St Gerard's Level 3 Writing Learning Intentions/ Indicators

		Level 3 Basic National Standard End Year 5	**At Level 3 Proficient** National Standard End Year 6	**Level 3 Advanced**
Deeper features	**Audience**	Creates a range of texts that are appropriate for the audience, eg. recount, description, narrative, report, argument or explanation. Makes language choices appropriate for the purpose of writing and audience. Begins to construct a more believable story context and chooses language to entertain and engage audience.	Shows an awareness of purpose and audience through choice of content, language and writing styles. Understands the purpose for writing and identifies the writing processes appropriate to satisfy that purpose. <u>Poetic:</u> Engages and entertains the audience. Often gains audience interest in a personal experience or a character through a variety of means, eg. humour, selected anecdotes, choice of language. Provides the audience with most information to entertain it, eg: sufficient description of setting, character, problem and resolution (Narrative).. Records thoughts, feelings, and ideas clearly. Conveys personal views, feelings, and responses	Shows an awareness of purpose and audience through the choice of content, language and writing styles. Engages and entertains the audience. Provides the audience with most information to entertain it, eg: sufficient description of setting, character, problem and resolution. Uses understanding of purpose to identify the writing processes appropriate for that purpose. Understands why they are writing and can use appropriate planning tool. Writes directly for audience.

			to experiences or character sincerely and honestly.	
	Content/ Ideas	Utilises content that is relevant to the curriculum task and includes some detail and/or comment supporting the main points.	Utilises content that is relevant to the curriculum task and adds detail and comment, showing some selectivity in the process. With reasonable clarity and logic, explains a selected phenomenon, occurrence, or process or conveys an opinion. Transactional: Supports an explanation or argument with a range of mostly objective ideas, data, reasons, or opinions. Poetic: Develops thoughts, feelings, and ideas that are personally meaningful in relation to an experience or a character. Shows some selectivity in the choice of setting, character and events. Includes an ending.	Utilises content that is primarily relevant to the curriculum task and deliberately includes detail and/or comment supporting the main points. Supports ideas with clear, concise details and evaluation. Poetic: Carefully selects details to recount experiences.
	Structure/ Organisation	Consistently writes accurate simple and compound sentences using a variety of sentence lengths and openers. Writes some complex sentences that are mostly grammatically correct. Groups ideas in paragraphs or sections. Transactional: Makes a simple opening statement, organises and sequences ideas or information, and ends with a summary statement. Poetic: Includes most domain elements for a story eg: orientation, complication, resolution and sometimes a coda.	Intentionally use a variety of sentence structures, lengths and beginnings for effect. Consistently writes accurate simple and compound sentences, and some complex sentences, showing developing control over language. Links ideas and events by using connective words and/or phrases eg, Later that evening", "because". Uses time connectives (first, then, next), and causal conjunctions (because) to link ideas. Organises ideas into paragraphs. Uses the correct text structure for the specific purpose. Transactional: (Explanation) Logically sequences explanations or arguments. Begins by defining or describing the topic. Prioritises, groups, and organises ideas, data, reasons, or opinions into how and/or why sections. Ends with a summary statement. (Argument) Begins by taking a position, develops it with evidence, and restates it to conclude. Poetic:	Writes more complex sentences than simple or compound. Groups ideas in paragraphs with lead sentences. Uses interesting sentences with varied beginnings, lengths and conjunctions. Manipulates the clauses within sentences for effect.

