

AFTER THREE YEARS AT SCHOOL

THE WRITING STANDARD



After three years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 2. 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 write for a range of different purposes linked to the curriculum, 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 texts that are clearly directed to a particular audience. They will organise their texts according to a basic structure that meets their purpose for writing (for example, a story with a beginning, a middle, and an end). These texts will include, when appropriate:

- content, mostly relevant, that conveys several experiences, items of information, and/or ideas relating to a curriculum topic and that sometimes includes detail and/or comment;
- mainly simple and compound sentences that vary in their beginnings and lengths and in the simple conjunctions used;
- attempts at some complex sentences;
- some specific vocabulary that is appropriate to the content of the text.

AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Compost worms

The task exemplifies the writing demands of the English curriculum working towards level 2.

The context for this piece of writing is a cross-curricular study of recycling. The class has been given a worm farm during a visit from their local council recycling manager, has read "Worm Wise" (School Journal, Part 1 Number 2, 2002) as a shared reading text, and has made their own worm farms.

The task is to develop instructions for making a worm farm. The teacher has supported the students before the writing by revising the purpose and structure of procedural writing

and has reminded the students about making the written instructions clear and precise for the reader. The students are now writing independently.

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. The student has included relevant content and created an effective set of instructions for making a worm farm.

The student uses appropriate structural features (title, subheadings, labelled illustrations, and logically sequenced steps).

The student uses punctuation appropriately, including a dash to connect ideas in step 6.

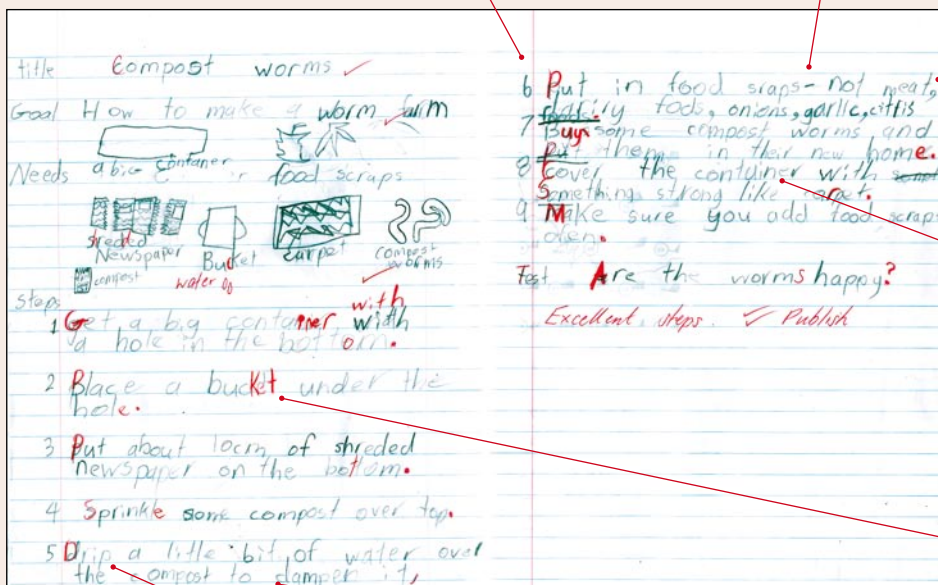
The student shows an awareness of the purpose and the audience through his use of imperative verbs at the start of each step, by addressing the reader directly ("Make sure you add"), and by including a warning at step 6 ("not meat ...").

The student uses subject-specific vocabulary ("compost", "worms", "container", "shredded newspaper").

The student spells most words correctly and proofreads his work, marking it up with red pencil.

The student uses a variety of sentence structures and connectives to join ideas ("with", "to", "and").

The student uses precise, descriptive language to clarify the procedure. For example, precise verbs ("Sprinkle", "Drip", "dampen", "Make sure"); prepositions ("in", "under", "over") and a prepositional phrase ("with a hole in the bottom"); adjectives ("big", "shredded", "dairy", "new", "strong"); qualifiers ("about", "some", "a little bit", "often"); and an example ("Something strong like carpet").



AFTER THREE YEARS AT SCHOOL

ILLUSTRATING THE WRITING STANDARD

Make a smoothie!

The task exemplifies the writing demands of the English curriculum working towards level 2.

The task is to write a recount of an experience. Before the writing, the teacher has supported the students by setting up a language experience activity in which the students made smoothies and discussed what they were doing as they worked. The students are now writing independently.

This is the student's first draft, with some self-editing. 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. The student has created an engaging and informative recount of her experience. She includes relevant content that describes several incidents as well as supporting detail, some of which was added when editing, and personal comments.

The student organises her text using a basic recount structure with a beginning, middle, and end. The student uses sequence words ("First", "Next", "Then", "After that", "Finally") to clarify the order of events.

The student includes relevant descriptive vocabulary ("nomaly", "very dark", "funny", "splaterd every-where", "blend", "dark purple with little seeds").

The student includes a range of simple and compound sentences, using the conjunctions "but" and "because" and a range of sentence beginnings.

The student draws on her oral language to create an informal tone ("I just used", "I got to hand out", and contractions).

The student uses subject-specific vocabulary ("smoothie", "task", "senitiser", "blender", "berrys").

The student spells most words correctly and edits her work independently.

