

Each table contains the progression points and standards related to the **Writing Dimension** and the Indicators of Progress for the focus on Conventions of writing.

Progressing towards Level 1

Progression Point 0.5

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

- understanding that their writing can communicate ideas, feelings and information
- use of letters and some words in the writing of brief texts about topics of personal interest
- emergent writing showing concepts about print, including left to right, top to bottom
- reading back from their own writing at the time of writing
- approximate use of letters for some letter–sound relationships and common words
- use of a variety of writing tools, including crayons, pencils and computer software.

Indicators of Progress

In their writing attempts, students show an awareness of elementary concepts about print, including left to right, top to bottom, and spacing, i.e., that there are spaces between written words.

Students begin to write short, teacher-dictated sentences by approximating the spelling patterns and may invent or approximate some letters.

Students write the first letter of their name, and then their name and the names of others in their class.

Students distinguish between pictures and written language.

Students display the conventions of pencil grip, paper placement and posture.

Standard 1.0

At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.

Indicators of Progress

Students write in complete sentences using basic sentence structures and use mainly simple sentences and some compound sentences, for example, *On Sunday we went to the market, or I picked up the bat and I hit the ball.*

Students write short, teacher-dictated sentences by approximating to the spelling patterns and may approximate some letters.

Students experiment with capital letters and simple ending punctuation such as full stops.

Students form letters correctly, beginning mainly with lower case, and use various writing implements and software.

Students leave spaces between the words in sentences.

Progressing towards Level 2

Progression Point 1.25

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- inclusion of their own experiences when writing for personal purposes and audiences such as in lists, letters, cards, posters
- inclusion of one or more generally readable sentences
- some correct use of capital letters and full stops
- drawings that support the intended meaning of their writing
- plausible attempts at spelling unfamiliar words, matching sound–letter relationships and using some simple spelling patterns.

Indicators of Progress

Students use basic sentence structures and vary sentence beginnings. They write sentences that contain at least two ideas and are sequenced appropriately, with the subject, verb and object used correctly.

Students begin to use a range of simple ending punctuation such as full stops. They use capitals at the beginning of sentences and write “I” using a capital.

Students begin to use simple conjunctions (and, but) to join ideas, data, reasons, or opinions.

Progression Point 1.5

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- experimentation with a range of short text types; for example, recounts, letters, lists, procedures
- sequencing of a small number of ideas in short texts for different purposes and audiences
- rereading of their own writing, checking that it makes sense

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- combination of writing with drawings or computer graphics to support meaning
- correct spelling of some high-frequency words and plausible attempts at spelling unfamiliar words.

Indicators of Progress

<p>Students write both simple and compound sentences and attempt to vary beginnings and lengths.</p> <p>Their sentences use nouns, verbs and pronouns correctly and show:</p> <p>(1) elementary subject–verb agreement;</p> <p>(2) singular/plural agreement for nouns; and</p> <p>(3) elementary verb tense agreement.</p>	<p>Students use punctuation marks such as capital letters and full stops and may also experiment with the use of question marks and exclamation marks.</p> <p>Students begin to use some features of explanatory language such as verbs denoting a specific action, the simple present tense, and the passive voice.</p>	<p>Students begin to use some features of the language of persuasive writing such as modal verbs (for example, <i>should, can, must</i>) and emotive words.</p> <p>Students show an awareness of the differences between spoken and written texts.</p>
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Progressing towards Level 2

Progression Point 1.75

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- inclusion of information and ideas in short texts for known audiences and selected purposes
- use of strategies to revise writing; for example, reading aloud, use of feedback from others
- mostly correct use of capital letters, full stops, and question marks
- correct spelling of unfamiliar words, using knowledge of sound–letter patterns.

Indicators of Progress

Students use a variety of sentence structures (simple and compound) in the text and use appropriately a variety of nouns, verbs and adjectives. The sentences are usually correct grammatically.

Students mostly use ending punctuation correctly, such as full stops and question marks. They continue to experiment with the correct use of exclamation marks. They use capital letters correctly most of the time.

Students achieve written sentence fluency by using sentence linking words.

Students show a refined pencil grip that leads to fluency in correct letter formation.

Standard 2.0

At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling

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unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.

