

At NC Level 6, students should be able to say I can...

Sentences

- Say a sentence has a subject, verb, and it makes sense
- Use all of Hunter's sentence types: 'Simple', 'Red White and Blue', 'Em-dash', 'Adverb Start', 'Preposition Start', 'W Start', 'Very Short', 'Power', 'Verb Beginning', 'Semi-colon' and 'Explore the Subject'
- Make deliberate choices about, and use, up to 7 to 8 sentence types when writing

Planning

- Generate 6-8 ideas on a topic
- Select ideas that are relevant to topic/purpose
- Expand on one idea with five to seven sentences
- Order or rank these ideas logically with coherence

Paragraphing

- Write a five- seven sentence paragraph (120-150 words), which contains one idea that is elaborated on and supported with evidence
- Use 'Introduction,' 'Basic', 'Lawyer', 'Hammer', 'Slam Dunk' and 'Compare and Contrast' paragraph structures
- Write a five to six sentence 'Robust Conclusion'
- Write an evaluation making judgments

Output

- Produce 130 - 150 words in 10 minutes
- Independently write a piece of 500 words over time

Language

- Use subject and topic specific vocabulary with precision for particular purposes
- Deliberately use language features which are appropriate to subject/topic
- Spell most words correctly – both regular and irregular
- Use various strategies to spell unknown words
- Use full stops, commas, capital letters, question marks, exclamation marks, speech marks, ellipsis, em-dash and tense correctly

Review

- Review and edit work for the above criteria
- Share my writing with a buddy/teacher and act on feedback
- Identify and write for specific audiences and purposes
- Reference my sources
- Independently craft my writing

Competencies

- Consistently show the writing process of planning, drafting over time, revising and editing
- Write independently with confidence and enjoyment
- Organise purposefully
- Make purposeful choices in my writing
- Actively seek and respond to feedback, (from peers, whanau, teachers, my intended audience), by working out my next steps for my writing
- Be a self-directed and reflective writer

At NC Level 5, students should be able to say I can...

Sentences

- Say a sentence has a subject, verb, and it makes sense
- Use eight sentence types: 'Simple', 'Red White and Blue', 'Em-dash', 'Adverb Start', 'Preposition Start', 'W Start', 'Very Short' and 'Power'
- Make some purposeful choices about a range (5) of sentence types

Planning

- Generate five ideas on a topic
- Expand on an idea in four to five sentences
- Select ideas that are relevant
- Order or rank these ideas logically

Paragraphing

- Write a four - five sentence paragraph (100 – 120 words), which contains one idea that is elaborated on or supported
- Know how to use 'Introduction,' 'Basic,' 'Lawyer', 'Hammer', 'Slam Dunk' and 'Compare and Contrast' paragraphs
- Write a four sentence 'Robust Conclusion'

Output

- Produce 100-120 words in 10 minutes
- Independently write a piece of 350 words over time

Language

- Use topic specific vocabulary with precision and purpose
- Use language features (similes, metaphor, personification, alliteration, onomatopoeia) deliberately
- Spell most words correctly
- Use strategies when encountering new words
- Use full stops, commas, capital letters, question marks, exclamation marks, speech marks, ellipsis, semi-colon, em-dash and tense correctly

Review

- Review and edit my work for the above criteria
- Share my writing with a buddy/teacher and act on feedback
- Change my writing style to suit my purpose and audience
- Reference my sources

Competencies

- Follow the writing process of planning, drafting over time, revising and editing
- Write independently with confidence and enjoyment
- Organise my writing purposefully
- Make some purposeful choices about sentence styles
- Actively seek and respond to feedback (from peers, whanau, teachers) on writing

At NC Level 4, should be able to say I can...

Sentences

- Say a sentence has a subject, verb, and it makes sense
- Use six – seven sentence types: 'Simple', 'Red White and Blue', 'Em-dash', 'Adverb Start', 'W Start', 'Preposition Start' and 'Very Short'.
- Make a good choice about the sentence type(s) I will use

Planning

- Think of five ideas on a topic
- Put them in the best order and explain why
- Expand on an idea in four to five sentences

Paragraphing

- Write a multipurpose introduction
- Write a four – five sentence paragraph
- Write a Basic/Lawyer, Hammer paragraph which contains one idea with at least three supporting sentences.
- Use a range of sentence styles joining the ideas in my paragraph
- Write a four sentence conclusion

Output

- Produce 80-100 words in 10 minutes
- Independently write a piece of 200 words over time

Language

- Use topic specific and precise vocabulary when writing for different purposes
- Deliberately choose and include language features such as similes, metaphors, personification, alliteration and onomatopoeia
- Spell most words from Essential Spelling Lists 1 – 7 correctly
- Use spell checker or a dictionary to fix any errors
- Use full stops, commas, capital letters, question marks, exclamation marks, speech marks, ellipsis, semi-colon, em-dash and tense correctly

Review

- Read my work aloud to identify any errors
- Share my writing with a buddy/teacher and act on feedback
- Edit my own work and justify my choices
- Identify the purpose and audience
- Reference my work

Competencies

- Follow the writing process of planning, drafting over time, revising and editing
- Write independently with confidence and enjoyment
- Organise purposefully
- Make some purposeful choices about sentence styles
- Actively seek and respond to feedback (from peers, whanau, teachers) on writing

At NC Level 3, students should be able to say I can...

