

# BY THE END OF YEAR 6

## THE WRITING STANDARD



**By the end of year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at 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.

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## ILLUSTRATING THE WRITING STANDARD

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.

### 'Bottle Submarine'

By the end of year 6, 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 students in this year 6 and 7 class are

evaluating aspects of a science and technology unit that they have completed. As they write about and discuss what their group has done during the unit, they explore the success they have had, both in developing and testing their prototypes and in working collaboratively as a group.

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.

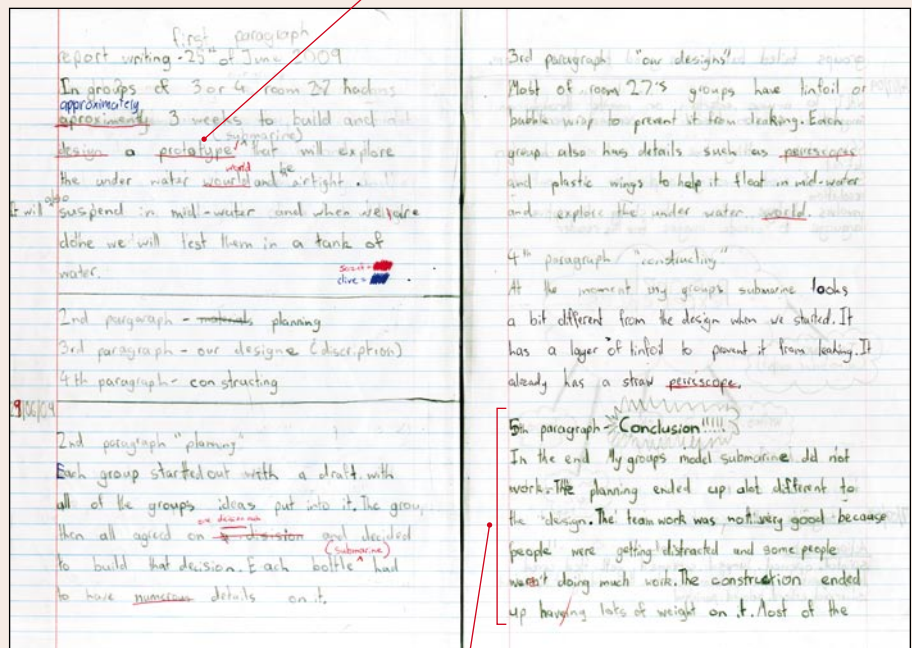
Transcript: 'Bottle Submarine'

In groups of 3 or 4 room 27 had approximately 3 weeks to build and design a prototype (submarine) that will explore the under water world and be airtight. It will also suspend in mid-water and when we are done we will test them in a tank of water.

Each group started out with a draft with all of the group's ideas put into it. The groups then all agreed on one decision each and decided to build that decision. Each bottle (submarine) had to have numerous details on it.

In the end My groups model submarine did not work. The planning ended up alot different to the design. The team work was not very good because people were getting distracted and some people wern't doing much work. The construction ended up haveing lots of weight on it. Most of the groups failed but it was good to learn from.

The student writes a clear and concise evaluation of his group's technology challenges. He supports the main points with some substantiating detail: the first paragraph contains information about what the students had to do with their prototypes once they were constructed, and the second paragraph includes information about the group's planning process. The student uses a range of vocabulary and phrases that are appropriate for an objective report ("approximately", "build and design", "numerous details") and uses a range of topic-specific vocabulary ("prototype", "submarine", "airtight", "suspend"), which reinforces the formal scientific register of the text. Most sentences are grammatically correct.



The student writes thoughtfully and reflectively about the outcomes of his group's work. He substantiates his evaluations and attempts to be constructive about outcomes that were less than positive while maintaining the formal register appropriate for a science and technology report.