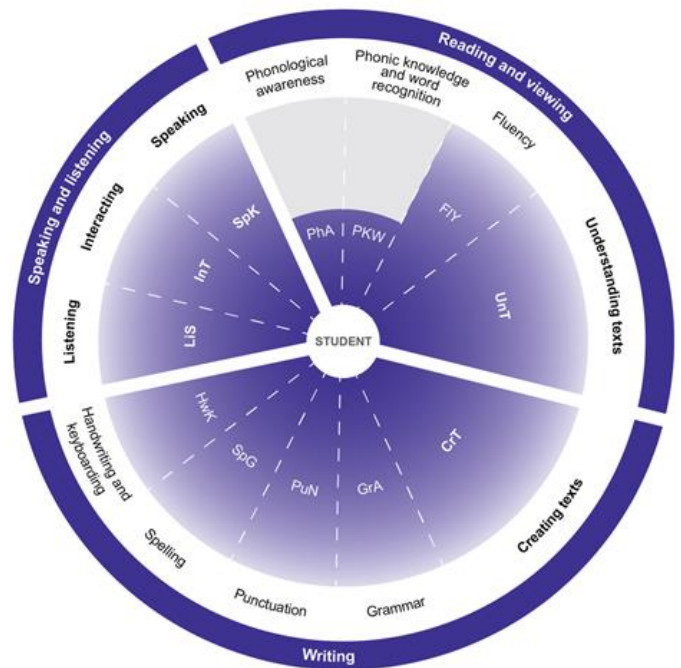
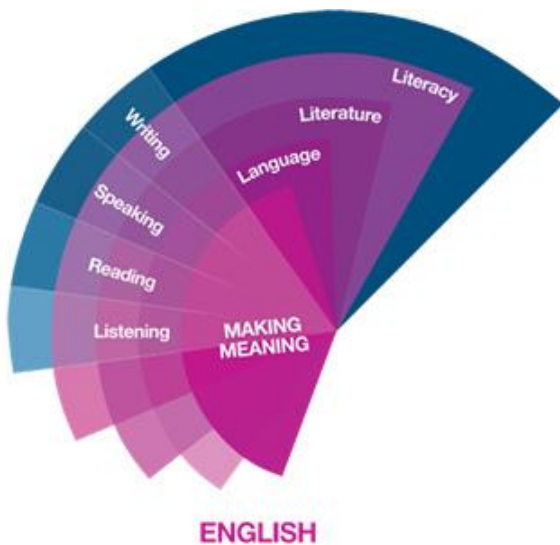


Writing



A resource for planning and assessing writing

The following resource aligns the Australian Curriculum (English) **Achievement Standards**, **Content Descriptions** and the **National Literacy Learning Progressions** (Creating Texts and Writing Conventions) by year level. The resource also includes:

- A Scope and Sequence of Text Types in content areas of the Australian Curriculum (by year level)
- Types of texts, text structures and language features that are relevant R – 7 across learning areas



Introduction

The following scope and sequence has been compiled from year level expectations outlined in the Australian Curriculum. Relevant aspects of the **Achievement Standards** have been colour coded red, the **Content Descriptions** blue and the **National Literacy Learning Progressions** in purple.

For each year level, you will find the Achievement Standards and Content Descriptions for that year level only, but the National Literacy Learning Progressions include the relevant aspects for the year levels above and below as well. This enables differentiation of instruction to be planned and tracking of student progress to occur for individuals and groups of students.

Writing – Creating Texts

English Curriculum – Reception / Foundation

Achievement Standard References:

Reception:

- Use familiar words and phrases and images to convey ideas when writing
- Writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops

Creating Texts	Pre	R	1
Understand that some language in written texts is unlike everyday spoken language		CD	
Recognise that sentences are key units for expressing ideas		CD	
Recognise that texts are made up of words and groups of words that make meaning		CD	
Explore the different contribution of words and images to meaning in stories and informative texts		CD	
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school		CD	
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures		CD	
Retell familiar literary texts through performance, use of illustrations and images		CD	
Innovate on familiar texts through play		CD	
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge		CD	
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops		CD	
Crafting ideas			
conveys messages through actions or talk	CrT1		
shares ideas using icons and images	CrT1		
acts out texts through play	CrT1		
observes others writing with interest and attention (asks what the writing is for and what it says)	CrT1		
composes emergent texts for specific purposes (e.g. creates a birthday card)		CrT2	
dictates a text to a scribe		CrT2	
differentiates between drawing and writing		CrT2	
describes reasons for writing		CrT2	
assigns messages to own texts ('reads' back own play writing, but with varying meanings)		CrT2	
expresses an idea drawing on familiar experiences and topics using attempted words and pictures		CrT3	CrT3
assigns messages to own text 'reading back' own attempts at writing		CrT3	CrT3
writes attempted words in logical sequence		CrT3	CrT3
Text forms and features			
intentionally creates letter-like shapes or strings, experimenting with forms and shapes (horizontal and vertical lines, and/or circular shapes)	CrT1		
draws pictures and shapes to make meaning	CrT1		
asks about words used in the environment (e.g. signs, labels, titles, names, captions)	CrT1		
writes some recognisable letters (one or two letters of own name)		CrT2	
identifies symbols/letters written or drawn with prompting		CrT2	
writes a few words correctly		CrT3	CrT3
writes from left to right		CrT3	CrT3
writes letters to represent words		CrT3	CrT3
Vocabulary			
searches for and sometimes copies words of personal significance found in written texts or environment		CrT2	
writes own name and other personally significant words (family names, dog, house)		CrT3	CrT3

Writing – Conventions

English Curriculum – Reception / Foundation

Achievement Standard References:

Reception:

- Writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops
- Correctly form known upper- and lower-case letters

Conventions	Pre	R	1
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences		CD	
Produce some lower case and upper case letters using learned letter formations		CD	
Construct texts using software including word processing programs		CD	
Grammar	Pre	R	1
Group and Word Level - represents people, animals, places and things using words or phrases such as nouns or basic noun groups as labels (my house)		GrA1	
Whole Text Level - writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (I play soccer)		GrA2	GrA2
Group and Word Level - uses regular plural nouns correctly (dog, dogs)		GrA2	GrA2
represents processes using a small range of verbs (relating verbs – is, are; action verbs – ran)		GrA2	GrA2
writes common prepositional phrases to indicate time and place (in the morning, to the shops)		GrA2	GrA2
Grammatical Accuracy - writes sentence fragments (e.g. me and my dog) with inconsistencies in subject-verb agreement (e.g. he play)		GrA2	GrA2
Punctuation	Pre	R	1
identifies capital letters in familiar words (e.g. identifies capital letter in own name)		PuN1	
identifies full stops		PuN1	
writes basic sentence boundary punctuation (capital letter at beginning, full stop at end)		PuN2	PuN2
names and explains the purpose of basic boundary punctuation		PuN2	PuN2
writes capital letters for some proper nouns		PuN2	PuN2
Spelling	Pre	R	1
writes letters to represent words		SpG1	
spells own name		SpG1	
explains that words can be represented with letters		SpG2	
experiments with writing letters and words		SpG2	
writes letters of the alphabet and says a common corresponding phoneme (sound)		SpG3	SpG3
writes letters to correspond to a given phoneme (sound)		SpG3	SpG3
Handwriting and Keyboarding	Pre	R	1
produces simple handwriting movements	HwK1		
experiments with pencils, writing implements or devices during play	HwK1		
writes letters which resemble standard letter formations	HwK1		
uses pencils or writing implements appropriately		HwK2	
writes or types some letters or words correctly		HwK2	
correctly forms most lower-case letters		HwK3	
correctly forms some upper-case letters		HwK3	
writes or types a few words		HwK3	
uses numeral keys		HwK3	