			Organises the story around a series of sequenced happenings. Orders all important domain elements of the story, eg. orientation, complication, resolution and sometimes coda. Confidently develops characters, setting and plot.	
	Vocabulary/Language Features	Includes words and phrases that are appropriate to the topic, register and purpose, including subject-specific vocabulary. Uses specific vocabulary to add detail, eg. strong verbs and affective adjectives. Begins to add detail using similes, onomatopoeia, alliteration and metaphor. Beginning to use visual features to engage the audience and convey meaning.	Uses a range of topic-related vocabulary that is appropriate for the audience and purpose. Adds interest and detail by using descriptors, eg: adverbs and adjectives, adverbs, precise verbs or synonyms. Demonstrates the deliberate choice of appropriate language features to enhance writing including analogy, similes, or personification. Uses headings and other visual language features to enhance writing, eg. labels, diagrams, illustrations. Transactional: Attempts to use precise vocabulary (some of it technical) to make explanations or arguments more objective and informative. (Explanation) Consistently uses specific verbs to denote actions; the present tense; and (occasionally) the passive voice. (Argument) Consistently uses modal verbs, emotive words, rhetorical questions, imperatives, pronouns to denote inclusion of the reader, and (occasionally) the passive voice. Poetic: Uses a range of vocabulary with increasing confidence, eg. varied and precise adjectives, verbs and nouns. If appropriate, uses dialogue/direct speech to add to the story.	Confidently uses a range of specific vocabulary to suit the audience and purpose. Extends language features including rhetorical questions and metaphors. Writes substantiating detail. Experiments with the formal/informal language (register), inclusive phrases, and reader-friendly comparisons. Strengthens vocabulary using precise vocabulary to add emotional impact. Uses headings and other appealing visual language features to enhance writing, eg. labels, diagrams, illustrations.
Surface Features	**Grammar**	Simple and compound sentences are grammatically correct and some complex sentences are grammatically correct. Errors still interfere with the meaning of the writing.	Transactional and Poetic: Uses most grammatical conventions correctly, eg. correctly formed sentences, consistent use of tense, subject-verb agreement, consistent use of pronouns, and correct use of prepositions. Writes some complex sentences that are mostly grammatically correct.	Most sentences are grammatically correct. Errors no longer interfere with meaning.

			Uses correct tense, and can change tense if appropriate. Writing may include some errors, though errors no longer interfere with the meaning of the writing.	
	Punctuation	Accurately uses correct sentence indication, eg. capital letters, full stop, exclamation marks and question marks. Mostly uses speech marks, commas, and apostrophes accurately.	Transactional and Poetic: Uses a range of punctuation correctly eg: capital letters for proper nouns, commas in lists, speech marks and apostrophes for contractions.	Increasingly sophisticated use of punctuation including hyphens and dashes, brackets, semi-colon.
	Spelling	Applies Spelling Alive knowledge and tools when writing. Writes most high frequency words and many tricky words accurately. Applies common reliable spelling rules.	Demonstrates good understanding of all basic sounds and patterns in written English. Spells most high-frequency words correctly (Spell-Write lists 1-6). Consistently applies Spelling Alive knowledge and tools when writing. Understands most spelling patterns including some complex patterns (eg: plurals using ch, sh, x, o.) Applies a variety of reliable spelling rules.	A capable speller who shows evidence of an extensive oral vocabulary. Correctly spells all high frequency words used in writing and most tricky words. Uses knowledge of spelling patterns, prefixes, suffixes and root words to spell unfamiliar words. Begins to transfer knowledge from the dictionary and thesaurus into writing.
	Planning	Uses a sequenced plan to support the writing of paragraphs. Uses graphic organisers including flow charts for planning particular writing tasks.	Uses a detailed cluster plan to shape ideas effectively and selects from the plan as needed. Uses the plan to organise writing into paragraphs.	Uses more than one planning format to organise writing within and into paragraphs. Uses graphic organisers, including flow charts, to plan particular writing tasks.
	Editing/ Proof-reading	Uses pink and green highlighter to celebrate and improve writing. Independently applies Spelling Alive tools/understandings to sample words. Independently revises and edits writing for clarity and impact.	Applies a checking system as an essential part of the writing process. Uses pink and green highlighter to celebrate and improve writing. Independently revises writing and expects to add or delete words for impact. Independently uses Spelling Alive	Crafts and re-crafts writing by revising and editing, so texts meet their intended purpose, engage the audience and are checked for grammar, punctuation and spelling. Seeks and responds to feedback.

| | | Uses computer and print-based tools as appropriate, to assist in checking spelling, grammar and punctuation. Re-crafts writing for meaning. Gives and receives feedback on recrafting the writing. | tools/understandings to sample words. Uses a dictionary (print and computer) as a further source for checking unknown words after sampling. | Independently revises writing and expects to re-work it after a group conference. Knows how to use a thesaurus. |