

AFTER TWO YEARS AT SCHOOL

THE WRITING STANDARD



After two years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at 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 understand their purpose for writing and will write using a process and 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.

Students will independently write simple texts. These texts will include, when appropriate:

- experiences, information, and/or ideas that relate to a curriculum topic, supported by some (mostly relevant) detail and/or personal comment;
- mainly simple and compound sentences that have some variation in their beginnings;
- simple conjunctions correctly used;
- mainly personal content vocabulary, as well as words and phrases that are drawn from the student's oral vocabulary and from the book language that they know;
- some attempts at variety and precision in the use of adjectives, nouns, and verbs.

AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'The Tupperware Party'

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

The students have been writing independently about a personal experience. They have been learning how to use planning tools, such as oral recounting, brainstorming, listing and sequencing ideas, and using simple pictures.

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.

This piece of writing shows a clear response to the task, with the student describing her experience of Tupperware parties at her house. She uses an appropriate text structure, with an introductory sentence followed by a description of what a Tupperware party is (and is not).

The student uses a picture to plan her writing.

The student uses some key personal content vocabulary ("tupawer", "adolts", "plastic stuff", "Kichin") and language structures ("goes like this", "sit down and tok about") from her oral language.

The student writes a compound sentence (using the conjunction "and") with a phrase that adds extra detail ("in the Kichin").

The student uses conventional spelling for most words and close approximations for others ("haveing", "thea", "tupawer", "adolts", "tok", "Kichin").

The student uses precise language ("plastic stuff", "in the Kichin") and comparisons to clarify the information ("not for children", "not like a kids party").

The student writes several sentences with varied beginnings, including the use of the pronoun "It" in the final sentence.

The student has checked her work and underlined words she's not sure about.

The student uses capital letters and full stops correctly and uses a hyphen when part of a word has to be carried over to the next line.



AFTER TWO YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

'Stories along the River'

The task exemplifies the writing demands of the English and social sciences curriculum learning areas at level 1.

The learning context is a social studies inquiry into how and why people record information about special places, in this case, the Waikato River. The students have been for a walk along the river to look for ways in which important features of the river have been recorded. The students are working

in groups to discuss what they have found out, but they are writing their own statements to share with their syndicate.

These are the student's first drafts. 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.

These pieces of writing show a clear response to the task, with the student communicating two ways in which information about the river has been recorded and explaining why each is important.

The student uses appropriate titles.

The student shows an awareness of the audience through the use of the second person ("you").

The student writes several sentences with varied beginnings.

The student uses modal verbs ("could", "might") to suggest possibilities.

The student uses some key content vocabulary ("Maps", "Waikato river", "taniwha", "olden days", "changes").

The student uses a variety of sentence structures and ways of joining ideas ("and", "that", "so").

The student uses punctuation appropriately and spells most words correctly.