Writing – Creating Texts

English Curriculum – Year 1

Achievement Standard References:

Year 1:

- Create texts that show understanding of the connection between writing, speech and images
- Create short texts for a small range of purposes
- Provide details about ideas or events, and details about the participants in those events, when writing

Creating Texts	R	1	2
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams		CD	
Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation		CD	
Write using unjoined lower case and upper-case letters		CD	
Construct texts that incorporate supporting images using software including word processing programs		CD	
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication		CD	
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary		CD	
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning		CD	
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts		CD	
Crafting ideas			
includes one or more ideas which are not necessarily related, using sentence fragments (e.g. labels a drawing)		CrT4	
explains the purpose and audience of familiar imaginative and informative texts		CrT4	
creates short texts in different forms such as a simple recount		CrT4	
combines visuals with written text where appropriate		CrT4	
reads back own writing word by word		CrT4	
talks about own text and describes subject matter and images		CrT4	
creates a text including two or three related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions)		CrT5	CrT5
includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked in time and place		CrT5	CrT5
creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline		CrT5	CrT5
Text forms and features			
writes some appropriate letter combinations to represent less familiar words		CrT4	
writes with noun-verb agreement (e.g. I am), articles (e.g. a man) and personal pronouns (e.g. my mum)		CrT4	
writes from left to right using spaces between attempted words		CrT4	
uses basic noun groups (e.g. my house)		CrT4	
uses some sentence punctuation (e.g. capital letters at the beginning of a text)		CrT4	
writes some simple sentences made up of basic verb groups, noun groups and phrases		CrT5	CrT5
writes compound sentences using common conjunctions (e.g. my house is big but the garden is small)		CrT5	CrT5
makes plausible attempts to write unfamiliar words phonetically (enjn for engine)		CrT5	CrT5
uses capital letters correctly to indicate proper nouns		CrT5	CrT5
uses capital letters and full stops correctly at the start and end of sentences		CrT5	CrT5
spells some high frequency words correctly		CrT5	CrT5
uses appropriate key words to represent simple concepts (e.g. aunty, sister, cousin in a text about family)		CrT5	CrT5
Vocabulary			
writes simple familiar words (e.g. saw, food, they)		CrT4	
uses some learning area vocabulary in own texts (e.g. season)		CrT4	
uses taught high frequency words		CrT4	
uses adjectives to add meaning by describing qualities or features (e.g. small, long, red)		CrT5	CrT5
uses words in own writing adopted from other writers		CrT5	CrT5
uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as 'very')		CrT5	CrT5

Writing – Conventions

English Curriculum – Year 1

Achievement Standard References:

Year 1:

- Accurately spell high-frequency words and words with regular spelling patterns
- Use capital letters and full stops and form all upper- and lower-case letters correctly

Writing – Conventions	R	1	2
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands		CD	
Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances		CD	
Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)		CD	
Grammar	R	1	2
Whole Text Level - writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (I play soccer)	GrA2	GrA2	
Group and Word Level - uses regular plural nouns correctly (dog, dogs)	GrA2	GrA2	
represents processes using a small range of verbs (relating verbs – is, are; action verbs – ran)	GrA2	GrA2	
writes common prepositional phrases to indicate time and place (in the morning, to the shops)	GrA2	GrA2	
Grammatical Accuracy - writes sentence fragments (e.g. me and my dog) with inconsistencies in subject-verb agreement (e.g. he play)	GrA2	GrA2	
Whole Text Level - sequences sentences to reflect a logical flow of ideas		GrA3	GrA3
uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (I have a bird. It can talk.)		GrA3	GrA3
uses basic text connectives repetitively (and, then)		GrA3	GrA3
Sentence Level - writes coherent simple sentences to express an idea or event		GrA3	GrA3
Group and Word Level - uses pronouns to represent participants (she, we, them)		GrA3	GrA3
uses a small range of adjectives to build description in basic noun groups (the little dog)		GrA3	GrA3
uses common and proper nouns		GrA3	GrA3
uses single verbs or simple verb groups (they are playing)		GrA3	GrA3
uses predominantly simple present, continuous and past tense to represent processes (I play, I am playing, I played)		GrA3	GrA3
Grammatical Accuracy - uses articles a, an and the with varying accuracy (a dog, a apple)		GrA3	GrA3
writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)		GrA3	GrA3
Punctuation	R	1	2
writes basic sentence boundary punctuation (capital letter at beginning, full stop at end)	PuN2	PuN2	
names and explains the purpose of basic boundary punctuation	PuN2	PuN2	
writes capital letters for some proper nouns	PuN2	PuN2	
uses sentence boundary punctuation including question marks or exclamation marks		PuN3	PuN3
consistently writes capitals appropriately for names of people and days of the week		PuN3	PuN3

Spelling	R	1	2
writes letters of the alphabet and says a common corresponding sound (phoneme)	SpG3	SpG3	
writes letters to correspond to a given sound	SpG3	SpG3	
writes letters to represent the dominant or first phonemes in words, when attempting to spell words (e.g. d for dog)		SpG4	
writes some appropriate letter combinations to represent words (bis for because)		SpG4	
writes correctly some common one-syllable words with regular phonic graphemic patterns (am)		SpG4	
uses onset and rime to spell words (e.g. p -at)		SpG4	
writes correctly some common high-frequency words with uncommon phoneme/grapheme correspondences (e.g. was)		SpG4	
uses visual knowledge, phonic knowledge and morphemic knowledge to attempt to spell words		SpG5	
represents all phonemes when attempting to spell one- and two-syllable words (e.g. sista for sister)		SpG5	
spells less familiar words using common phoneme/grapheme correspondences (e.g. spells 'some' as 'sum')		SpG5	
writes common plurals formed by adding 's' correctly (e.g. cats)		SpG5	
writes words with common suffixes that indicate tense (e.g. play, played, playing)		SpG5	
contributes to a group discussion about word origins (e.g. bi means two in bicycle)		SpG5	
writes a range of words from the hundred high-frequency words correctly		SpG5	
exchanges one letter in a word to make a new word (e.g. fan, tan, tap)		SpG6	SpG6
writes two-letter consonant blends in words correctly (sl in slip)		SpG6	SpG6
writes common plurals formed with adding 'es' correctly (boxes)		SpG6	SpG6
writes words with consonants doubled after a short vowel (shopping)		SpG6	SpG6
recognises some spelling errors using visual, phonic and morphemic knowledge		SpG6	SpG6
spells simple words with split digraph correctly (e.g. blame, tide)		SpG6	SpG6
spells common words with simple vowel digraphs (e.g. tree, tail)		SpG6	SpG6
writes simple contractions (e.g. I'm, isn't)		SpG6	SpG6
Handwriting and Keyboarding	R	1	2
correctly forms all letters		HwK4	
uses spaces between handwritten words		HwK4	
positions letters and words on a line		HwK4	
demonstrates keyboarding skills by typing short letter clusters and short common words as single units (er, ing, the, my)		HwK4	
types using spaces between words and sentence punctuation		HwK4	
fluently writes clearly formed, unjoined letters		HwK5	HwK5
writes all letters with consistent size and spacing between words		HwK5	HwK5
begins to use joined letters		HwK5	HwK5
maintains legible handwriting throughout a text		HwK5	HwK5
uses some features of text editing applications		HwK5	HwK5
recognises and uses keys to show more complex punctuation or symbols		HwK5	HwK5

Writing – Creating Texts

English Curriculum – Year 2

Achievement Standard References:

Year 2:

- Create texts that show how images support the meaning of the text
- Create texts, drawing on their own experiences, their imagination and information they have learnt

