



ST GERARDS SCHOOL

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

St Gerard's Level 4 Writing Learning Intentions/ Indicators

		Level 4 Basic National standard End Year 7	At Level 4 Proficient National Standard End Year 8	Level 4 Advanced
Deeper features	Audience/ Purpose	<p>Writes with a sense of purpose and audience through choices of content, structure and language.</p> <p>Constructs a mostly credible and consistent world to entertain the audience.</p> <p>Chooses a wide range of language features to entertain and engage an audience.</p> <p>Records thoughts, feelings and ideas clearly.</p>	<p>Shows an awareness of purpose and audience through choices of content, structure and language.</p> <p>Constructs a credible and consistent world to engage and entertain the audience.</p> <p><u>Poetic:</u> Maintains audience interest in a personal experience or a character through a variety of means, eg. humour, selected anecdotes, choice of language.</p> <p>Provides the audience with all the information needed to entertain them eg. sufficient description of setting, character, problem and resolution.</p> <p>Conveys thoughts, feelings and ideas, and responds to experiences with some perception.</p>	<p>Understands purpose for writing and how to achieve this. Writes with a clear purpose.</p> <p>Engages audience with an increasingly sophisticated range of content and language features, eg. analogy, metaphor, humour, and anecdotes.</p> <p>Writing shows perception and sustains personal voice.</p>

			Sustains sincerity of voice in the portrayal of a character.	
	Content & Ideas	<p>Writes texts, choosing language and a clear and logical text structure for curriculum tasks including personal narratives, poems, arguments, feature articles, character profiles, research reports, essays, responses to literature, and short answers.</p> <p>Content is mostly relevant and includes detail to elaborate main points. Effectively expresses thoughts, feelings and ideas clearly.</p> <p>Writing shows personal voice.</p> <p><u>Transactional:</u> Writes using a range of ideas, data, reasons or opinions, and supports these with increasing detail.</p> <p>Develops the main attributes of a phenomenon, process or argument, and supports these with a range of illustrations, or evaluations.</p> <p><u>Poetic:</u> Develops the main points and relevant events in a personal experience. The domain elements are consistent eg. orientation, complication, resolution and coda (moral). May need to refine the ending in order to reflect orientation and satisfactorily resolve plot complications.</p>	<p><u>Transactional:</u> Supports explanations or arguments with a range of mostly objective ideas, data, reasons or opinions.</p> <p>Supports the ideas, data, reasons or opinions with precise and logical detail and/or comment.</p> <p>Creates content that is concise and relevant to the curriculum task and often includes detail and/or comment that supports and elaborates on the main points/themes.</p> <p>Uses different ways to examine and present evidence of thinking and knowledge.</p> <p><u>Poetic:</u> Selects and explores ideas that are significant in regard to the experience or character.</p> <p>Focuses clearly on developing the main points and specific, interesting events in a personal experience or on developing the main attributes and specific, interesting aspects of a character.</p> <p>Supports writing with substantial illustrations, interpretive comments, evaluations or observations.</p> <p>The domain elements are developed and consistent eg. orientation, complication, resolution and coda (moral).</p> <p>Shows some thoughtful selection and development of setting, characters and events.</p>	<p><u>Transactional:</u> Supports explanations or arguments with a range of relevant, detailed and clearly expressed ideas, data and reasons.</p> <p>Maintains a point of view and elaborates on ideas with evidence.</p> <p><u>Poetic:</u> Supports story with increasingly sophisticated illustrations, comments, evaluations and observations.</p> <p>Begins to convey a sense of the significance of a personal experience or character.</p> <p>Uses different ways to examine and present evidence of thinking and knowledge.</p> <p>Creates content that is concise and relevant to the curriculum task and often includes detail and/or comment that supports and elaborates on the main points/themes.</p> <p>Selects content that is specific to the topic. Gathers, organises, and prioritises information.</p> <p>Gives elaborative examples.</p>
	Structure and Organisation	<p>Writes using a variety of sentence structures, beginnings and lengths.</p> <p>Writes simple, compound and complex sentences using a range of connectives.</p> <p>Achieves some sense of coherence and wholeness.</p> <p>Uses a text structure that suits the purpose and audience.</p>	<p>Consistently uses a variety of sentence structures, beginnings and lengths for effect.</p> <p>Writes mostly compound and complex sentences.</p> <p>Uses varied and interesting connectives, eg. however, although, on the other hand, consequently.</p> <p>Consistently achieves a sense of coherence</p>	<p>Intentionally structures clauses and phrases to link ideas and extend content for impact.</p> <p>Paragraphs ideas with clearly related links within and between paragraphs.</p> <p>Chooses a variety of sentence structures to add impact.</p>

