

Writing

At the end of Year One

At the end of Year One students will write to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum at early level 1.

The student:

- is able to plan for writing, using talk, text, or drawing
- is able to write several sentences
- is able to write simple sentences and compound sentences using conjunctions such as *and* or *but*
- is able to write some sight words correctly (most words from essential lists 1–2)
- is able to write the main sounds in a word
- is able to use a word card and find words around the room
- is able to reread what they have written to check their writing sounds right
- is beginning to use capital letters and full stops to begin and end sentences
- is able to respond to feedback by making changes such as adding or deleting details or changing punctuation or spelling
- is beginning to form all lower-case and upper-case letters with correct formation and size

Writing

At the end of Year Two

At the end of Year Two students will write to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum at level 1.

The student:

- is able to create ideas in many ways, such as brainstorming with peers, with the teacher, and independently
- is able to plan their writing to organise their ideas
- is able to follow their plan to begin to sequence their ideas
- is able to write simple sentences and compound sentences, that begin in different ways
- is able to correctly use conjunctions such as *and*, *but*, *so*, or *because*
- is able to write many sight words correctly (most words from essential lists 1–4)
- is able to use interesting vocabulary
- is able to use a word card, find words around the room, and use a simple dictionary
- is able to reread what they have written to check their writing looks and sounds right
- is able to use capital letters and full stops correctly most of the time
- is able to proofread their writing to check punctuation and spelling
- is able to respond to feedback by making changes such as adding or deleting details or changing punctuation or spelling
- is able to form most lower-case and upper-case letters correctly with increasing speed

Writing

At the end of Year Three

At the end of Year Three students will write to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum at early level 2.

The student:

- is able to create ideas in many ways including, brainstorming with peers, with the teacher, and independently
- is able to organise their ideas using a range of planning strategies e.g. by using brainstorms and lists
- is able to follow their plan to turn ideas into connected sentences
- is able to use both simple and compound sentences that vary in their beginnings and lengths, and that are usually grammatically correct
- is learning to write complex sentences
- is able to construct sentences in which the tenses are mostly correct
- is able to use different structures to write for different purposes
- is able to try to write sentences that start with *as* or *although*
- is able to correctly use conjunctions such as *and*, *but*, *so*, or *because*
- is able to spell most words from essential lists 1-4 and some from list 5 and list 6
- is able to attempt to spell unfamiliar words by using and applying their expanding knowledge
- is able to use range of vocabulary e.g. specific words and phrases, interesting adjectives, adverbs
- use simple written language features (such as alliteration) and visual language features (such as labelled diagrams) to support meaning
- is able to use resources such as simple dictionaries to write words
- is able to reread what they have written to check their writing looks and sounds right
- is able to use capital letters, full stops, question marks, and exclamation marks correctly
- is able to proofread their writing to check for spelling, grammar, and punctuation, using classroom resources
- is able to revise and edit their writing for sense and impact and give feedback on their peers writing
- is able to publish writing in a variety of ways
- is able to form all lower-case and upper-case letters correctly with increasing speed

Writing

At the end of Year Four

At the end of year 4 students will write to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum at level 2.

The student:

- is able to plan their writing using a variety of methods depending on purpose; e.g. headings, flow charts, graphic organisers
- is able to use language and text structures that are appropriate for the purpose; e.g. for a recount: use an orientation, sequenced events described in the past tense, and linking words to show sequence
- is able to group and sequence their ideas into paragraphs
- uses mainly simple and compound sentences, along with some complex sentences, that vary in their beginnings, structures, and lengths and are mostly grammatically correct
- is able to construct sentences in which the tenses and the order of the words is correct
- is able to use their visual memory to spell personal vocabulary and high-frequency words correctly (most words from essential lists 1–4 and many from essential lists 5–7)
- is able to use words and phrases, in particular, nouns, verbs, adjectives, and adverbs, that clearly convey ideas, experiences, or information
- is able to expand their writing vocabulary by applying their knowledge of the meaning of most common prefixes (e.g., un-, sub-, pre-, non-) and most common suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)
- is able to use reference sources such as dictionaries and thesauruses to check the meanings of words and to find new words
- is able to use written language features (such as similes and onomatopoeia) and visual language features (such as illustrations and diagrams) to support meaning
- is able to reread what they have written to check their writing sounds right
- is able to use capital letters, full stops, question marks, exclamation marks correctly and use speech marks, commas for lists, and apostrophes for contractions correctly most of the time
- is able to proofread for accuracy of spelling, grammar, and punctuation
- is able to reread their writing to revise and edit for clarity, impact, and fitness for purpose, often in response to feedback
- is able to publish writing in a variety of ways
- is able to form all lower-case and upper-case letters correctly with increasing speed