Creating Texts	1	2	3
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms		CD	
Create events & characters using media that develop key events & characters from literary texts		CD	
Innovate on familiar texts by experimenting with character, setting or plot		CD	
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose		CD	
Re-read and edit text for spelling, sentence-boundary punctuation and text structure		CD	
Construct texts featuring print, visual & audio elements using software, inc. word processing programs		CD	
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose		CD	
Identify, reproduce & experiment with rhythmic, sound & word patterns in poems, rhymes, songs		CD	
Crafting ideas			
creates a text including two or three related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions)	CrT5	CrT5	
includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked in time and place	CrT5	CrT5	
creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline	CrT5	CrT5	
creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic		CrT6	
includes four or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or two facts; states an opinion with a reason; gives a recount of an event)		CrT6	
includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)		CrT6	
writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)		CrT6	
selects and discards ideas to make texts suitable for familiar audiences and purposes		CrT6	
Text forms and features			
writes some simple sentences made up of basic verb groups, noun groups and phrases	CrT5	CrT5	
writes compound sentences using common conjunctions (e.g. my house is big but the garden is small)	CrT5	CrT5	
makes plausible attempts to write unfamiliar words phonetically (enjn for engine)	CrT5	CrT5	
uses capital letters correctly to indicate proper nouns	CrT5	CrT5	
uses capital letters and full stops correctly at the start and end of sentences	CrT5	CrT5	
spells some high frequency words correctly	CrT5	CrT5	
uses appropriate key words to represent simple concepts (e.g. aunty, sister in a text about family)	CrT5	CrT5	
writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. and, but, so, because, when)		CrT6	
maintains tense within a sentence		CrT6	
selects images to complement writing		CrT6	
spells many high-frequency words correctly		CrT6	
uses sentence punctuation correctly (e.g. !, ?)		CrT6	
uses noun groups to add detail (e.g. the tomato plant in the pot)		CrT6	
uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives		CrT6	
uses adverbs to give precise meaning to verbs (e.g. talking loudly)			
Vocabulary			
uses adjectives to add meaning by describing qualities or features (e.g. small, long, red)	CrT5	CrT5	
uses words in own writing adopted from other writers	CrT5	CrT5	
uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as 'very')	CrT5	CrT5	
uses a range of qualifying words (e.g. every day; action movie)		CrT6	
selects more specific adjectives (e.g. giant for tall; golden for yellow)		CrT6	
uses learning area topic vocabulary (e.g. natural)		CrT6	
uses common homophones correctly (e.g. two, too, to)		CrT6	
uses common idiomatic and colloquial phrases (e.g. a piece of cake)		CrT6	

Writing – Conventions

English Curriculum – Year 2

Achievement Standard References:

Year 2:

- Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns
- Use punctuation accurately
- Write words and sentences legibly using unjoined upper- and lower-case letters

Writing – Conventions	1	2	3
Recognise that capital letters signal proper nouns and commas are used to separate items in lists		CD	
Write legibly and with growing fluency using unjoined upper case and lower case letters		CD	
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction		CD	
Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives		CD	
Grammar	1	2	3
Whole Text Level - sequences sentences to reflect a logical flow of ideas	GrA3	GrA3	
uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (I have a bird. It can talk.)	GrA3	GrA3	
uses basic text connectives repetitively (and, then)	GrA3	GrA3	
Sentence Level - writes coherent simple sentences to express an idea or event	GrA3	GrA3	
Group and Word Level - uses pronouns to represent participants (she, we, them)	GrA3	GrA3	
uses a small range of adjectives to build description in basic noun groups (the little dog)	GrA3	GrA3	
uses common and proper nouns	GrA3	GrA3	
uses single verbs or simple verb groups (they are playing)	GrA3	GrA3	
uses predominantly simple present, continuous and past tense to represent processes (I play, I am playing, I played)	GrA3	GrA3	
Grammatical Accuracy - uses articles a, an and the with varying accuracy (a dog, a apple)	GrA3	GrA3	
writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)	GrA3	GrA3	
Punctuation	1	2	3
uses sentence boundary punctuation including question marks or exclamation marks	PuN3	PuN3	
names and explains the purpose of basic boundary punctuation	PuN3	PuN3	
consistently writes capitals appropriately for names of people	PuN3	PuN3	
uses commas in lists of nouns (add the sugar, lemon, water and juice)		PuN4	PuN4
uses apostrophes for regular single possessives (girl's)		PuN4	PuN4
capitalises key events, geographic names, titles (Easter, Sydney, Ms)		PuN4	PuN4
Spelling	1	2	3
exchanges one letter in a word to make a new word (e.g. fan, tan, tap)	SpG6	SpG6	
writes two-letter consonant blends in words correctly (sl in slip)	SpG6	SpG6	
writes common plurals formed with adding 'es' correctly (boxes)	SpG6	SpG6	
writes words with consonants doubled after a short vowel (shopping)	SpG6	SpG6	
recognises some spelling errors using visual, phonic and morphemic knowledge	SpG6	SpG6	
spells simple words with split digraph correctly (e.g. blame, tide)	SpG6	SpG6	
spells common words with simple vowel digraphs (e.g. tree, tail)	SpG6	SpG6	
writes simple contractions (e.g. I'm, isn't)	SpG6	SpG6	
uses morphemic word families to spell words (small, smaller)		SpG7	SpG7
writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine)		SpG7	SpG7
spells words with learnt consonant digraphs (e.g. sheep, tooth)		SpG7	SpG7
spells multisyllabic words with learnt long vowel phonemes (e.g. pi-lot, di-et)		SpG7	SpG7
writes one or two syllable words with consonant blends (e.g. clapping)		SpG7	SpG7
uses knowledge of morphemes to spell compound words with common base words (e.g. handbag)		SpG7	SpG7
uses simple dictionaries and spellcheckers		SpG7	SpG7
Handwriting and Keyboarding	1	2	3
fluently writes clearly formed, unjoined letters	HwK5	HwK5	
writes all letters with consistent size and spacing between words	HwK5	HwK5	
begins to use joined letters	HwK5	HwK5	
maintains legible handwriting throughout a text	HwK5	HwK5	
uses some features of text editing applications	HwK5	HwK5	
recognises and uses keys to show more complex punctuation or symbols	HwK5	HwK5	

Writing – Creating Texts

English Curriculum – Year 3

Achievement Standard References:

Year 3:

- Understand how language can be used to express feelings and opinions on topics
- Express and develop, in some detail, experiences, events, information, ideas and characters in their texts which include writing and images
- Create a range of texts for familiar and unfamiliar audiences

Creating Texts	2	3	4
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose		CD	
Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle		CD	
Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue		CD	
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements		CD	
Crafting ideas			
creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions		CrT7	
includes learnt ideas on a range of topics from learning areas		CrT7	
stages text using typical or familiar features such as an introduction and body paragraphs		CrT7	
supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)		CrT7	
uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)		CrT7	
Text forms and features			
writes a range of compound and complex sentences		CrT7	
uses pronouns correctly to link to an object or person across the text		CrT7	
uses images to reinforce ideas in written text		CrT7	
maintains consistent tense within and between sentences		CrT7	
groups sentences on related ideas into simple paragraphs		CrT7	
uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as next, since)		CrT7	
correctly spells some words with irregular spelling patterns (e.g. cough)		CrT7	
applies learnt spelling generalisations		CrT7	
accurately spells high-frequency words		CrT7	
consistently uses correct simple punctuation (e.g. uses commas in a list)		CrT7	
Vocabulary			
uses expressive words to describe action and affect the reader (tiptoed, instead of walked)		CrT7	
uses creative wordplay to affect the reader (repetition, alliteration)		CrT7	
uses synonyms to replace common and generic words and avoid repetition across a text (e.g. thrilled for excited)		CrT7	
uses a range of learning area topic words (e.g. environment, equipment)		CrT7	