Indicators of Progress

Students use a variety of sentence structures (for example, simple and compound) and link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place.

Students write upper and lower case letters legibly and show correct letter formation, with consistent size, slope and spacing.

Students use capital letters, full stops and question marks correctly, and continue their attempts with exclamation marks.

Progressing towards Level 3

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- composition of short, sequenced factual and imaginative texts in print and electronic forms
- related ideas, linked in sequence, to convey meaning to known audiences
- simple, and some compound, sentences joined by appropriate conjunctions
- effective vocabulary to convey meaning, including nouns, verbs and adjectives
- correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns.

Indicators of Progress

Students write simple and some compound sentences that join two events by using appropriate conjunctions, for example, *before* or *while*.

Students arrange a set of three or four sentences in an appropriate order so that they describe familiar events.

Students continue to use some punctuation correctly, including the use of capital letters, full stops, question marks, as well as exclamation marks.

Students write a paragraph that describes a familiar event in three or four sentences.

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- composition of short texts of more than one paragraph to describe experiences, tell

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a story, express a point of view

- appropriate ordering of events and ideas in print and electronic texts
- compound sentences linking two ideas or events, with correct use of verb tenses
- development of character, setting and plot in short narrative texts
- correct use of full stops and question marks, and experimentation with other punctuation; for example, commas, quotation marks.

Indicators of Progress

Students use a variety of sentence lengths, beginnings and types. These include compound sentences that join two events. They use verb tenses correctly and use adjectives, verbs, pronouns and nouns appropriately in their writing.

Students write explanations by using the appropriate tense of specific verbs to denote actions in grammatical form. They provide evidence to support the explanation and use causal conjunctions such as *because* to link ideas.

Students write opinion and argumentative pieces by stating a position and using modal verbs (for example, can, could, will, should, ought), emotive words and imperatives to support it.

Students write explanations or arguments that include logically sequenced specific ideas, data, and reasons.

Students organise the details and subordinate ideas into paragraphs.

Students use learned rules of capitalisation and punctuation correctly, including full stops, question marks and exclamation marks, and experiment with the use of quotation marks + commas.

Progressing towards Level 3

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- composition of texts for different purposes; for example, to narrate, inform, describe, present a point of view or explain
- composition of texts of three or four logically ordered paragraphs
- composition of texts that take account of the needs and interests of familiar and some unfamiliar audiences
- combinations of written and visual elements in print and electronic texts
- correct spelling of two-syllable words with regular spelling patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns.

Indicators of Progress

Students broaden their use of a range of sentence lengths, beginnings, and types. They show they can use the following grammatical conventions, noun–verb agreement such as subject–verb agreement, for example, the class of students is here, noun–pronoun agreement across clauses in a complex sentence and across sentences in a paragraph, pronoun–verb agreement and can adjust for past tense.

Students use enhanced paragraph conventions in the context of narratives, for example, using main ideas to organise a text into paragraphs and opening a paragraph with its main idea.

Students practise using punctuation marks such as quotation marks in dialogue and the use of commas in a series and in compound sentences.

Students integrate the learned rules of punctuation and capitalisation within a paragraph in a narrative.

Standard 3.0

At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.

They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.

Indicators of Progress

Students write in paragraphs; they integrate a range of simple and compound sentences and coordinate the use of verb tenses and pronouns correctly across the sentences.	Students use punctuation more confidently to support meaning, including capital letters, full stops, question marks, commas and quotation marks.	Students use different text structures in their writing. Students use layout and visuals to enhance the power of their texts.
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Progressing towards Level 4

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- inclusion of familiar ideas and information for different purposes and audiences in print and electronic texts
- use of strategies for planning, drafting, proofreading, editing and revising
- appropriate vocabulary, punctuation and tense according to context, purpose and audience
- typical features and structures of different texts such as narratives and reports
- correct spelling of frequently occurring two- and three-syllable words and use of strategies to spell unknown words.

Indicators of Progress

Students use a range of punctuation, including commas and quotation marks.

Students use a range of grammatical structures in conventional ways, including verb tense agreement.

Students use structures and features of language that show clearly the purposes of their texts.

Students identify the characteristics in a well-formed paragraph.

