

BY THE END OF YEAR 5

THE WRITING STANDARD



By the end of year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. 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 on topics and themes across the curriculum at this level, applying 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, choosing language and overall text structures that are appropriate for their audience and purpose (for example, when recounting, describing, narrating, reporting, arguing, or explaining). These texts will include, when appropriate:

- content that is usually relevant to the curriculum task and includes detail and/or comment supporting the main points;
- paragraphs that group ideas;
- simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically;
- words and phrases that are appropriate to the topic, register, and purpose, including subject-specific vocabulary.

* The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 6, students will be required to write more complex texts than students in year 5 and to be more effective in selecting different strategies for different writing purposes.

BY THE END OF YEAR 5

ILLUSTRATING THE WRITING STANDARD

'My Big Challenge' and 'Jellyfish'

By the end of year 5, 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.

The following examples illustrate aspects of the tasks and texts and demonstrate how each 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 these students.

The students by the end of year 5 select appropriate details to communicate information and experiences relevant to the curriculum task.

The student by the end of year 6 shows more control in organising the content, vocabulary, and sentence structures as he records and communicates ideas and experiences relevant to the curriculum task.

Transcript: 'My Big Challenge'

Slowly but Steadily
I climbed the stairs,
One, two, three.
I let my shaky
legs guide me to
my destination.
Looking down I
knew I couldn't do
it! Ignoring the fact
I was 50 feet from
the ground, I pushed
my feet to the edge.
Click! That was the
signal, I lowered
myself so that I was
level with the floor.
OK go! The words
echoed in my head
like a bell. A second
later I was half way
down slipping and
sliding like an eel.
Touch down! ...

Slowly but Steadily I climbed the stairs, one, two, three. I let my shaky legs guide me to my destination. Looking down I knew I couldn't do it! Ignoring the fact I was 50 feet from the ground, I pushed my feet to the edge. Click! That was the signal, I lowered myself so that I was level with the floor. OK go! The words echoed in my head like a bell. A second later I was half way down slipping and sliding like an eel. Touch down! Finally I was down. Slowly but steadily I climbed the stairs, one, two, three. I looked behind me a bed of arms were being formed.

A health and physical education curriculum focus on emotional well-being provides the context and purpose for this writing task. The students have recently been abseiling and are using carefully selected details to recount their experiences in this challenging activity and to describe how they coped with it.

To communicate her feelings about the abseiling challenge, the student selects and records, in sequence, a variety of carefully selected details ("slowly but Steadily", "shaky legs", "pushed my feet to the edge") that clearly evoke these feelings. She also selects and uses a range of precise vocabulary (mainly adverbs, adjectives, and verbs, such as "Steadily", "shaky", "echoed", "slipping and sliding") to strengthen the emotional impact of the text. She uses similes for effect ("echoed in my head like a bell", "slipping and sliding like an eel"). She also uses her knowledge of spelling patterns to spell some personal content words correctly ("shaky", "ignoring", "echoed", "sliding").

Transcript: 'Jellyfish'

Monday 22nd June 2014
Opening Statement
Jellyfish are invertebrates that means that they don't have any bones! Also they are cnidarians. You all know, jellyfish have tentacles with a bunch of stinging cells. Guess what, the scientific name for the Antarctic jellyfish is Desmonema glaciale!
Appearance
All jellyfish are in a shape of a ball or a dome. They have transparent bodies and through the water they are invisible to other animals. The Antarctic Jelly Fish (also known as the Sea Wasp) is around 25cm (10 inches) and about 2m (6.5 ft) long. All jellyfish live in the water and they are very dangerous.
Habitat
The jellyfish live in open sea but they can be in fresh water too. Jellyfish live on the sea bed, up to 1000m deep. They are very dangerous in the sea water. The Antarctic Jellyfish live in the sea in the Antarctic region of the world.
Conclusion
Most people know that the sea jellyfish is one of the most dangerous animals. As you all know, teachers are sometimes angry for jellyfish. Agree! Go Antarctic!
If you need more information please contact the teacher that they give you the information.
Gina H2

A science focus on grouping and classifying animals provides the context for this writing task. The purpose is to explain the classification of a particular animal by describing its relevant features.

The student demonstrates her knowledge of animal classification by using headings ("Opening Statement", "Appearance"). Her use of headings and paragraphs provides a structure that makes information easily accessible to readers. The student uses subject-specific vocabulary and clarifies meaning by including reader-friendly comparisons ("in a shape of a ball or a dome"). She has also used some informal language ("Guess what") and inclusive phrases ("As you all know"), which do not reflect the objective tone expected in scientific writing. She spells most words correctly, demonstrating knowledge of common spelling patterns.

Opening Statement

Jellyfish are invertebrates, that means that they don't have any bones! Also they are cnidarians. As you all know, jellyfish have tentacles with a bunch of stinging cells. Guess what, the scientific name for the Antarctic jellyfish is Desmonema glaciale!

Appearance

All jellyfish are in a shape of a ball or a dome. They have transparent bodies and in the water they look invisible to other animals ...

All jellyfish's tentacles trail along in the water while they are moving ...