Writing – Conventions

English Curriculum – Year 3

Achievement Standard References:

Year 3:

- Understand how language features are used to link and sequence ideas
- Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing
- Use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately
- Re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning
- Write using joined letters that are accurately formed and consistent in size

Writing – Conventions	2	3	4
Understand that paragraphs are a key organisational feature of written texts		CD	
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters		CD	
Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement		CD	
Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense		CD	
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs		CD	
Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation		CD	
Write using joined letters that are clearly formed and consistent in size		CD	
Grammar	2	3	4
Whole Text Level - uses time connectives to sequence ideas and events (first, then, next, after)		GrA ₄	GrA ₄
groups related ideas into paragraphs		GrA ₄	GrA ₄
Sentence Level - writes simple sentences correctly		GrA ₄	GrA ₄
writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)		GrA ₄	GrA ₄
Group and Word Level - uses simple adverbials to give details such as time, place and manner (in the afternoon, nearby, quickly)		GrA ₄	GrA ₄
uses simple present, past and future tenses accurately to represent processes		GrA ₄	GrA ₄
uses adjectives in noun groups to build more accurate descriptions of participants (the spotted dog)		GrA ₄	GrA ₄
uses a broader range of prepositions to indicate direction or position (e.g. across, towards, through)		GrA ₄	GrA ₄
uses articles correctly (e.g. a, an, the)		GrA ₄	GrA ₄
Grammatical Accuracy - writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. they should of waited) and past tense irregular verbs (e.g. he goed to the shop)		GrA ₄	GrA ₄
Punctuation	2	3	4
uses commas in lists of nouns (add the sugar, lemon, water and juice)	PuN ₄	PuN ₄	
uses apostrophes for regular single possessives (girl's)	PuN ₄	PuN ₄	
capitalises key events, geographic names, titles (Easter, Sydney, Ms)	PuN ₄	PuN ₄	
uses quotation marks for simple dialogue ('I can't see it,' he said.)		PuN ₅	PuN ₅
uses apostrophes for plural possessives (planes' wings)		PuN ₅	PuN ₅
follows conventions of use of capitals in headings		PuN ₅	PuN ₅

Spelling	2	3	4
uses morphemic word families to spell words (small, smaller)	SpG7	SpG7	
writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine)	SpG7	SpG7	
spells words with learnt consonant digraphs (e.g. sheep, tooth)	SpG7	SpG7	
spells multisyllabic words with learnt long vowel phonemes (e.g. pi-lot, di-et)	SpG7	SpG7	
writes one or two syllable words with consonant blends (e.g. clapping)	SpG7	SpG7	
uses knowledge of morphemes to spell compound words with common base words (e.g. handbag)	SpG7	SpG7	
uses simple dictionaries and spellcheckers	SpG7	SpG7	
uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)		SpG8	
writes most common and high-frequency words correctly		SpG8	
writes common words with silent letters correctly (e.g. crumb, knee)		SpG8	
writes some common contractions correctly (e.g. you're, won't)		SpG8	
uses three-letter consonant blends in words correctly (e.g. three, string, splash)		SpG8	
uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. grandmother)		SpG8	
recognises spelling errors in own writing		SpG8	
spells words with -r controlled vowel consonant digraphs (e.g. start, worm)		SpG8	
uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)		SpG9	SpG9
writes words with common prefixes and suffixes (e.g. unhappy, helpful)		SpG9	SpG9
uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)		SpG9	SpG9
uses less common vowel digraphs (e.g. head, suit)		SpG9	SpG9
writes all common contractions correctly (e.g. doesn't)		SpG9	SpG9
spells common homophones according to context (e.g. hear or here their or there or they're)		SpG9	SpG9
uses spell check function		SpG9	SpG9
uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)		SpG9	SpG9
identifies errors and attempts to correct spelling		SpG9	SpG9
writes words using diphthongs correctly (e.g. house, boil)		SpG9	SpG9
writes all words from the hundred high-frequency words correctly		SpG9	SpG9
Handwriting and Keyboarding	2	3	4
writes using joined letters of consistent size		HwK6	
slopes writing if appropriate to script		HwK6	
begins to develop quick finger action when keying		HwK6	
fluently handwrites and types to produce a range of texts		HwK6	

Writing – Creating Texts

English Curriculum – Year 4

Achievement Standard References:

Year 4:

- Use language features to create coherence and add detail to their texts
- Understand how to express an opinion based on information in a text
- Create texts that show understanding of how images and detail can be used to extend key ideas
- Create structured texts to explain ideas for different audiences

Creating Texts	3	4	5
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives		CD	
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech		CD	
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases		CD	
Investigate how quoted (direct) and reported (indirect) speech work in different types of text		CD	
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity		CD	
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research		CD	
Create literary texts that explore students' own experiences and imagining		CD	
Create literary texts by developing storylines, characters and settings		CD	
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features		CD	
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements		CD	

Writing – Creating Texts

English Curriculum – Year 4

CrT8Years 4 and 5

Informative text indicators	Persuasive text indicators	Imaginative text indicators
<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork) • includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least two body paragraphs • includes ideas which are relevant to the topic and purpose of the text • organises information into paragraphs to support the reader • includes a relevant graphic to support the reader (e.g. diagram or photo) 	<p>Crafting ideas</p> <ul style="list-style-type: none"> • writes for a range of learning area purposes (designs a healthy food campaign) • includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion • presents a position and supports it with one or two simply stated arguments • includes arguments and ideas which are relevant to the purpose of the text • organises arguments into paragraphs to support the reader • concludes by restating 	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event) • includes structural features appropriate to the type of text such as orientation, complication and resolution • includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative them of good and evil) • organises ideas into a sequence with a predictable ending
<p>Text forms and features</p> <ul style="list-style-type: none"> • uses cohesive devices to signpost sections of text (e.g. uses text connectives such as finally, as a result, in addition) • uses present or timeless present tense consistently throughout text (e.g. bears hibernate in winter) • selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images) • uses adjectives to create more accurate description (e.g. the warm-blooded mammal) 	<p>Text forms and features</p> <ul style="list-style-type: none"> • uses cohesive devices to link points in an argument (however, on the other hand) • uses some rhetorical devices such as repetition • uses exaggeration as a persuasive device • uses adjectives to persuade (e.g. dangerous behaviour) • uses simple modal verbs and adverbs (should, will, quickly) • selects visual and audio features to expand argument in written texts (images, music) • uses inclusive language (e.g. we cannot allow this to happen) 	<p>Text forms and features</p> <ul style="list-style-type: none"> • uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms) • uses pronouns to track multiple characters (Peter and Leanne ... he ... they ... she ... them) • maintains a point of view (e.g. writes predominantly in first person) • uses complex noun group adjectives to create more accurate description (e.g. that tangy, lemon scented aroma) • selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text) • uses simple figurative devices (e.g. simile)
<p>Vocabulary</p> <ul style="list-style-type: none"> • uses a range of learnt topic words to add credibility to information (hibernate instead of sleep) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • uses a range of learnt topic words to add credibility to arguments 	<p>Vocabulary</p> <ul style="list-style-type: none"> • uses a range of learnt topic words and words from other authors
Generic indicators		
<ul style="list-style-type: none"> • uses tense with variable accuracy throughout the text • consistently writes sentences correctly and uses a greater range of complex sentences • uses a variety of sentence structures and sentence beginnings • spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) • uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) • uses articles accurately (e.g. a, an, the) • uses adverbial phrases to support the staging of the text (e.g. before lunch, after midnight) 		

Writing – Conventions

English Curriculum – Year 4

Achievement Standard References:

Year 4:

- Demonstrate understanding of grammar
- Select vocabulary from a range of resources
- Use accurate spelling and punctuation
- Re-read and edit their work to improve meaning