Sentences

- Say a sentence has a subject, verb, and it makes sense
- Use six sentence types: 'Simple', 'Red White and Blue', 'Em-dash', 'Adverb Start', 'Very Short' 'Preposition Start' and/or 'W Start'
- Make a good choice about the sentence type(s) I will use.

Planning

- Brainstorm four ideas on a topic
- Select ideas that are relevant
- Show development with one or two ideas
- Expand one idea with three or four sentences

Grouping sentences

- Recognise the difference between a main idea and supporting sentences
- Expand on one idea with at least three sentences
- Introduce my writing in an appropriate manner
- Finish my writing with a clear ending

Output

- Produce 60-80 words in 10 minutes
- Independently write a piece of 100 words over time

Language

- Use topic specific vocabulary with precision
- Choose and use some language features (similes, metaphor, alliteration, illustrations and diagrams)
- Spell most words from Essential Spelling Lists 1 – 6 correctly
- Use my knowledge of spelling rules to attempt more difficult words
- Use full stops, commas, capital letters, question marks and exclamation marks correctly
- Experiment with tense, speech marks, ellipsis, em-dash

Review

- Reflect on my writing using the Success Criteria and make some improvements
- Share my writing with a buddy/teacher and act on feedback
- Identify my audience and purpose

Competencies

- Follow the writing process of planning, drafting over time, revising and editing
- Use writing tools independently and with confidence (eg plans, Success Criteria or dictionaries)
- Respond to feedback by making changes and improvements
- Share my writing in a variety of ways

At NC Level 2, students should be able to say I can...

Sentences

- Say a sentence has a subject, verb, and it makes sense
- Write a complete sentence more than one way
- Use five sentence types: 'Simple', 'Red, White and Blue', 'Very Short', 'Em-dash', and 'Adverb Start'.
- Make a good choice about the sentence type(s) I will use

Planning

- Brainstorm three ideas on a topic and generate ideas using a variety of planning strategies
- Sequence my ideas logically (beginning, middle and end)

Grouping sentences

- Identify what a paragraph is and its purpose through exposure to text
- Expand one idea in three sentences

Output

- Produce a 60 - 80 word piece of writing over time
- Independently write 6-8 sentences
- Publish my writing in a variety of ways
- Correctly form all letters and numbers

Language

- Experiment with choosing topic specific and precise vocabulary
- Attempt language features (similes, alliteration, onomatopoeia) and use nouns, verbs, adverbs and adjectives in my writing
- Spell most words from Essential Spelling Lists 1 – 4 correctly
- Find and use resources in my classroom to support my spelling
- Sound out my words and use spelling rules when attempting new words
- Use full stops, capital letters, question marks and exclamation marks correctly
- Experiment with tense, speech marks, commas, ellipsis, em-dash

Review

- Follow the writing process of planning, drafting over time, revising and editing
- Re-read and attempt to edit meaning, spelling, and punctuation in my own work
- Share my writing with a buddy/teacher and act on feedback
- Use my school's editing practices

Competencies

- Write independently with confidence and enjoyment
- Group like ideas
- Attempt to make some purposeful decisions about what sentence styles to use
- Actively seek and respond to feedback (from peers, whanau, teachers) on writing

At NC Level 1, students should be able to say I can...

Sentences

- Say a sentence has a subject, verb, and it makes sense
- Say and write a complete sentence more than one way
- Use two sentence types: Simple and one other (Adverb Start, Red, White and Blue, or Very Short)

Planning

- Generate ideas using a variety of planning strategies
- Sequence my ideas logically (beginning, middle and end)
- Brainstorm 2 ideas on a topic
- Expand one idea in three sentences

Output

- Produce a 40 - 60 word piece of writing over time
- Independently write 4 sentences
- Publish my writing
- Correctly form all letters and numbers

Language

- Experiment with choosing precise vocabulary (for example with names and numbers)
- Use everyday nouns, verbs, adverbs and adjectives
- Spell most words from Essential Spelling Lists 1 and 2 correctly
- Use 1-2 language features
- Find and use resources in my classroom to support my spelling
- Sound out my words and use spelling rules when attempting new words
- Use full stops and capital letters correctly most of the time

Review

- Read my work aloud and indicate possible areas to edit by underlining
- Share my writing with a buddy/teacher and act on feedback
- Use my school's editing practices

Competencies

- Follow the writing process of planning, drafting over time, revising and editing
- Write independently with confidence and enjoyment
- Group like ideas (ideas may not always be consistently connected)
- Write with purpose
- Actively seek and respond to feedback (from peers, whanau, teachers) on writing