

THE NEW ZEALAND CURRICULUM WRITING STANDARDS FOR YEARS 1–8

	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
	AFTER ONE YEAR AT SCHOOL	AFTER TWO YEARS AT SCHOOL	AFTER THREE YEARS AT SCHOOL	AFTER FOUR YEARS AT SCHOOL	BY THE END OF YEAR 5	BY THE END OF YEAR 6	BY THE END OF YEAR 7	BY THE END OF YEAR 8
Task	Students will independently write simple texts.	Students will understand their purpose for writing and will independently write simple texts.	Students will independently write texts for a range of different purposes linked to the curriculum.	Students will independently write texts for a range of purposes across the curriculum that include recounting, describing, narrating, reporting, or explaining ideas and information.	Students will independently write texts for a range of purposes across the curriculum that include recounting, describing, narrating, reporting, arguing, and explaining ideas and information.	Students will independently write texts for a range of purposes across the curriculum that include recounting, describing, narrating, reporting, arguing, and explaining ideas and information.	Students will independently write texts for a range of purposes on topics and themes across the curriculum.	Students will independently write texts for a range of purposes on topics and themes across the curriculum.
Text	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> an idea, response, opinion, or question several sentences (including some compound sentences with simple conjunctions such as “and”) some key personal vocabulary and high-frequency words attempts at transferring words encountered in the writer’s oral language or reading to their writing. 	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> 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 students’ oral vocabulary and from the book language that they know some attempts at variety and precision in the use of adjectives, nouns, and verbs. 	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> 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 a basic structure that meets their purpose for writing 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. 	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> 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 language and a simple text structure that suit their purpose and audience 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. 	<p>The texts that students create will include, when appropriate:</p> <ul style="list-style-type: none"> content that is usually relevant to the curriculum task and often includes detail and/or comment supporting the main points language and overall text structures that are appropriate for their purpose and audience paragraphs that group ideas simple and compound sentences that are correct grammatically and some complex sentences that are mostly correct grammatically words and phrases appropriate to the topic, register, and purpose, including subject-specific vocabulary. 	<p>The texts that students create will include personal narratives, poems, arguments, feature articles, character profiles, research reports, essays, responses to literature, and short answers. These texts will include, when appropriate:</p> <ul style="list-style-type: none"> content that is concise and relevant to the curriculum task and that often includes detail and/or comment supporting or elaborating on the main points language and a clear and logical text structure that meet the requirements of the task paragraphs within which the ideas are clearly related links within and between paragraphs grammatically correct sentences words and phrases appropriate to the topic, register, and purpose, including expressive, academic, and subject-specific vocabulary. 	<p>The texts that students create will include personal narratives, poems, arguments, feature articles, character profiles, research reports, essays, responses to literature, and short answers. These texts will include, when appropriate:</p> <ul style="list-style-type: none"> content that is concise and relevant to the curriculum task and that often includes detail and/or comment supporting or elaborating on the main points language and a clear and logical text structure that meet the requirements of the task paragraphs within which the ideas are clearly related links within and between paragraphs grammatically correct sentences words and phrases appropriate to the topic, register, and purpose, including expressive, academic, and subject-specific vocabulary. 	
Process	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> begin to use specific processes, which may vary depending on their particular purpose for writing plan for writing, using talk, text, or drawing reread what they have written, as they write, to maintain meaning respond to feedback by making changes such as adding or deleting details or changing punctuation or spelling read and talk about their completed texts. 	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> generate their ideas in many ways, including brainstorming with peers, with the teacher, and independently use simple planning strategies to organise their ideas and then apply their planning as they turn their ideas into connected sentences revise their text (often in response to feedback) and edit it for clarity and precision of meaning proofread their text to check punctuation and spelling, drawing on their previous writing and other sources to find or verify correct spellings. 	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> use planning strategies to organise their ideas and to generate language for writing where appropriate, direct their text to a particular audience through appropriate choice of content, language, and text form revise and edit their text for sense and impact, often in response to feedback proofread their text to check the spelling, grammar, and punctuation, drawing on their developing knowledge about words and about sentence construction and using classroom resources, such as junior dictionaries publish, where appropriate, in a variety of media, depending on their purpose and audience. 	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> select and use tools and strategies to plan and organise ideas and information to meet their purposes for writing demonstrate an understanding of their purpose and an awareness of their audience through choice of content, language, and text form reread their text at various stages to check for meaning and fitness for purpose revise and edit their text for clarity, impact, and fitness for purpose, often in response to feedback proofread for accuracy of spelling, grammar, and punctuation make choices, when appropriate, for publishing in a variety of media, including digital and visual media. 	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> understand their purposes for writing and select and apply processes appropriate for those purposes use a variety of planning activities, such as constructing flow charts, for tasks that need to be planned independently revise and edit their text to clarify its meaning and add impact, often in response to feedback proofread to check the spelling, grammar, and punctuation, using appropriate computer-based or print tools. 	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> understand their purposes for writing and how to achieve those purposes plan effectively, where appropriate, by using strategies such as mind mapping or skills such as information-literacy skills to find and record the information they need for their writing craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the spelling, grammar, and punctuation actively seek and respond to feedback on their writing. 	<p>When students at this level create texts, they:</p> <ul style="list-style-type: none"> understand their purposes for writing and how to achieve those purposes plan effectively, where appropriate, by using strategies such as mind mapping or skills such as information-literacy skills to find and record the information they need for their writing craft and recraft text by revising and editing, checking that the text meets its purpose and is likely to engage the intended audience, and proofreading the text to check the spelling, grammar, and punctuation actively seek and respond to feedback on their writing. 	
	<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 12</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 15</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 16</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 17</p>	

This poster provides support for teachers using *The New Zealand Curriculum Reading and Writing Standards for Years 1–8* and *The Literacy Learning Progressions* in their planning, teaching, and reporting to parents. On the poster, some detail from the original published versions has been omitted and some wording clarified. Teachers need to refer to the published versions of the standards and the progressions for further detail and elaboration.