Writing – Conventions	3	4	5
Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure		CD	
Write using clearly-formed joined letters, and develop increased fluency and automaticity		CD	
Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words		CD	
Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling		CD	
Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes		CD	
Grammar	3	4	5
Whole Text Level - uses time connectives to sequence ideas and events (first, then, next, after) groups related ideas into paragraphs	GrA4	GrA4	
Sentence Level - writes simple sentences correctly	GrA4	GrA4	
writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)	GrA4	GrA4	
Group and Word Level - uses simple adverbials to give details such as time, place and manner (in the afternoon, nearby, quickly)	GrA4	GrA4	
uses simple present, past and future tenses accurately to represent processes	GrA4	GrA4	
uses adjectives in noun groups to build more accurate descriptions of participants (the spotted dog)	GrA4	GrA4	
uses a broader range of prepositions to indicate direction or position (e.g. across, towards, through)	GrA4	GrA4	
uses articles correctly (e.g. a, an, the)	GrA4	GrA4	
Grammatical Accuracy - writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. they should of waited) and past tense irregular verbs (e.g. he goed to the shop)	GrA4	GrA4	
Punctuation	3	4	5
uses quotation marks for simple dialogue ('I can't see it,' he said.)	PuN5	PuN5	
uses apostrophes for plural possessives (planes' wings)	PuN5	PuN5	
follows conventions of use of capitals in headings	PuN5	PuN5	
Spelling	3	4	5
uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)		SpG9	SpG9
writes words with common prefixes and suffixes (e.g. unhappy, helpful)		SpG9	SpG9
uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)		SpG9	SpG9
uses less common vowel digraphs (e.g. head, suit)		SpG9	SpG9
writes all common contractions correctly (e.g. doesn't)		SpG9	SpG9
spells common homophones according to context (e.g. hear or here their or there or they're)		SpG9	SpG9
uses spell check function		SpG9	SpG9
uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)		SpG9	SpG9
identifies errors and attempts to correct spelling		SpG9	SpG9
writes words using diphthongs correctly (e.g. house, boil)		SpG9	SpG9
writes all words from the hundred high-frequency words correctly		SpG9	SpG9
Handwriting and Keyboarding	3	4	5
writes with a legible, fluent, personal handwriting style		HwK7	
uses a range of digital applications to compose and edit		HwK7	
self-corrects using appropriate keyboard and screen functions		HwK7	

Writing – Creating Texts

English Curriculum – Year 5

Achievement Standard References:

Year 5:

- Use language features to show how ideas can be extended
- Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources
- Create imaginative, informative and persuasive texts for different purposes and audiences

Creating Texts	4	5	6
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students		CD	
Create literary texts that experiment with structures, ideas and stylistic features of selected authors		CD	
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience		CD	
Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements		CD	
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context		CD	

Writing – Creating Texts

English Curriculum – Year 5

CrT8Years 4 and 5

Informative text indicators	Persuasive text indicators	Imaginative text indicators
<p>Crafting ideas</p> <ul style="list-style-type: none"> creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork) includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least two body paragraphs includes ideas which are relevant to the topic and purpose of the text organises information into paragraphs to support the reader includes a relevant graphic to support the reader (e.g. diagram or photo) 	<p>Crafting ideas</p> <ul style="list-style-type: none"> writes for a range of learning area purposes (designs a healthy food campaign) includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion presents a position and supports it with one or two simply stated arguments includes arguments and ideas which are relevant to the purpose of the text organises arguments into paragraphs to support the reader concludes by restating 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event) includes structural features appropriate to the type of text such as orientation, complication and resolution includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative them of good and evil) organises ideas into a sequence with a predictable ending
<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to signpost sections of text (e.g. uses text connectives such as finally, as a result, in addition) uses present or timeless present tense consistently throughout text (e.g. bears hibernate in winter) selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images) uses adjectives to create more accurate description (e.g. the warm-blooded mammal) 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to link points in an argument (however, on the other hand) uses some rhetorical devices such as repetition uses exaggeration as a persuasive device uses adjectives to persuade (e.g. dangerous behaviour) uses simple modal verbs and adverbs (should, will, quickly) selects visual and audio features to expand argument in written texts (images, music) uses inclusive language (e.g. we cannot allow this to happen) 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms) uses pronouns to track multiple characters (Peter and Leanne ... he ... they ... she ... them) maintains a point of view (e.g. writes predominantly in first person) uses complex noun group adjectives to create more accurate description (e.g. that tangy, lemon scented aroma) selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text) uses simple figurative devices (e.g. simile)
<p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt topic words to add credibility to information (hibernate instead of sleep) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt topic words to add credibility to arguments 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt topic words and words from other authors
<p>Generic indicators</p>		
<ul style="list-style-type: none"> uses tense with variable accuracy throughout the text consistently writes sentences correctly and uses a greater range of complex sentences uses a variety of sentence structures and sentence beginnings spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) uses articles accurately (e.g. a, an, the) uses adverbial phrases to support the staging of the text (e.g. before lunch, after midnight) 		

Writing – Creating Texts

English Curriculum – Year 5

CrTgYears 5 and 6

Informative text indicators	Persuasive text indicators	Imaginative text indicators
<p>Crafting ideas</p> <ul style="list-style-type: none"> creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created) selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes) orients the reader to the topic or concept using a definition or classification develops ideas with details and examples uses ideas derived from research uses written and visual supporting evidence 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates persuasive texts that take a position and supports it with arguments (e.g. examines the benefits of physical activity to health and wellbeing) selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position) includes two or more elaborated arguments develops a clear persuasive line through inclusion of a number of arguments with supporting points orients the reader to the persuasive premise of the text concludes by synthesising the arguments 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories) selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication) uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism) uses actions and events to develop the character orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion) creates a cohesive text by integrating narrative elements (e.g. character, setting and events)
<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms) uses cohesive devices to express cause and effect (e.g. uses text connectives such as therefore, subsequently) includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data) uses language to compare (e.g. alternatively, whereas) uses formatting appropriately to reference and label graphics 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to link arguments, evidence and reasons (e.g. uses text connectives such as therefore, furthermore) includes salient visual and audio features to complement written ideas uses vocabulary to position the reader (e.g. precise nouns and adjectives) uses a broader range of modal verbs and adverbs (e.g. definitely) 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms) includes salient visual and audio features to enhance the text intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. Kokou must be hungry. But he was not [hungry]) selects a point of view appropriate to the purpose and audience uses figurative devices such as personification and metaphor (e.g. the fairy lights danced along the street)
<p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt, technical and discipline-specific terms (e.g. adapt, survive) uses more sophisticated words to express cause and effect (e.g. therefore, subsequently) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses words to express cause and effect (e.g. consequently, thus) selects vocabulary to persuade (e.g. uses words to introduce an argument such as obviously) uses technical and topic specific words to add authority (e.g. innovative design, solution) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses vivid and less predictable vocabulary to affect the reader (e.g. stroll, prowl for walk) uses words to create imagery (e.g. the wind whistled and swirled around her) uses vocabulary to evoke humour (e.g. pun)
Generic indicators		
<ul style="list-style-type: none"> maintains appropriate tense throughout the text uses a range of sentences including correctly structured complex sentences spells simple, most complex and some challenging words correctly uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) writes cohesive paragraphs that develop one main idea 		

Writing – Conventions

English Curriculum – Year 5

Achievement Standard References:

Year 5:

- Demonstrate understanding of grammar using a variety of sentence types, when writing
- Select specific vocabulary and use accurate spelling and punctuation
- Edit their work for cohesive structure and meaning

