

Narrative Writing Success Criteria

- Engaging to the audience
- Effective plot and structure with an introduction, complication and resolution
- Character and setting descriptions
- Interesting vocabulary (e.g. verbs, adjectives, similes)
- Paragraphs for each set of ideas
- Variety of sentence structures used
- Correct punctuation

Persuasive Writing Success Criteria

- Influences the reader with a clear position
- Elaborated, well developed arguments
- Persuasive devices (e.g. emotive language, rhetorical questions, facts)
- Persuasive vocabulary
- Paragraphs for each set of ideas
- Variety of sentence structures used
- Correct punctuation

Progression 5

Crafting ideas

- I can write to recount an experience, tell a story, express thoughts or give an opinion
- I can write two or three ideas
- I can use ideas from texts read or viewed for my own writing

Text forms and features

- I can write simple sentences made up of basic verb groups, noun groups and phrases
- I can use adjectives to add meaning and describe
- I can express feelings and opinions about people and things
- I can link using conjunctions such as 'and'
- My sentences make sense
- I can attempt to write unfamiliar words by sounding out
- I can use capital letters correctly to indicate proper nouns
- I can use capital letters and full stops correctly at the start and end of sentences

Vocabulary

- I can use key words
- I can borrow words from other writers
- I can use common and proper nouns
- I can use high-frequency words
- I can use modifying words (e.g. very)

Progression 6

Crafting ideas

- I can write for a range of purposes
- I can write four or more sequenced and clearly connected ideas
- I can include a simple orientation for the reader
- I can express ideas in connected, clearly sequenced sentences
- I can select ideas to make texts suitable for my audience and purpose
- I can organise text logically
- I can use key words from informative texts read or viewed in my own writing

Text forms and features

- I can write simple and compound sentences using conjunctions (and, but, so, because, when)
- I can maintain tense within a sentence (past or present tense)
- I can select images to match my writing
- I can spell simple and many high-frequency words correctly
- I can use simple punctuation (!, ?)
- I can use adjectives to add detail to noun groups (e.g. new baby chicken instead of just chicken)
- I can use simple language to connect my writing (then, after, and)
- I can use adverbs to give meaning to verbs (talking loudly instead of just talking)

Vocabulary

- I can use words to indicate how many (every, some, a few)
- I can use learning area topic vocabulary
- I can use common homophones correctly (two, to)

Progression 7

Crafting ideas

- I can write informative, imaginative and persuasive texts using evidence of correct structure
- I can write using learnt ideas on a range of topics
- I can support my ideas with some detail and elaboration
- I can use sources to add detail to my ideas (e.g. ideas from a shared text)

Text forms and features

- I can expand my ideas through intentional use of simple, compound and occasional complex sentences
- I can use pronouns correctly (e.g. he, she, they)
- I can use pictures to reinforce my ideas
- I can maintain the tense within and between sentences (past or present tense)
- I can organise my ideas into paragraphs
- I can use join my ideas to show the order of events (e.g. next, since, before)
- I can use some irregular spelling patterns (e.g. cough)
- I can apply learnt spelling rules and accurately spell most high-frequency words
- I can use correct simple punctuation most of the time (!, ?, commas)

Vocabulary

- I can use expressive words to describe action (tiptoed, instead of walked)
- I can use creative wordplay to affect the reader (repetitive patterns)
- I can substitute common words with synonyms (excited instead of happy)
- I can use words with multiple meanings correctly (e.g. right, bark)

Progression 8

<p style="text-align: center;">General Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the correct tense (past or present tense) <input type="checkbox"/> I can write compound sentences correctly and use a greater range of complex sentences <input type="checkbox"/> I can use a variety of sentence structures and sentence beginnings <input type="checkbox"/> I can spell some complex words correctly (e.g. add prefixes and suffixes to base words) <input type="checkbox"/> I can use all simple and some complex punctuation correctly (. , ? ! “) <input type="checkbox"/> I can use articles accurately (a, an, the) <input type="checkbox"/> I can use adverbial phrases to support the order of events in my writing (before lunch, after midnight) 	<p style="text-align: center;">Informative Texts</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write for a range of learning areas <input type="checkbox"/> I can include structural features in my writing (e.g. paragraphs) <input type="checkbox"/> I can write ideas which are relevant to the text <input type="checkbox"/> I can organise ideas to help the reader <p>Text forms and features</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use present tense consistently throughout my writing <input type="checkbox"/> I can use multimodal features to expand ideas in my writing (diagrams, tables, images) <input type="checkbox"/> I can use adjectives to create more accurate description (e.g. long, sticky tongue) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use a range of topic words (e.g. hibernate instead of sleep)
<p style="text-align: center;">Persuasive Texts</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write for a range of learning area purposes <input type="checkbox"/> I can include structural features appropriate to the type of text <input type="checkbox"/> I can present an argument and support it with one or two simply stated arguments <input type="checkbox"/> I can write ideas which are relevant to the text <input type="checkbox"/> I can organise persuasive ideas to support the reader (e.g. paragraphs) <p>Text forms and features</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use link points in an argument (e.g. however, on the other hand) <input type="checkbox"/> I can use exaggeration as a persuasive device <input type="checkbox"/> I can use adjectives to persuade (dangerous) <input type="checkbox"/> I can use simple modal verbs and adverbs (should, will, quickly, must) <input type="checkbox"/> I can select multimodal features to expand arguments (e.g. images, music) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use a range of learnt topic words to add credibility to my arguments 	<p style="text-align: center;">Imaginative Texts</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write for a range of learning area purposes <input type="checkbox"/> I can include structural features appropriate to the type of text <input type="checkbox"/> I can change a familiar text for a new audience <input type="checkbox"/> I can write ideas which are relevant <input type="checkbox"/> I can organise my ideas to support the reader (write in order of events) <p>Text forms and features</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use similar words to link ideas <input type="checkbox"/> I can use pronouns (he, she, they) <input type="checkbox"/> I can write mostly in first person <input type="checkbox"/> I can use adjectives to create accurate descriptions <input type="checkbox"/> I can select action verbs (e.g. jumped, screamed) <input type="checkbox"/> I can select multimodal features (e.g. images) <input type="checkbox"/> I can use time connectives (e.g. the next day) <input type="checkbox"/> I can use similes and metaphors <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use a range of words from other authors <input type="checkbox"/> I can choose different words to add variety to my writing (replied for said)