		<p><u>Transactional:</u> (Explanation) Organises and sequences ideas into clear paragraphs. Links ideas using words that express time (first, the, next) or cause and effect, eg. consequently) (Argument) Uses a position statement, supports this with evidence, and re-states the position.</p> <p><u>Poetic:</u> Effectively orders the domain elements of the story. Paragraphs ideas with clearly related links within and between paragraphs.</p>	<p>and wholeness.</p> <p><u>Transactional:</u> Logically sequences explanations or arguments. Organises ideas, data, reasons, or opinions into paragraphs with some links within and between paragraphs. Uses a range of words and phrases that express time relationships (eg. first, then, next) or cause and effect (eg. then, consequently, the result is) (Argument) Organises and links ideas logically (position statement, evidence, position restated). May use temporal conjunctions, eg. firstly, secondly, to demonstrate logic.</p> <p><u>Poetic:</u> Confidently shapes ideas for a particular effect or purpose. Orders important domain elements of the story. Shows increasing control of story elements eg. plot and character development. Uses effective connectives to help the story progress eg. time vocabulary (later, then, in a while) and also cause and effect (as a result, etc).</p>	
	<p>Language Features/ Vocabulary</p>	<p>Uses words and phrases that are appropriate to the topic, register and purpose, including expressive academic and subject-specific vocabulary. Demonstrates a variety of appropriate language features to add interest, eg. analogy, metaphor, alliteration, similes, onomatopoeia and personification. Begins to use visual features to engage the audience and convey meaning.</p> <p><u>Poetic:</u> Selects language to identify a viewpoint and to persuade audience, eg. emotive adjectives, adverbs. Uses dialogue effectively.</p>	<p>Confidently uses a range of specific vocabulary to suit the audience and purpose and justifies these choices. Selects precise vocabulary for impact to describe actions and events, and to capture thoughts and feelings. Uses dialogue purposefully and appropriately. Demonstrates the deliberate choice of appropriate language features to enhance writing. Effective use of verbs for specific actions, adjectives, adverbs. Consistent and appropriate use of tense, and the passive voice. Confidently uses appropriate language features such as alliteration, similes,</p>	<p>Independently selects specific vocabulary to strengthen images for effect. Confidently uses a range of vocabulary to suit the audience and purpose. Extends language features if appropriate to amplify the content or to engage the audience. Uses the language of evaluation and review. May include some self-analysis. Use of visual language to indicate intensity (especially capitalisation). Uses a range of visual features to engage the audience and convey</p>

			<p>metaphor, onomatopoeia, rhetorical questions, and personification to add interest and appeal.</p> <p>Language is appropriate for the purpose and audience intended.</p> <p>Uses visual features to engage the audience and convey meaning.</p> <p><u>Transactional:</u> Explains a selected phenomenon, occurrence, or process, or conveys an opinion clearly and logically. (Explanation) Uses technical, topic-related vocabulary to make explanations more objective and informative. Uses a range of explanatory language features, often effectively. (Argument) Uses persuasive vocabulary effectively. Uses a range of persuasive language features, often effectively. This might include emotive words, rhetorical questions, imperatives, repetition, the passive voice, pronouns that denote inclusion of the reader, and some data and researched evidence. If appropriate, uses dialogue and stream of consciousness to enhance the writing.</p>	<p>meaning.</p> <p>Selects language to identify a clear viewpoint and to influence audience, eg. emotive adjectives, adverbs, expressive verbs.</p> <p>Uses persuasive features eg. rhetorical questions, imperatives, data.</p>
Surface Features	Grammar	Consistently writes sentences that are grammatically correct.	<p>Uses most grammatical conventions accurately, eg. correctly formed sentences, consistent use of tense, subject-verb agreement, consistent use of pronouns, and correct use of prepositions.</p> <p>Errors no longer interfere with the meaning of the writing.</p>	Consistently writes complex sentences that are grammatically correct.
	Punctuation	<p>Consistently uses correct sentence indication of capitals, full stops, question mark and exclamation marks.</p> <p>Correctly uses speech marks.</p> <p>Beginning to use more advanced punctuation, eg. brackets, hyphens</p>	<p>Uses appropriate punctuation independently, eg. commas, apostrophe of possession, punctuation for dialogue, brackets, dashes, colons, ellipsis, hyphen.</p> <p>Errors do not interfere with comprehension.</p>	Uses punctuation correctly to support meaning.

		and dashes, colons.		
	Spelling	Spells most unfamiliar words through the use of spelling rules, dictionaries, thesaurus, and their knowledge of how words are built.	Demonstrates good understanding of all basic sounds and patterns in written English, with few intrusive errors. Understands most complex patterns eg. soft 'g' or 'c', keep the 'e' manageable. Spells most high-frequency words correctly (Spell-Write lists 1-7) Uses complex multi-syllabic irregular or technical words. Transfers knowledge from the Thesaurus and derivation programme into writing. Consistently applies reliable spelling rules and conventions.	Few intrusive errors.
	Planning - Draft writing book	Selects appropriate planning formats to suit the topic and in order to effectively shape the writing within and into paragraphs. Plans writing, often carefully.	Uses more than one planning format to organise writing within and into paragraphs. Plans effectively by using mind-mapping in addition to other planning strategies and uses information literacy skills to find and make use of relevant information for writing purpose. Planning includes key points for each paragraph. More organised plan includes characters, plot setting (narrative).	Planning clearly supports content, organisation and paragraphing. Plans effectively by using mind-mapping in addition to other planning strategies and uses information literacy skills to find and make use of relevant information for writing purpose. Uses an appropriate planning tool, eg. mindmap, matrix, part-whole. Plan includes a clear framework and key points for each paragraph
	Editing/ Proof-reading	Independently uses Spelling Alive skills to sample words. Uses a dictionary (printed/computer) as a further source for checking unknown words after sampling. Uses a thesaurus. Seeks and responds to feedback. Makes simple adjustments to writing including adding in/taking out to	Demonstrates full control of the editing/proofreading process. Crafts and re-crafts text ensuring the purpose is met. Actively seeks and responds to feedback on writing. Applies Spelling Alive skills when proofreading writing, and cross-checks using a dictionary.	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. Identifies and corrects most grammar, punctuation and spelling errors. Re-crafts

		improve writing. Identifies and corrects some grammar, punctuation, and spelling errors.	Uses a thesaurus to extend writing. Uses pink and green highlighter to celebrate and improve writing.	writing for meaning and impact in response to feedback sought. Makes deliberate choices about what to take out/add in in order to improve writing.
	Publishing			