Writing – Conventions	4	5	6
Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns		CD	
Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words		CD	
Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word		CD	
Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations		CD	
Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause		CD	
Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea		CD	
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts		CD	
Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features		CD	
Develop a handwriting style that is becoming legible, fluent and automatic		CD	
Grammar	4	5	6
Whole Text Level - uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – however, on the other hand, therefore)	GrA5	GrA5	
uses determiners to support cohesion (e.g. this hat, those apples)	GrA5	GrA5	
uses well-structured paragraphs with topic sentences	GrA5	GrA5	
Sentence Level - writes simple and compound sentences correctly including a range of sentence types (command, question, exclamation)	GrA5	GrA5	
writes complex sentences using conjunctions (when, because)	GrA5	GrA5	
Group and Word Level - uses a wide range of verbs and verb groups (uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)	GrA5	GrA5	
employs a range of tenses to represent processes	GrA5	GrA5	
maintains subject-verb agreement in simple and compound sentences			
uses adjectives in noun groups to include details of participants ('that crazy, little cattle dog')	GrA5	GrA5	
uses adverbials to present more surrounding details for time, place, manner and reason	GrA5	GrA5	
Grammatical Accuracy - writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (Because he was afraid.)	GrA5	GrA5	
Whole Text Level - uses cohesive devices to alert the reader about how the text is unfolding (foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)		GrA6	GrA6
Sentence Level - selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect		GrA6	GrA6
uses subordinating conjunctions ('even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead).		GrA6	GrA6
Group and Word Level – uses an extended range of verbs and verb groups for a particular effect (characterisation – howls, was trembling; and expressing causality – results in)		GrA6	GrA6
adjusts tense in a text if required (uses simple present tense to represent 'timeless' happenings (bears <i>hibernate</i> in winter) and uses continuous present tense when referring to an ongoing event (bears <i>are becoming</i> extinct))		GrA6	GrA6

creates elaborated noun groups to build richer description by extending the noun group (that crazy, little cattle dog with the crooked tail that ran away last week)		GrA6	GrA6
uses possessive pronouns (e.g. his, hers, theirs) and relative pronouns (who, which, whom)			
uses adverbials to represent a greater range of circumstances (time – subsequently; place – in their environment; manner – excitedly; reason – due to several factors)		GrA6	GrA6
Grammatical Accuracy - makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb		GrA6	GrA6
Punctuation	4	5	6
writes commas to separate clauses where appropriate		PuN6	PuN6
punctuates more complex dialogue correctly ('The team has made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.')		PuN6	PuN6
Spelling	4	5	6
writes words correctly which do not include common phoneme/grapheme correspondences (e.g. island)		SpG10	
spells less common homophones correctly (e.g. site, sight)		SpG10	
applies spelling generalisations when writing words		SpG10	
explains and uses a range of morphemic word families (e.g. friend, friendship, unfriendly)		SpG10	
uses knowledge of prefixes and suffixes to spell less common words (e.g. triangle, disagree)		SpG10	
explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. colour, color)		SpG10	
spells a range of words with less common letter groupings correctly (e.g. ion-fashion)		SpG10	
Handwriting and Keyboarding	4	5	6
uses handwriting efficiently in formal and informal situations		HwK8	HwK8
demonstrates automaticity when using keyboarding and screen functions		HwK8	HwK8

Writing – Creating Texts

English Curriculum – Year 6

Achievement Standard References:

Year 6:

- Explain how their choices of language features and images are used
- Create detailed texts elaborating on key ideas for a range of purposes and audiences

Creating Texts	5	6	7
Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas		CD	
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups /phrases		CD	
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways		CD	
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice		CD	

Writing – Creating Texts

English Curriculum – Year 6

CrTgYears 5 and 6

Informative text indicators	Persuasive text indicators	Imaginative text indicators
<p>Crafting ideas</p> <ul style="list-style-type: none"> creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created) selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes) orients the reader to the topic or concept using a definition or classification develops ideas with details and examples uses ideas derived from research uses written and visual supporting evidence 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates persuasive texts that take a position and supports it with arguments (e.g. examines the benefits of physical activity to health and wellbeing) selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position) includes two or more elaborated arguments develops a clear persuasive line through inclusion of a number of arguments with supporting points orients the reader to the persuasive premise of the text concludes by synthesising the arguments 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories) selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication) uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism) uses actions and events to develop the character orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion) creates a cohesive text by integrating narrative elements (e.g. character, setting and events)
<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms) uses cohesive devices to express cause and effect (e.g. uses text connectives such as therefore, subsequently) includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data) uses language to compare (e.g. alternatively, whereas) uses formatting appropriately to reference and label graphics 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to link arguments, evidence and reasons (e.g. uses text connectives such as therefore, furthermore) includes salient visual and audio features to complement written ideas uses vocabulary to position the reader (e.g. precise nouns and adjectives) uses a broader range of modal verbs and adverbs (e.g. definitely) 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms) includes salient visual and audio features to enhance the text intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. Kokou must be hungry. But he was not [hungry]) selects a point of view appropriate to the purpose and audience uses figurative devices such as personification and metaphor (e.g. the fairy lights danced along the street)
<p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt, technical and discipline-specific terms (e.g. adapt, survive) uses more sophisticated words to express cause and effect (e.g. therefore, subsequently) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses words to express cause and effect (e.g. consequently, thus) selects vocabulary to persuade (e.g. uses words to introduce an argument such as obviously) uses technical and topic specific words to add authority (e.g. innovative design, solution) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses vivid and less predictable vocabulary to affect the reader (e.g. stroll, prowl for walk) uses words to create imagery (e.g. the wind whistled and swirled around her) uses vocabulary to evoke humour (e.g. pun)
Generic indicators		
<ul style="list-style-type: none"> maintains appropriate tense throughout the text uses a range of sentences including correctly structured complex sentences spells simple, most complex and some challenging words correctly uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) writes cohesive paragraphs that develop one main idea 		

Writing – Conventions

English Curriculum – Year 6

Achievement Standard References:

Year 6:

- Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing
- Use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria

Writing – Conventions	5	6	7
Understand that cohesive links can be made in texts by omitting or replacing words		CD	
Understand the uses of commas to separate clauses		CD	
Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words		CD	
Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words		CD	
Grammar	5	6	7
Whole Text Level - uses cohesive devices to alert the reader about how the text is unfolding (foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)	GrA6	GrA6	
Sentence Level - selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect	GrA6	GrA6	
uses subordinating conjunctions ('even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead).	GrA6	GrA6	
Group and Word Level – uses an extended range of verbs and verb groups for a particular effect (characterisation – howls, was trembling; and expressing causality – results in)	GrA6	GrA6	
adjusts tense in a text if required (uses simple present tense to represent 'timeless' happenings (bears <i>hibernate</i> in winter) and uses continuous present tense when referring to an ongoing event (bears <i>are becoming</i> extinct))	GrA6	GrA6	
creates elaborated noun groups to build richer description by extending the noun group (that crazy, little cattle dog with the crooked tail that ran away last week)	GrA6	GrA6	
uses possessive pronouns (e.g. his, hers, theirs) and relative pronouns (who, which, whom)	GrA6	GrA6	
uses adverbials to represent a greater range of circumstances (time – subsequently; place – in their environment; manner – excitedly; reason – due to several factors)	GrA6	GrA6	
Grammatical Accuracy - makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb	GrA6	GrA6	
Punctuation	5	6	7
writes commas to separate clauses where appropriate	PuN6	PuN6	
punctuates more complex dialogue correctly ('The team has made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.')	PuN6	PuN6	
Spelling	5	6	7
explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge		SpG11	
writes irregular plurals correctly (e.g. mice)		SpG11	
spells words with less common silent letters correctly (e.g. subtle, pneumonia)		SpG11	
explains how the spellings and meanings of some words have changed over time		SpG11	
Handwriting and Keyboarding	5	6	7
uses handwriting efficiently in formal and informal situations	HwK8	HwK8	
demonstrates automaticity when using keyboarding and screen functions	HwK8	HwK8	