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- production of texts for a range of different audiences and purposes in print and electronic forms
- use of strategies for planning; for example, using models of others' writing or mind mapping
- deletion of unnecessary information or addition of new information when editing

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and revising writing

- inclusion of appropriate visual images and information in print and electronic texts.

Indicators of Progress

Students use language structures and features appropriate to their purpose, audience and the context of the writing. They show subject–verb agreement and verb tense agreement in the sentences they write.

Students use appropriate vocabulary, punctuation, grammar and visual images.

Progressing towards Level 4

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- use of structures and features appropriate to purpose and audience of print and electronic texts
- appropriate use of topic sentences and organisation of main and subordinate ideas
- selection of vocabulary, text structures and visual features to effectively communicate ideas and information
- maintenance of plot, characterisation and setting throughout extended narrative texts
- use of knowledge about spelling patterns, including morphemic knowledge, visual and phonic patterns.

Indicators of Progress

Students comprehend the use of:

(1) various word properties, for example, pronouns, abbreviations, conjunctions, adverbs and adjectives; and

(2) grammatical conventions such as the use of verb tense agreement and gender agreement.

Students comprehend the use of a variety of sentence forms for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.

Students comprehend the use of paragraph conventions such as using topic sentences to summarise paragraphs in informative writing and cohesive ties for linking sentences within a paragraph and for linking paragraphs.

Students use simple figurative language.

Standard 4.0

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images. They use a range of vocabulary, a variety of sentence

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structures, and use punctuation accurately, including apostrophes. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

Indicators of Progress

Students' texts use a variety of sentence forms to achieve their purpose and display appropriate grammatical conventions including tense and subject–verb agreement.

Students' texts use paragraphs and other text features (for example, heading and subheadings or section headings in narratives) to organise the main ideas and subordinate ideas.

Students use punctuation appropriately, including the use of colons, semi-colons and apostrophes.

Students' texts prioritise ideas effectively in terms of their goal or purpose.

Students' texts use graphics, photographs and artwork to support the written message.

Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- composition of print and electronic texts for a range of purposes, including speculative, imaginative, explanatory and persuasive
- development of topics in coherent ways according to the purpose, and the needs and experience of the intended audience
- use of a variety of sentence structures, including combinations of simple and compound sentences for particular effects
- awareness of grammatical conventions; for example, tense and subject–verb agreement, appropriate punctuation
- use of a range of planning strategies.

Indicators of Progress

Students’ texts use a variety of sentence forms to achieve their purpose.

Students’ texts display appropriate grammatical conventions including tense and subject–verb agreement.

Students’ texts are punctuated appropriately including the use of colons and semi-colons.

Students’ texts prioritise ideas effectively in terms of their goal or purpose and begin to use suitable headings such as section headings in narratives to assist reading.

Students’ texts use graphics, photographs or artwork to support the written message.

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- composition of print and electronic texts in a wide range of forms, including narratives, reports, explanations, procedures and points of view

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- composition of persuasive texts about contemporary issues, including justification of personal points of view with supporting arguments
- experimentation with different techniques to influence audiences and achieve the intended purpose of their writing
- correct spelling, except of unfamiliar words with unusual spelling patterns
- use of headings and subheadings in the organisation of information in texts
- use of editing and proofreading skills for clarity and cohesion of ideas.

Indicators of Progress

Students use a variety of sentence forms consistently and appropriately; these include compound and complex sentences using:

(1) appropriate grammatical conventions including tense, subject–verb agreement and noun–pronoun agreement;

(2) appropriate punctuation and capitalisation; and

(3) sophisticated rhythm and flow of language where appropriate.

Students use various paragraphing conventions and textual markers to prioritise ideas effectively and to organise the information in terms of their goal or purpose such as headings and subheadings, topic sentences, stanza divisions, bullets and numbering.

Students experiment with various written text conventions and techniques, depending on the purpose, to influence the audience.

Students use graphics, photographs and artwork more strategically to support the written message.

Progressing towards Level 5

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- control of writing texts in various forms, including narratives, reports, explanations, procedures and persuasive texts
- composition of imaginative and informative texts presenting challenging ideas and issues
- appropriate use of figurative language to achieve particular effects
- strategic use of headings, subheadings, graphics, photographs and art work to support the meaning of the text
- use of a variety of software packages to plan, organise, revise and present electronic texts.

