

# AFTER ONE YEAR AT SCHOOL

## THE WRITING STANDARD



**After one year at school, students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.**

## KEY CHARACTERISTICS OF STUDENTS' WRITING AT THIS LEVEL

Students will plan for writing, using talk or pictures. They will independently write simple texts, drawing on the knowledge, skills, and attitudes that will help them achieve their purpose. The knowledge, skills, and attitudes expected at this level, including those needed for spelling and punctuation, are described in the Literacy Learning Progressions.

The texts that students write will include, when appropriate:

- an idea, response, opinion, or question;
- several sentences (including some compound sentences with simple conjunctions such as “and”);
- some key personal vocabulary and high-frequency words;
- attempts at transferring words encountered in the writer’s oral language or reading to their writing.

# AFTER ONE YEAR AT SCHOOL

## ILLUSTRATING THE WRITING STANDARD

### On the weekend

The task exemplifies the writing demands of the English curriculum within level 1.

The students have been writing independently about their favourite holiday activity. They have been asked to plan, write, and then check their work.

This is the student's first draft. Features of the writing that demonstrate the standard are described below.

*The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. To meet the standard, students draw on the knowledge, skills, and attitudes for writing described in the Literacy Learning Progressions for students at this level.*

Transcript: On the weekend

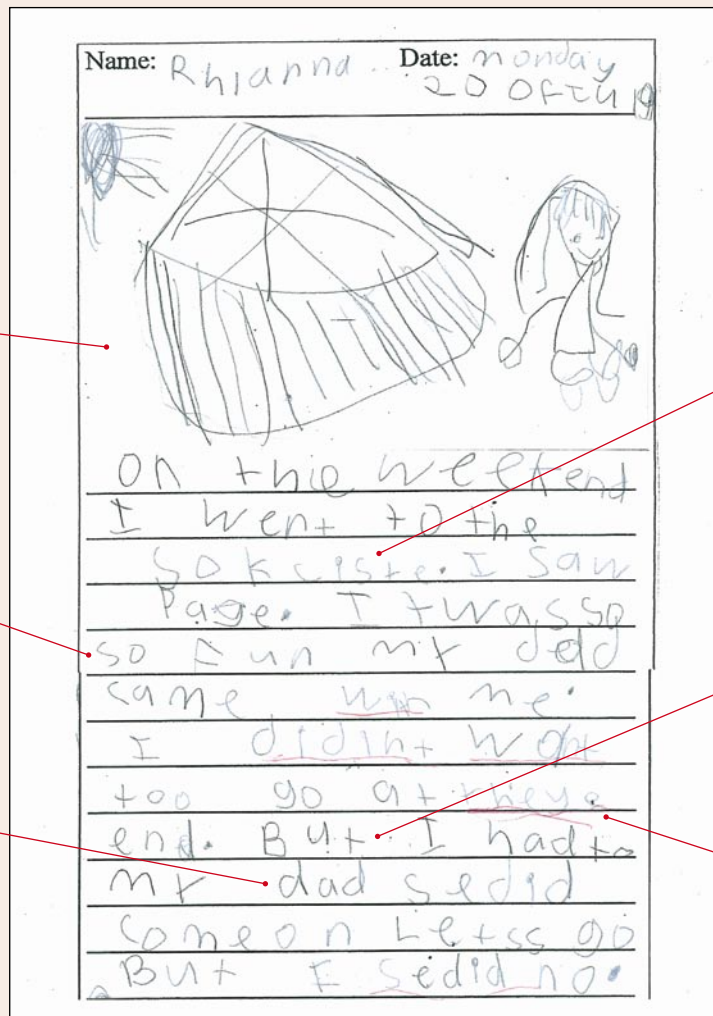
On the weekend  
I went to the  
sokciste. I saw  
Page. It was so  
so Fun my dad  
came with me.  
I didnt want  
too go at theye  
end. But I had to  
my dad sedid  
come on Letss  
go But I sedid no.

This piece of writing shows a clear response to the task, with the student recounting her experience of going to the circus and not wanting to leave. She describes key events and her feelings.

The student uses a picture to plan her writing.

The student draws on her oral language ("so so Fun", "come on Letss go").

The student uses some key personal vocabulary ("sokciste", "Page", "dad").



The student spells most high-frequency words correctly and records dominant sounds for unknown words ("sokciste", "didint", "sedid").

The student writes several sentences, with most capital letters and full stops used correctly. She uses "But" as a conjunction.

The student checks her work and uses red pen to underline words she's not sure about.

# AFTER ONE YEAR AT SCHOOL

## ILLUSTRATING THE WRITING STANDARD

### *I wonder why we have night and day?*

The task exemplifies the writing demands of the English and science curriculum learning areas within level 1.

The students have been asked to write an explanation to answer the question “I wonder why we have night and day?” The teacher has supported the students in this task by having them practise giving oral explanations on a familiar topic and by building their understanding of the topic through a

variety of practical activities. The teacher has also provided appropriate reference materials and has explicitly taught relevant vocabulary.

*The following example illustrates the sorts of writing that teachers can expect of students who are meeting the standard. To meet the standard, students draw on the knowledge, skills, and attitudes for writing described in the Literacy Learning Progressions for students at this level.*

*Transcript:*

*I wonder why we have night and day?*

*I wonder why we have night and day?*

*Day and nit cas fom the Eof and the san. And the Eaf ods (orbits) ard the san, the Eof eos ard. When we fas the san it is day and when we fas the Moon it is nit.*

This piece of writing shows a clear response to the task. The student explains (in simple terms) why we have night and day.

The student uses some content-specific words (“day”, “nit”, “Eof”, “san”, “ods”).

The student writes three sentences with capital letters and full stops used correctly.

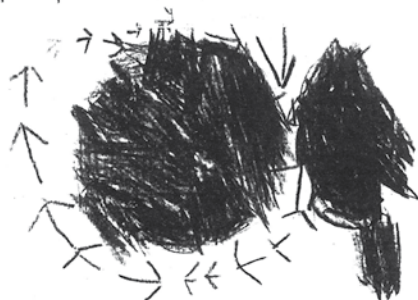
I wonder why we have night and day?

Day and nit cas fom the Eof and the san. And the Eaf

ods ard the san, the Eof eos ard.

When we fas the san it is day and when we fas the Moon

it is nit.



The student spells some high-frequency words correctly and records dominant sounds for unknown words (“nit”, “fom”).

The student attempts to use a comma.

The student uses the conjunction “and” to join ideas in a sentence.

The student adds a diagram to support the meaning.