Progression

<p style="text-align: center;">General Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can maintain appropriate tense throughout my writing (past or present tense) <input type="checkbox"/> I can use a range of sentences including correctly structured complex sentences <input type="checkbox"/> I can spell simple, most complex and some challenging words correctly <input type="checkbox"/> I can use complex punctuation correctly (apostrophes of possession) 	<p style="text-align: center;">Informative Texts</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write informative texts for a broad range of purposes <input type="checkbox"/> I can select structural elements to suit the purpose <input type="checkbox"/> I can develop ideas with details and examples <input type="checkbox"/> I can use ideas from research <input type="checkbox"/> I can use written and visual evidence <input type="checkbox"/> I can use a topic sentence and supporting evidence or examples in a paragraph <p>Text forms and features</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can include strong multimodal features (e.g. create graphs and other technical diagrams) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use a range of learnt, technical terms (e.g. adapt, survive) <input type="checkbox"/> I can use words to show cause and effect (e.g. therefore, resulting)
<p style="text-align: center;">Persuasive Texts</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write a persuasive text that takes a position and support it with arguments <input type="checkbox"/> I can select structural elements to suit the purpose <input type="checkbox"/> I can write two or more elaborated arguments <input type="checkbox"/> I can develop a clear perspective about a topic <input type="checkbox"/> I can conclude my writing by restating my opinion <p>Text forms and features</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can include strong multimodal features to complement my written ideas <input type="checkbox"/> I can use vocabulary to position the reader <input type="checkbox"/> I can use a broad range of modal verbs and adverbs <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use words to express cause and effect (e.g. consequently, thus) <input type="checkbox"/> I can use words to introduce an argument (e.g. obviously) 	<p style="text-align: center;">Imaginative Texts</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write imaginative texts that experiment with textual features <input type="checkbox"/> I can narrate with connected characters and events <input type="checkbox"/> I can use ideas that support an underpinning theme (e.g. survival or friendship) <input type="checkbox"/> I can select structural elements to suit the purpose <p>Text forms and features</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can include strong multimodal features within my writing <input type="checkbox"/> I can use expressive verbs and less common emotive adjectives <input type="checkbox"/> I can intentionally tighten a text by leaving out words <input type="checkbox"/> I can write in third person <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use vivid vocabulary to affect the reader (e.g. stroll, prowl for walk) <input type="checkbox"/> I can accurately use vocabulary that has different meanings <input type="checkbox"/> I can use vocabulary for humour (e.g. pun)

The Predictor

I think ...
I predict...
I imagine...
I suppose...
I wonder if...



Look for clues:
title
illustrations

Remember:
You can change your
mind as you go

The Clarifier

There is a word I cannot read.
I do not understand this sentence?
I am confused by this part?
Share clues - others may have missed them.
Do you know of another situation like this?



Look for clues:
What helped you
understand?

Remember:
Look for commas, you
may get more information.
Look for roots of words
with a suffix or prefix

The Questioner

Ask questions about the text.
Why did the character...?
How was the character feeling...?
Who is...? When...? Who...?
What if...? Where...? Will...?



Look for clues:
What will help
the others
understand?

Remember:
What clues does the
author / illustrator use?

The Summariser

Retell what you have read in your own words.
The main idea... The problem was...
The story takes place in... This led to...
The main characters... The resolution was...
first... then... next... last...



Clues:
Important
information only

Remember:
Keep to the facts
Keep it short.

Compound Sentences

Two independent clauses joined by a conjunction.

Sentence,

for
and
nor
but
or
yet
so

sentence.

Complex Sentences

An independent clause and a dependent clause joined by a subordinating conjunction.

AAAWWUBBIS

after
although
as

when
while
until
because

before
since
if