Indicators of Progress

Students use the types of strategies described in levels 4–4.5 with greater fluency.		
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Standard 5.0

At Level 5, students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution. They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues. Students improve the accuracy and readability of their writing, developing confidence in the identification and use of grammatical conventions and features of language and in their use of figurative language. They use a range of punctuation accurately to support meaning, including the use of ellipses, dashes, colons and semi-colons. They control tenses, and subject-verb and noun-pronoun agreement. They accurately identify and use different parts of speech. They edit their writing for clarity, coherence and consistency of style, and proofread and correct spelling,

punctuation and grammatical errors.

Indicators of Progress

Students use confidently the conventions specified in levels 4 – 4.75 in the more complex text they write for this phase.

Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- composition of sustained narratives with some control of main plot and sub-plots and consistent character development
- use of writing to explore complex issues and points of view
- use of a variety of language techniques to present an argument and influence audiences to share a point of view
- effective use of vocabulary and sentence structures appropriate to the intended purpose of the text
- effective use of strategies for redrafting, editing for audience appropriateness, prioritising and sequencing ideas.

Indicators of Progress

Students present alternative opinions and perspectives on the topic.

Students avoid the use of stereotypes.

Students argue for a particular perspective and to persuade.

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- expression of thoughts, feelings, opinions and ideas in print and electronic forms
- use of writing to explore complex issues and to argue for a particular point of view
- integration of complex ideas and multiple perspectives in writing
- the written conventions, structures and features appropriate for a range of different text types
- proof reading and redrafting for accuracy, clarity, coherence and consistency of style.

Indicators of Progress

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<p>Students show control of:</p> <ul style="list-style-type: none">(1) subject–verb agreement;(2) consistent verb tense;(3) noun/pronoun agreement;(4) consistent and correct usage of irregular verb forms; and(5) a consistent ‘stance’ for example, the use of first person.	<p>Students use punctuation at the end of sentences, within sentences (for example, commas after introductory phrases, in compound sentences, or in a series) and use apostrophes in contractions and possessives.</p> <p>Students use conventions for writing different text types, for example, narrative, expository or persuasive texts.</p>	<p>Students use conventions for organising the ideas in a text into an introduction, a body and a conclusion.</p> <p>Students link ideas between sentences in a paragraph using conjunctions and the repetition of the main ideas and key phrases.</p>
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Progressing towards Level 6

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- composition of expressive and sustained narratives with attention to chronology, coherence of viewpoint, consistency of plot and character development, and development of effective resolution
- use of writing to explore, speculate and reflect on complex themes and issues
- strong arguments for particular points of view, using effective language to persuade readers
- evaluation of the extent to which they have been effective in meeting the demands of purpose, audience and context in their writing
- use of a range of strategies for gathering information, planning, structuring, composing, proofreading, revising and editing.

Indicators of Progress

Students use the conventions specified in levels 5–5.5 in the more complex text they write for this phase. They show an awareness of the written conventions of each of the text types they are required to write and the use of relevant linguistic techniques.

Standard 6.0

At Level 6, students write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution. They write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They select subject matter and begin to use a range of language techniques to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles, web pages and workplace texts. They plan and deliver presentations, sequencing and organising complex ideas. They write accurately punctuated, grammatically sound and complex sentences with embedded clauses and phrases. They are able to maximise the effects of rhythm and tone, and write with developing fluency. They proofread and edit their own writing for accuracy, consistency and clarity.

Indicators of Progress

Students use sentence-level conventions such as control of:

- (1) subject–verb agreement;
- (2) consistent verb tense;
- (3) noun–pronoun agreement;
- (4) consistent and correct usage of irregular verb forms; and
- (5) point of view.

Students use punctuation conventions accurately.

Thus, they:

- (1) punctuate the ends of sentences and within sentences, use commas after introductory phrases, in compound sentences, or in a series;
- (2) use apostrophes in contractions and singular possessives; and
- (3) capitalise within quotation marks and
- (4) use colons and semi-colons.

Students use paragraph conventions such as:

- (1) using paragraphs to segment a text into meaningful sections;
- (2) using topic sentences; and
- (3) using connecting sentences to link paragraphs.