The text and task demands of the curriculum are similar for students in year 5 and year 6.

End of Year 5 (Working towards Level 3i)
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.

End of Year 6 (Mastery of Level 3ii)
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.

Teacher speak progressions		Kid speak progressions
understand their purposes for writing and identify writing processes that are appropriate for those purposes; -generate content that is usually relevant to the task, supporting or elaborating their main ideas with detail that has been selected with some care;	**Deep Features & National Standards**	**Ideas: (deeper feature)** I can: • understand the purpose for writing • write content relevant to the task • identify writing processes that are appropriate for that purpose • support my ideas with detail
using an overall text structure that is appropriate for their purpose, e.g., an orientation, a problem, a climax, and a satisfying resolution (for a narrative) and an introduction, a series of main points, and a logical conclusion (for a report);		**Structure and Language: (deeper feature)** I can: • use personal voice to add effect(views feelings, responses) • use language that is suitable to the topic, audience and purpose. use a text structure that is appropriate to the purpose e.g., an orientation, a problem, a climax, and a satisfying resolution (for a narrative
organising related ideas into paragraphs (e.g., paragraphs comprising a topic sentence with supporting detail) and beginning to use cohesive devices to link paragraphs;		**Organisation: (deeper feature)** I can: • organise related ideas into paragraphs • use linking words and phrases to link some of my paragraphs
using written language features (such as emotive vocabulary) and visual language features (such as headings, charts, or maps) to extend or clarify meaning and to engage their audience; -selecting vocabulary that is appropriate to the topic, register, and purpose (e.g., academic and subject-specific vocabulary appropriate for specific learning areas or precise and descriptive words to create a mental image);		**Vocabulary: (deeper feature)** I can: • use a range of written features e.g. metaphors, similes, onomatopoeia • use visual language features; visual diagrams such as headings, charts or maps • use appropriate vocab/technical words for a topic
-using simple and compound sentences that are correct grammatically and have a variety of structures, beginnings, and lengths and using some complex sentences that are mostly correct grammatically;	**Surface Features**	**Sentence Structure: (surface feature)** I can: • use simple and compound sentences with a variety of o beginnings, lengths ,structures • use some complex sentences to create pace, flow and interest • make sure that most of my writing is grammatically correct eg. tense, subject-verb agreement, consistent use of pronouns, correct use of prepositions. • use a variety of words to link events; later, following, after that

-using their knowledge of how words work (e.g., knowledge of diverse phoneme–grapheme relationships, of common, reliable spelling rules and conventions, and of the meanings and spellings of morphemes), along with their knowledge of word derivations, to fluently and correctly encode most unfamiliar words, including words of many syllables. -correctly spelling all high-frequency words[1] used in their writing;		**Spelling: (surface feature)** I can:
		• write all the basic sound and spelling patterns using knowledge of;
		  o phoneme(letter sound)—grapheme (group of letters making 1 sound) relationships
		  o reliable spelling rules and conventions
		  o meanings and spellings of morphemes
		  o word derivations

using basic punctuation that is mostly correct (e.g., when punctuating dialogue);
 	
 attempting some complex punctuation (e.g., using apostrophes for possession, commas for clauses, or semicolons).
		Punctuation: (surface feature) I can:
		• Use basic punctuation that is mostly correct;
		  o use capital letters, full stops and commas,
		  o use question marks and exclamation marks,
		  o use apostrophes,
		  o use speech marks
		  o use direct speech
		• attempt more difficult punctuation; e.g. apostrophes for possession, commas for clauses, or semicolons)

use a variety of planning activities, such as constructing flow charts, for those writing tasks that need to be planned; -independently revise and edit their writing to clarify its meaning and add impact, often in response to feedback; -proof read to check the spelling, grammar, and punctuation, using appropriate computer- based or print tools.		**Writing Processes:** I can: • plan my writing using a variety of methods depending on purpose; flow charts, graphic organisers • independently revise and rework my writing by: inserting and adding detail, crossing out unnecessary parts, using a dictionary/thesaurus, • give and respond to feedback • proof read to check for spelling, grammar and punctuation. • can present work in a wide range of appropriate forms (digital and visual media)