

BY THE END OF YEAR 4

THE WRITING STANDARD



By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at 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 to meet the specific demands of the curriculum at this level, using a process appropriate to the task 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, using language and a simple text structure that suit their audience and purpose (for example, when recounting, describing, narrating, reporting, or explaining). These texts will include, when appropriate:

- content that is mostly relevant to the curriculum task, covers a range of ideas, experiences, or items of information, and often includes detail and/or comment supporting the main points;
- mainly simple and compound sentences that vary in their beginnings, structures, and lengths and are mostly correct grammatically;
- attempts at complex sentences;
- words and phrases, in particular, nouns, verbs, adjectives, and adverbs, that clearly convey ideas, experiences, or information.

BY THE END OF YEAR 4

ILLUSTRATING THE WRITING STANDARD

'The Ram'

By the end of year 4, students are required to create a variety of texts in order to think about, record, and communicate experiences, ideas, and information across the curriculum. 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.

As part of their learning in English, the students in this year 4 class are writing to form and express ideas based on a

significant personal experience. Each student is writing a recount of a scary experience that they think will interest and engage their audience.

The following example illustrates aspects of the task and text and demonstrates how a student engages with both task and text to meet the writing demands of the curriculum. A number of such examples would be used to inform the overall teacher judgment for this student.

Transcript: 'The Ram'

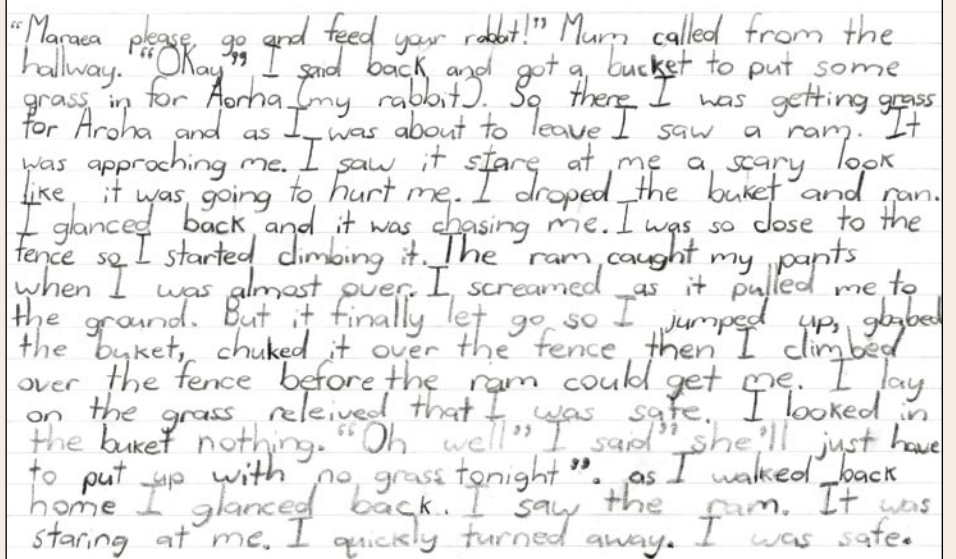
"Maraea please go and feed your rabbit!" Mum called from the hallway. "Okay" I said ...

The student opens the recount with direct speech to engage the reader's interest in the situation from the beginning.

... as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hurt me. I dropped the buket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But it finally let go so I jumped up, gbaded the buket, chuked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass releived that I was safe. I looked in the buket nothing. "Oh well" I said "she'll just have to put up with no grass tonight".

In her recount, the student records the main actions, thoughts, and feelings clearly and in sequence, using a variety of simple connectives ("as", "so", "when").

She supports the main points of her recount with simple detail to give the reader a clear and engaging picture of the situation (particularly the actions the narrator takes as the ram chases and grabs her). The student uses precise verbs for greater clarity (for example, "approching", "stare", "glanced"). She is familiar with some spelling patterns ("stare", "scary") but needs to develop a stronger knowledge of other common patterns ("approching", "droped", "buket").



"Maraea please go and feed your rabbit!" Mum called from the hallway. "Okay" I said back and got a bucket to put some grass in for Aroha (my rabbit). So there I was getting grass for Aroha and as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hurt me. I dropped the buket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But it finally let go so I jumped up, gbaded the buket, chuked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass releived that I was safe. I looked in the buket nothing. "Oh well" I said "she'll just have to put up with no grass tonight". as I walked back home I glanced back. I saw the ram. It was staring at me. I quickly turned away. I was safe.

The student uses a variety of sentence structures and achieves some excitement and movement in the text by varying the sentence lengths. She uses speech and inner reflections to help give the recount a personal voice.