Writing

At the end of Year Six

At the end of Year Six students will write to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum at level 3.

The student:

- is able to plan their writing using a variety of methods depending on purpose; e.g. headings, flow charts, graphic organisers
- is able to use language and text structures that are appropriate for the purpose; e.g. for a narrative: use an orientation, a problem, a climax, and a resolution
- is able to group and sequence their ideas into paragraphs and support their ideas with detail
- is able to use words and phrases to link some of their paragraphs
- is able to use sentences that vary in their beginnings, structures, and lengths and are mostly grammatically correct
- is able to use a variety of sentences, including complex sentences to create pace, flow and interest
- is able to construct sentences in which the tenses and the order of the words is correct
- is able to use their visual memory to spell personal vocabulary and high-frequency words correctly (most words from essential lists 1–6 and many from essential lists 7–8)
- is able to use words and phrases, in particular, nouns, verbs, adjectives, and adverbs, that clearly convey ideas, experiences, or information
- is able to use personal voice to add effect
- is able to expand their writing vocabulary by applying their knowledge of the meaning of most common prefixes (e.g., un-, sub-, pre-, non-) and most common suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)
- is able to use reference sources such as dictionaries and thesauruses to check the meanings of words and to find new words
- is able to use written language features (such as emotive vocabulary) and visual language features (such as headings, charts, or maps) to extend or clarify meaning
- is able to use capital letters, full stops, question marks, exclamation marks, speech marks, commas for lists, apostrophes for contractions correctly
- is able to attempt more difficult punctuation; e.g. apostrophes for possession, commas for clauses, or semicolons
- is able to proofread for accuracy of spelling, grammar, and punctuation
- is able to independently revise and rework their writing to edit for clarity, impact, and fitness for purpose, as well as give and respond to feedback
- is able to present work in a wide range of appropriate forms; e.g. digital and visual medi

Writing

At the end of Year Eight

At the end of Year Eight students will write to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum at level 4.

It is expected that Year 8 students will have more control over their writing, write for effect, and write a wider range of texts and be more accurate in terms of spelling, grammar and punctuation.

The student:

- is able to plan their writing using a variety of methods depending on purpose; e.g. headings, flow charts, graphic organisers
- writes independently, choosing effective language and a clear, logical structure that fits the purpose of their writing
- is able to organise their writing into paragraphs where the ideas are clearly related and link to other paragraphs
- is able to use information they have found through reading, to write in their own words about a topic or theme
- is able to use sentences that vary in their beginnings, structures, and lengths and are grammatically correct
- is able to write clearly and include detail and/or comment supporting or explaining the main points
- is able to deliberately use written language features (e.g. rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning
- is able to use their visual memory to spell personal vocabulary and high-frequency words correctly (most words from essential lists 1–7 and many commonly misspelt words)
- is able to proofread for accuracy of spelling, grammar, and punctuation
- is able to independently revise and rework their writing to edit for clarity, impact, and fitness for purpose
- is able to give and respond to feedback
- is able to use reference sources such as dictionaries and thesauruses to check the meanings of words and to find new words
- is able to write sentences that are grammatically correct; using basic punctuation correctly and attempting to use some complex punctuation; e.g. semicolons, colons, brackets
- is able to use personal voice to add effect
- is able to present work in a wide range of appropriate forms; e.g. digital and visual media