varying length including some complex (and mostly grammatically correct ones).	
Vocabulary/ Language Features	Uses oral vocabulary and classroom resources to identify more precise vocabulary (nouns, verbs, adjectives and adverbs) to add detail and meet the writing purpose. Uses topic-specific vocabulary. Uses visual features to add meaning. Experiments with simple language features to add impact, eg. onomatopoeia and similes. Begins to use specific vocabulary to 'show' rather than 'tell' the story.	Makes increasing use of topic-related vocabulary, some of which may be technical. Uses varied and precise adjectives, verbs and nouns with some confidence. Demonstrates the deliberate choice of appropriate language features to enhance writing. <u>Transactional:</u> (Explanation) Begins to use some features of the language of explanation, eg. verbs for a specific action; the simple present tense (or any appropriate tense); the passive voice. (Argument) Begins to use some features of the	Develops more varied and precise vocabulary. <u>Transactional:</u> May use imperative verbs for procedural writing (make sure you add sugar) or precise verbs to clarify procedure (sprinkle, drip, dampen). Increasingly uses prepositions (in, under, over) and prepositional phrases (with a hole in the bottom). Increasingly uses qualifiers (about, some, a little bit, often) and examples (something	

		Uses first person, second person. Pronouns. Precise information, approximations, comparisons.	language of persuasive writing, eg. modal verbs (<i>must, shall, will, should, would, can, could, may, and might</i>), emotive words, rhetorical questions, and imperatives (<i>command or request</i>). Sometimes uses analogy, similes, or metaphors to enhance explanations or arguments. <u>Poetic:</u> To add interest, begins to use some language features, eg. similes, metaphors, alliteration, and onomatopoeia. May attempt direct speech.	strong like carpet). Uses more varied and descriptive vocabulary to engage audience (normally, very dark, splattered everywhere, blend, dark purple with little seeds).
Surface features	Planning	Independently organises and sequences ideas in a simple plan.	Chooses from a variety of simple plans (bubble, mind-map, bullet points, template, graphic organiser) to organise and sequence ideas. Links the main ideas with some supporting detail to organise ideas for writing.	Develops a clear and detailed plan from a range of graphic organisers that best suits the purpose for writing. Plans and organises ideas in a variety of ways.
	Grammar	Beginning to use most grammatical conventions correctly for simple and compound sentences. Generally shows consistency of tense.	<u>Transactional and Poetic:</u> Uses most grammatical conventions with support, eg. correctly formed sentences, consistent use of tense, subject-verb agreement, consistent use of pronouns, and correct use of prepositions. Attempts at more complex sentences may include errors.	Uses correct subject/verb, noun/pronoun, and tense agreement. Mostly correct grammar.
	Spelling	Uses spelling tools to write most sounds in the correct order. Writes most high frequency words correctly (NZCER Essential Lists 1-4) and some tricky words. Draws on developing spelling and language knowledge to encode unfamiliar words. Correctly uses words they know. Begins to sample.	Shows knowledge of common spelling patterns and can transfer these between words. Spells most high-frequency words correctly including many from Lists 5 & 6, and many tricky words. Consistently uses spelling tools when attempting unknown words. Consistently samples unknown words. Knows and can apply reliable spelling rules/patterns. Uses more difficult rules for creating plurals. Familiar with some spelling patterns, eg. stare, scary, but needs to develop a stronger knowledge of other common patterns, eg. approaching, dropped, bucket. Beginning to check spelling using print-based and digital sources.	Spells most words correctly, including tricky words.. Consistently uses spelling tools when attempting unknown words. Consistently uses tools to write multi-syllable words. Consistently samples unknown words. Uses knowledge of prefixes/suffixes to spell new words. Independently checks spelling using print-based and digital sources.

	Punctuation	<p>Uses a capital letter at the beginning and a full stop at the end of a sentence.</p> <p>Begins to use question mark (?) and exclamation mark (!).</p> <p>Begins to use commas for lists of things, and speech marks around talking.</p>	<p>Consistently uses capital letters, full stops, commas, question marks and exclamation marks correctly.</p> <p>Uses commas for lists, and apostrophes for contractions.</p>	<p>Uses correct punctuation including speech marks most of the time. Developing use of Beginning to use dash, hyphen, direct speech. Uses punctuation correctly to make meaning clearer.</p>
	Editing/ Proof-reading	<p>Proofreads using pink highlighter for growth and green for errors.</p> <p>Re-reads to confirm that sentences are complete.</p> <p>Adds or deletes words and phrases to support meaning and make writing clear for the reader.</p> <p>Makes simple changes in response to peer and teacher feedback.</p>	<p>Re-reads to check for meaning as they write.</p> <p>Proof reads for accuracy of spelling, grammar and punctuation and makes some changes.</p> <p>Responds positively to feedback on clarity and impact by making appropriate changes.</p> <p>Begins to use a dictionary (printed and digital) as a further source for checking unknown words after sampling.</p> <p>Gives peer feedback based on criteria.</p>	<p>Consistently re-reads to confirm and/or edit sentences.</p> <p>Uses a dictionary source (printed and computer) as a further source for checking unknown words after sampling.</p> <p>Proofreads and re-crafts writing to suit purpose and audience. Gives and receives peer feedback based on success criteria.</p>
	Publishing	<p>Publishes writing in a simple format, eg. formal handwriting, word processor, or digital (PowerPoint).</p>	<p>Publishes writing using a range of print or digital formats.</p>	<p>Publishes writing using a range of print or digital formats, and develops and extends the writing in the process.</p>