Writing – Creating Texts

English Curriculum – Year 7

Achievement Standard References:

Year 7:

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context
- Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints
- Create texts showing how language features and images from other texts can be combined for effect
- Create structured and coherent texts for a range of purposes and audiences

Creating Texts	6	7	8
Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition		CD	
Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour		CD	
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas		CD	
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact		CD	
Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts		CD	

Writing – Creating Texts

English Curriculum – Year 7

CrT10 Years 7 and 8

Informative text indicators	Persuasive text indicators	Imaginative text indicators
<p>Crafting ideas</p> <ul style="list-style-type: none"> creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks) creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals) orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph) intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas) uses evidence and research including digital resources to expand upon information and elaborate concepts 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates persuasive texts to discuss, evaluate and review (e.g. evaluates and reviews design ideas) includes persuasive points with effective elaborations and supporting evidence intentionally selects structural elements for effect (e.g. includes an appropriate conclusion that sums up, recommends or reiterates) includes counter argument or refutation if appropriate uses evidence and research including digital resources to expand upon information and elaborate concepts 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective) includes relevant, rich, evocative description uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere intentionally selects structural features (e.g. includes an unpredictable ending or circular plot) generates, selects and crafts ideas to support a theme selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional perspective on a real event)
<p>Text forms and features</p> <ul style="list-style-type: none"> varies sentence structure for effect judiciously uses language, visual and audio features to emotionally or intellectually affect the reader uses more elaborate noun groups that include classifying adjectives and specific nouns (e.g. mineral component of sedimentary rocks) creates cohesive flow by condensing previous information into a summarising noun (e.g. a series of tumultuous events culminated in the outbreak of WWI - modern history's turning point) uses passive voice and nominalisation to write succinctly (e.g. the results were analysed) 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses rhetorical devices such as rhetorical questions varies sentence structure for effect judiciously uses language, visual and audio features to emotionally or intellectually affect the audience skilfully uses a range of cohesive devices to make connections between arguments (e.g. foreshadows key points in introduction and reinforces key points in topic sentences) judiciously selects evidence and language to strengthen arguments uses passive voice and nominalisation strategically to avoid stating the actor in the sentence (e.g. an expectation of failure became common) 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses language features to engage reader (e.g. uses sensory imagery to build atmosphere) uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor) includes visual and audio resources to evoke mood or atmosphere of text varies sentence structure for effect
<p>Vocabulary</p> <ul style="list-style-type: none"> uses discipline-specific terminology to provide accurate and explicit information (e.g. discipline metalanguage) uses a range of synonyms for frequently occurring words, in a longer text (e.g. repair, fix, remedy) uses vocabulary to indicate and describe relationships (e.g. additionally, similarly) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of synonyms for frequently occurring words, in a longer text (e.g. impact, consequence, result) uses topic-specific vocabulary to add credibility and weight to arguments (e.g. cadence, interplanetary, silt) uses language that evokes an emotional response (e.g. although they faced relentless opposition, the netballers triumphed) uses words that create connotations (e.g. miserly, frugal) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses words that create connotations (e.g. startled, dismayed) uses language that evokes an emotional response (e.g. a piercing scream echoed through the valley)
Generic indicators		
<ul style="list-style-type: none"> organises related information and ideas into paragraphs/sections uses a range of complex punctuation flexibly and correctly to pace and control the reading of a text spells complex and most challenging words correctly uses a range of sentence types for effect 		

Writing – Conventions

English Curriculum – Year 7

Achievement Standard References:

Year 7:

- Demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation creating and editing texts when creating texts

Writing – Conventions	6	7	8
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses		CD	
Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information		CD	
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns		CD	
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language		CD	
Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them		CD	
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose		CD	
Use prior knowledge and text processing strategies to interpret a range of types of texts		CD	
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources		CD	
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences		CD	
Grammar	6	7	8
Whole Text Level - uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (part-whole, class-subclass, compare-contrast, cause and effect)		GrA7	GrA7
Sentence Level - crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice		GrA7	GrA7
makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession		GrA7	GrA7
Group and Word Level - presents elaborated verb groups that capture nuances and complex expressions of time and probability (he was thought to have been arriving late; the errors could be attributed to faulty equipment)		GrA7	GrA7
selects from succinct noun groups through to highly elaborated noun groups for effect, clarity or complexity of description		GrA7	GrA7
uses nominalisations to create concise noun groups		GrA7	GrA7
intentionally uses a wide array of adverbials to represent a greater variety of circumstances (with whom? to what extent? how much? in what role? by what means? in what manner? compared to what?)		GrA7	GrA7
maintains subject-verb agreement in complex sentences		GrA7	GrA7
Grammatical Accuracy - writes well-structured sentences, rarely making grammatical errors		GrA7	GrA7
Punctuation	6	7	8
uses complex punctuation conventions (colons, semicolons, brackets)		PuN7	PuN7
uses punctuation conventions for quotations and referencing		PuN7	PuN7
Spelling	6	7	8
uses less common prefixes and suffixes including those which require changes to the base word (e.g. glamour-glamorous, explain explanation)		SpG12	
spells multisyllabic words including some with more complex letter patterns (e.g. democracy)		SpG12	
uses knowledge of Latin and Greek word origins to explain spelling of technical words (e.g. physical, maritime, vacuum)		SpG12	
Handwriting and Keyboarding	6	7	8
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods		CD	

Scope and Sequence of Text Types in the Australian Curriculum (by year level)

Types of Texts

- **Imaginative texts** – their primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value.
These texts include
 - novels
 - traditional tales
 - poetry
 - stories
 - plays
 - fiction for young adults and children
 - picture books
 - multimodal texts such as film
- **Informative texts** – their primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life.
These texts include
 - explanations and descriptions of natural phenomena
 - recounts of events
 - procedures
 - instructions and directions
 - rules and laws
 - news bulletins
- **Persuasive texts** – their primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments.
They include
 - advertising
 - debates
 - arguments
 - discussions
 - polemics
 - influential essays and articles

Text Structures

A way in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in **text structures** and **language features** together define a text type and shape its meaning.

Language Features

Features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

The following tables provide information about the types of texts, text structures and language features that are relevant R – 7 across learning areas. More information can be found in the Language and Literacy Levels documents

By the end of Reception	By the end of Year 1	By the end of Year 2
Procedure: relying on modelled texts and writing framework, constructs simple procedure of familiar activity; organises method in sequence	Procedure: using a template records goal, ingredients and/or utensils and steps using subheadings	Procedure: independently composes simple texts with goal, ingredients/utensils and steps, using sub-headings
Recount/Narrative Retell: with support of photos, pictures and/or own drawings: recounts personal events; writes simple statements of observation in Science; or retells well known stories. Includes a simple orientation and organises events according to time.	Recount/Narrative Retell: begins to add detail to orientation and occasionally adds a brief reorientation or evaluation/ resolution	Recount: adds a brief evaluation in personal recounts; writes simple procedural recounts of steps in a process in sequence and simple observational recounts over a series of days/weeks; begins to construct elementary historical recounts, drawing pictures, and annotating simple timelines or web diagrams
		Narrative: begins to write own brief texts with simple setting, storyline and attempted ending and simple brief narratives built around historical events
Description/Report: sorts information under headings; draws pictures and writes several pieces of information about an object or a living thing; writes simple statements of comparison in Maths	Description/Report: writes several sentences of logically ordered information; matches information to subheadings, a series of photos or questions provided as writing frameworks	Description: writes simple descriptions of historical people and places; tentatively uses a simple introductory sentence: Report: begins to use subheadings to construct short text covering a few aspects or characteristics
Explanation: sequences visuals of a familiar event in the natural world e.g. flower growing; draws pictures and gives a simple oral explanation	Explanation/Science Investigations: orally names key events in sequence; completes investigation template with single words, ticks or circling; records results in a sentence.	Explanation: constructs brief sequential explanations with logically ordered events, to support visual representation of each stage (e.g. flowchart)
Exposition (Argument): relying heavily on modelled texts, writes a statement of position, one or two reasons in support and restates position	Exposition (Argument): based on modelled texts constructs a simple statement of position, with one or two brief reasons and restates position	Exposition (Argument): constructs brief introduction and series of points/reasons (3-5) with little or no elaboration to support them
Response: demonstrates understanding of short, illustrated text or performance, orally and/or with drawing and accompanying sentence/s: identifies favourite character and/or part of the story and states why.	Response: responds personally to a performance or an illustrated story that has been read aloud: draws a picture and writes a sentence or two about how they felt about a character or key event in the story/performance	Response: answers scaffolding questions to state main idea or message of book/performance, or recall a range of literal facts; comments on a small range of inferences e.g. what the character thinks/feels at key points of the story/performance

