

**Level 4 End of Year 7 Level 4i (Working towards Level 4)
End of Year 8 Level 4ii (Mastery of Level 4)**

The text and task demands of the curriculum are similar for student in year 7 and year 8.

End of Year 7 (working towards Level 4)

By the end of year 7 students will create texts in order to meet the demands of the NZC as they work towards level 4. Students will use their writing to think about, record and communicate experiences, ideas and information to meet the specific learning purposes across the curriculum.

End of Year 8 (mastery of Level 4)

The difference in the standard for year 8 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, students need to be confidently choosing the most appropriate processes and strategies for writing different learning areas.

Teacher speak progressions		Kid speak progressions
<ul style="list-style-type: none"> - understand their purposes for writing and how to achieve those purposes (e.g., by using different ways to examine and - present their own thinking and knowledge); - create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main points; 	Deep Features & National Standards	<p>Ideas: (deeper feature) I can:</p> <ul style="list-style-type: none"> • <u>select and explore significant ideas, developing main points with specific detail</u> • <u>select an appropriate text type for purpose and audience</u> • understand the purposes for writing and how to achieve those purposes • <u>confidently shape my ideas for effect</u> • <u>create content that is concise and relevant to the curriculum task</u> • <u>support my ideas with precise detail</u>
<ul style="list-style-type: none"> - deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this; 		<p>Structure and Language: (deeper feature) I can:</p> <ul style="list-style-type: none"> • <u>deliberately choose a clear, controlled and logical text structure to suit the audience and purpose</u> • show creativity and innovation when creating texts for my audience
<ul style="list-style-type: none"> - organising their writing into paragraphs in which the ideas are clearly related and linking these paragraphs; 		<p>Organisation: (deeper feature) I can:</p> <ul style="list-style-type: none"> • write in structured, well developed paragraphs that flow well from one to the next within the text • use linking words and phrases to link paragraphs for effect
<ul style="list-style-type: none"> - using language that is appropriate to the topic, audience, and purpose (e.g., expressive, academic, or subject-specific vocabulary) and discussing these language choices using appropriate terms, such as register and tone; - deliberately using written language features (e.g., rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning; 		<p>Vocabulary: (deeper feature) I can:</p> <ul style="list-style-type: none"> • maintain audience interest through content, humour and language choices • <u>use language that is suitable to the topic and purpose, and discuss these choices with others</u> • deliberately use written and visual language features when appropriate to enhance my writing; e.g similes, metaphors, personification, hyperbole, rhetorical question and diagrams • use a range of precise vocabulary to communicate meaning
<ul style="list-style-type: none"> - using a variety of sentence structures, beginnings, and lengths for effect; using complex sentences that are grammatically correct; 		<p>Sentence Structure: (surface feature) I can:</p> <ul style="list-style-type: none"> • use a variety of sentence structures, beginnings and lengths to give effect • use complex sentences that are grammatically correct
<p>fluently and correctly encoding most unfamiliar words (including words of many syllables) by drawing on their knowledge of how words work (e.g., in terms of diverse phoneme-grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) and their knowledge of word derivations;</p>	Surface Features	<p>Spelling: (surface feature) I can:</p> <ul style="list-style-type: none"> • write all basic sound and spelling patterns and use spelling rules to write unknown words • spell words correctly by drawing on knowledge of how words work • spell essential word lists 1-7 and the commonly misspelled words list
<ul style="list-style-type: none"> - using basic punctuation correctly and attempting some complex punctuation (e.g., using semicolons, colons, and parentheses). 		<p>Punctuation: (surface feature) I can:</p> <ul style="list-style-type: none"> • <u>use all basic punctuation independently</u> • <u>attempt more complex punctuation (eg semicolons, colons, parentheses).</u>
<ul style="list-style-type: none"> - 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 grammar, spelling, and punctuation; - actively seek and respond to feedback on their writing. 		<p>Writing Processes: I can:</p> <ul style="list-style-type: none"> • plan effectively, where appropriate, using a variety of strategies such as: <ul style="list-style-type: none"> - mind mapping - information literacy • revise and rework my writing independently by: <ul style="list-style-type: none"> - inserting and adding detail, - crossing out unnecessary parts and - making sure my writing meets the purpose and engages the audience - check the grammar, spelling and punctuation • actively seek feedback from a number and variety of sources • action feedback in relation to my writing • give specific feedback to others about their writing • write with increasing speed and endurance • independently develop writing over a series of days • make informed choices about how to present work (digital and visual media)