

## Level 2ii End of Year 4 (Mastery of Level 2)

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.

Teacher speak progressions		Kid speak progressions
<p>When students at this level create texts, they: create 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 that supports the main points;</p> <p>using vocabulary (in particular, nouns, verbs, adjectives, and adverbs) that clearly conveys ideas, experiences, or information;</p>	<b>Deep Features &amp; National Standards</b>	<p><b>Ideas: (deeper feature)</b> I can:</p> <ul style="list-style-type: none"> <li>choose ideas that will interest the reader</li> <li>write using a range of ideas, experiences or items of information</li> <li><u>support some of my ideas with detail</u></li> <li>use my own words and phrases to share my thoughts and feelings (personal voice)</li> </ul>
<p>using language and a simple text structure that are appropriate for the purpose, e.g., an orientation, sequenced events described in the past tense, and linking words to show sequence (for a recount);</p>		<p><b>Structure and Language: (deeper feature)</b> I can:</p> <ul style="list-style-type: none"> <li><u>use simple text structure which is appropriate to my purpose</u> E.g. - describe, recount, narrate</li> <li>explore different text types (e.g. explanation)</li> <li>show that different text types have different features</li> <li><u>choose appropriate adjective, verbs, nouns and adverbs.</u></li> </ul>
<p>using language and a simple text structure that are appropriate for the purpose, e.g., an orientation, sequenced events described in the past tense, and linking words to show sequence (for a recount);</p>		<p><b>Organisation: (deeper feature)</b> I can:</p> <ul style="list-style-type: none"> <li><u>sequence my ideas logically in a range of text types</u></li> <li>group similar ideas into paragraphs</li> <li>use words to show order; first, then, next</li> </ul>
<p>using written language features (such as similes and onomatopoeia) and visual language features (such as illustrations and diagrams) to support meaning;</p> <p>-expanding their writing vocabulary by using strategies such as:</p> <p>– applying their knowledge of the meaning of most common prefixes (e.g., un-, sub-, pre-, non-) and most common suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)</p>		<p><b>Vocabulary: (deeper feature)</b> I can:</p> <ul style="list-style-type: none"> <li><u>add interest to my writing by using written and visual language features</u> (e.g. simile, metaphor, onomatopoeia, ( illustrations and diagrams).</li> <li>use topic related vocabulary</li> <li>expand my vocabulary using common prefixes (e.g., un-, sub-, pre-, non-) and suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)</li> </ul>
<p>using mainly simple and compound sentences, along with some complex sentences, that vary in their beginnings, structures, and lengths and are mostly correct grammatically; correctly using subject-verb agreement, tense agreement, and pronouns and prepositions;</p>	<b>Surface Features</b>	<p><b>Sentence Structure: (surface feature)</b> I can:</p> <ul style="list-style-type: none"> <li>write simple and compound sentences (by using conjunctions)</li> <li>use some conjunctions correctly e.g.: FANBOYS (for, and, nor, but, or, yet, so)</li> <li>use some complex sentences</li> <li><u>vary my sentence beginning, structures and length</u></li> <li><u>structure my writing so it is grammatically correct</u> (with help) eg. tense, subject-verb agreement, consistent use of pronouns, correct use of prepositions.</li> </ul>
<p>encoding (spelling) by:</p> <p>– using their knowledge of diverse phoneme-grapheme relationships (e.g., ship, chef, ocean, station, special), of the meaning and spelling of morphemes (e.g., root words and suffixes), and of common, reliable spelling rules and conventions</p> <p>– using their visual memory to help them spell personal vocabulary and high-frequency words correctly (the high-frequency words include most words from essential lists 1–4 and many from essential lists 5–7);</p>		<p><b>Spelling: (surface feature)</b> I can:</p> <ul style="list-style-type: none"> <li>write consonant, blends and vowel sounds.</li> <li>use my phoneme-grapheme knowledge (e.g ship, chef, ocean, station, special)</li> <li>use spelling patterns to help me</li> <li><u>spell words correctly</u> (Essential lists 1-4 and many from essential lists 5-7))</li> <li>use reference sources with support to check meanings and find new words</li> </ul>
<p>using capital letters, full stops, question marks, and exclamation marks correctly and using speech marks, commas for lists, and apostrophes for contractions correctly most of the time.</p>		<p><b>Punctuation: (surface feature)</b> I can:</p> <p>Use the following correctly:</p> <ul style="list-style-type: none"> <li><u>use capital letters</u></li> <li><u>use full stops</u></li> <li><u>use question marks</u></li> <li><u>use exclamation marks</u></li> </ul> <p>I can use these correctly most of the time:</p> <ul style="list-style-type: none"> <li>speech marks</li> <li>commas for lists and apostrophes for contractions.</li> </ul>
<p>select and use tools (e.g., graphic organisers) and strategies (e.g., using headings) to plan and organise ideas and information to meet their purposes for writing;</p> <p>-using reference sources (e.g., dictionaries and thesauruses) to check the meanings of words and to find new words;</p> <p>revise and edit their writing for clarity, impact, and fitness for purpose, often in response to feedback;</p> <p>reread their writing at various stages to check for meaning and fitness for purpose;</p> <p>proofread for accuracy of spelling, grammar, and punctuation;</p> <p>make choices, when appropriate, for publishing in a variety of media, including digital and visual media.</p>		<p><b>Writing Processes:</b> I can:</p> <ul style="list-style-type: none"> <li>plan my writing using a variety of ways e.g. brainstorming, story mapping (thinking maps)</li> <li><u>revise and rework my writing for clarity, impact and purpose</u></li> <li>proof read for spelling, grammar and punctuation.</li> <li>check my writing by: inserting and adding detail, crossing out unnecessary parts, using a dictionary/thesaurus and making sure it makes sense.</li> <li>give and respond to feedback</li> <li>present my work in a range of appropriate forms (digital and visual media)</li> </ul>