By the end of Year 3	By the end of Year 4	By the end of Year 5
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<p>Procedure: Writes/delivers simple sets of instructions e.g. How to get from A to B, using steps and sub-headings</p> <p>Procedural Recount/Simple Investigation: Answers questions, completes sentences and supplies/records data in tables provided</p>	<p>Procedural Recount Simple Investigation: draws heavily on modelled texts, scaffolding questions or writing frameworks to compose simple investigations, with an aim, prediction, equipment, method and results</p>	<p>Procedural Recount Simple Investigation: based on model texts and/or using guiding questions, recounts and reflects on processes used in mathematical or scientific investigations: begins with predictions or aims; recounts processes used; records findings and offers a simple explanation/interpretation of the results</p>
<p>Recount: independently composes personal recounts with an orientation, some details of events in logical order and some comment or elaborated evaluation of events; able to sequence historical events in a simple timeline</p>	<p>Recount: independently composes personal recounts with more detailed elaboration of events and, with support of scaffolding questions, composes simple biographical recounts with detailed description of events</p>	<p>Biographical and Historical Recount: incorporates source material, sequencing events in chronological order with detailed description and using photographs, chart, graph and/or timeline</p>
<p>Narrative: independently composes short narratives with a clear, though simple, orientation and complication (problem to be solved), leading to a series of events to come to an ending, not necessarily a resolution</p>	<p>Narrative: independently composes short narratives with a distinguishable story line and some events closely related to the resolution of a problem, beginning to include evaluation of events, including historical narratives told from a particular perspective</p>	<p>Narrative: begins to include more than one complication and some evaluation/reflection on events; begins to develop a sense of setting and characterisation</p>
<p>Description/Report: with guidance, uses an introductory sentence and groups like information into sub-topics to construct reports with some detailed description. Uses paragraph and sub-headings in written text</p>	<p>Description: includes a separated introduction and uses sub-topics/paragraphs effectively for change of aspect or feature Report: with some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information</p>	<p>Description and Descriptive/Comparative report: draws on more than one source of information for appropriately detailed information, organising it into paragraphs with appropriate nominalised sub-headings e.g. Habitat</p>
<p>Explanation: begins to speak/write sentences to sequence events based on strongly modelled text supported by visual text</p>	<p>Explanation: with more independence composes simple sequential explanations, e.g. a life cycle based on diagram; begins to use opening statement; draws heavily on modelled texts and scaffolding to compose simple causal explanations</p>	<p>Explanation and Historical Account (Historical Narrative): constructs sequential explanations and simple causal explanations with diagrams and/or flow charts; has more complex introduction</p>
<p>Exposition (Argument): begins with simple statement of position in brief introduction and provides a series of logically ordered reasons. Begins to use paragraphs (may be one for introduction, one for arguments and one for conclusion. Or arguments may be separated into 1 or 2 sentence paragraphs)</p>	<p>Exposition (Argument): organises texts in simple logically order; begins to provide a simple introduction and to give simple introductions/topic sentence for each argument. Paragraphs on basis of change of argument or focus</p>	<p>Exposition (Argument): constructs appropriately an introduction, simply elaborated arguments with topic sentences and basic conclusion. Paragraphed well in written texts</p>
<p>Response and Review: draws heavily on modelled texts and scaffolding questions or writing frameworks to provide simple personal responses to book read as a class; independently writes / dramatises simple creative responses e.g. a letter from a character</p>	<p>Response and Review: draws heavily on modelled texts and scaffolding questions or writing frameworks to compose more extended and more technical responses and simple reviews of books read as class text</p>	<p>Response and Review: writes/presents more extended responses to texts using appropriate literary metalanguage (character, narrator, viewpoint, simile, metaphor) and begins to write/present simple reviews of books read as class text</p>

By the end of Year 6	By the end of Year 7
<p>Investigation: based on model texts, composes simple investigations: begins with aim & predictions/hypothesis; recounts processes used in active voice; records findings and offers a simple explanation of results, including an evaluation of the design/method and incorporates labelled diagrams, charts and graphs</p>	<p>Procedure: composes texts on how to carry out a mathematical or scientific process, typically as part of a macro-genre</p> <p>Procedural Recount/Simple Investigation: begins to independently compose mathematical and scientific investigations, based on provided headings and instructions for each stage, including for example, an introduction, aim, hypothesis, method, results, discussion/analysis of results and conclusion</p>
<p>Biographical and Historical Recount: composes longer texts, describing different experiences of people and significance of people and events in bringing about change, incorporating appropriate visuals</p>	<p>Biographical and Historical Recount: composes more detailed, longer texts that recount a series of events accompanied by chart or graph with some summative commentary and/or reflection and evaluation</p>
<p>Narrative: includes more than one complication and develops some sense of setting and characterisation, though may be stereotypical; begins to use variations in structure e.g. optional evaluation/coda stages</p>	<p>Narrative: composes texts where characterisation emerges through descriptions, actions, speech, thought and feeling; begins to use optional stages of reflection, evaluation and flashback</p> <p>Poetry and dialogue: constructs descriptive texts relying less on modelled texts</p>
<p>Description/Classifying Report: detailed descriptions of places of the past using source material; composes basic report beginning with a general statement or definition introduction followed by appropriate subtopics with headings and/or topic sentences. Written texts paragraphed</p>	<p>Descriptive/Comparative and Classifying Report: composes longer, more complex examples, with control of paragraphs, including an introductory paragraph and incorporating sources and visuals e.g. maps, photos and labelled diagrams</p>
<p>Explanation and Historical Account (Historical Narrative): constructs texts drawing on more than one source, using understanding of structure and language to sequence, express cause and effect and evaluate, with effective organisation (paragraphing in written text)</p>	<p>Explanation: composes explanations which are increasingly causal, with illustrations; and relying heavily on model texts, begins to compose consequential explanations</p>
<p>Exposition (Argument or Discussion): composes more developed introduction and basic conclusion to sustain a longer argument with basic evidence; tentative control of organisation/paragraphs for a discussion</p>	<p>Exposition (Argument or Discussion): composes more complex introduction and less basic concluding paragraph, using topic sentences to sustain longer arguments and discussions, analysing and combining information from more than one source</p>
<p>Review: composes simple reviews that include an introduction providing an overview of the work; several subtopics each focusing on one aspect of the work; and a conclusion, providing a personal valuation/recommendation.</p>	<p>Response/Review/Source Analysis: composes personal responses, reviews of texts and History source analyses using a clear structure through a developed introduction, topic sentences and a conclusion; begins to use evidence from the text/source to support a point of view, interpretation and/or illustrate a literary/film technique</p>