

Each table contains the progression points and standards related to the **Writing Dimension** and the Indicators of Progress for the focus on Ideas Communicated in 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

Students write about personally significant events and topics. Their attempts contain letters, and two or more letters may be used to represent a word. Their writing is often accompanied by pictures or scribbles to convey their intended meaning. The students talk about what they write and show that they are aware that: (1) speech can be written by being recorded in symbols; (2) writing is used to convey ideas, feelings and information; and (3) writing a text usually has a beginning and an end.

They are aware that people write for various purposes, for example, they can: (1) identify labels, signs and captions in their classroom and say what they do; (2) recognise and write at least part of their name and the names of others in their class; (3) identify written stories and explain that they tell a story; and (4) begin to develop a writing vocabulary of high-frequency words.

They attempt to write in a range of contexts including on a card, in a note or in an alphabet book. They discuss the purposes for writing in each case and the ways in which they use writing.

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 strings of words to recount experiences, and simple texts to describe familiar topics or to convey ideas or messages.

Students form and express simple ideas, reasons, or opinions. In their writing they use high-frequency words that are relevant to the topic, for example, they use appropriate words for a scary film they have seen or a visit to a farm.

Students access words using resources such as books they have read, personal dictionaries, environmental print and word lists

Students write a simple instruction using an informative form/structure that specifies an action.

Students write a simple list of two or three items.

Students write a description of two or three simple sentences, for example, about their family or their pets.

Students write a caption for a picture they have drawn.

Students write some key information about themselves, where they live, their phone number

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 continue to write about familiar events and personal experiences or feelings but use a greater range of ideas in a coordinated way, for example, they support topic with data, and reasons or opinions with simple detail or comments. They extend their use of topic-relevant and high-frequency vocabulary. They combine their personal writing with supportive drawings.

Students' texts begin to identify a main idea and subordinate or particular ideas. They may write multiple sentences on a particular topic. Their texts have a beginning, a body and an end. Their texts begin by defining or describing the topic. They begin to sequence ideas, data, reasons and opinions.

Students begin to attempt to write directly for a particular audience. They write for different purposes: to tell a story, to entertain, to inform, to reflect, to describe or to observe.

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
- combination of writing with drawings or computer graphics to support meaning

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- correct spelling of some high-frequency words and plausible attempts at spelling unfamiliar words.

Indicators of Progress

Students write short texts about personal experiences and familiar ideas that describe, for example, what happened and how the writer felt or was thinking. They logically and correctly sequence the sentences in a story to support the purpose of their text.

Students express their opinions and support them with reasons or evidence. In this writing they begin to sequence details and comments for persuasive effect, although the links between ideas may not be clear. They begin to state their position in the first sentence, and use simple conjunctions such as *and* or *but* to link ideas logically.

Students describe or explain events, selected phenomena or processes, and instructions or questions. In their writing they begin with a simple definition of the theme or topic, sequence or prioritise ideas and data and finish with a simple review. Students writing begins to include basic data and very simple reasons. They respond to words that question relationships such as why, how, where by using the appropriate terms, for example, they answer when or how questions by using terms such as first, then or next or respond to why? questions by using terms that indicate cause and effect such as because or then.

Students show an awareness of audience through the specific content and language they use; they begin to take account of whether the reader is familiar with the topic of the writing. They begin to reflect on the specific audience for their writing and describe how they will adjust their text accordingly.

Students made at least four ideas in the text and sequence the ideas logically in sentences.

Students use simple analogy or similes based on their experiences to express their meaning.

Students use more context-specific vocabulary, such as relevant technical terms.

Students become aware that writing is for different purposes, for example, writing to instruct or teach uses a different form from writing to tell a story, to explain or to describe what was observed. They become aware of a greater range of purposes for writing, for example, a list, a learning log or an invitation.

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

<p>Students continue to extend the contexts in which they write. They write about one or two recent experiences, familiar events or imagined ideas in: (1) short narratives; (2) short letters and cards; (3) messages; and (4) notes.</p> <p>The texts convey information to a known audience and have the following characteristics:</p> <p>The focus of each text is relevant to the format and purpose of the text, for example, narrative versus a letter. The students develop focus in a greater range of contexts and for a wider variety of topics than those in level 1.5</p>	<p>Experiences or events described in the text may contain two or more subordinate ideas. The texts at level 1.75 have more detail and the topics are more differentiated than those in level 1.5.</p> <p>The texts continue to use more context-specific vocabulary, such as relevant technical terms.</p> <p>The ideas in the text are sequenced logically and the students begin to use paragraphing to organise and link the main ideas.</p> <p>The text may link ideas using conjunctions and adverbs that indicate time or place (for example, using <i>before</i> or <i>there</i>).</p> <p>The texts show a greater attention to the selection of</p>	<p>The texts continue to use simple analogy or similes based on readers’ experiences to express their meaning.</p> <p>The writer continues to build an awareness of the different purposes for which one writes, for example, writing to report an event that was not experienced by the reader versus an event that the writer wants to repeat. There is an increasing awareness of some of the forms used for different purposes, for example, a recipe or a funny story.</p> <p>The writer continues to identify with and writes for specific audiences, for example, writing a personal letter to an older sibling versus a younger sibling.</p>
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	vocabulary according to the writer's purpose and intended audience.	
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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 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 write texts that are clearly organised and integrated around a central theme. The subordinate ideas in the text are linked with the main idea. Across the sequence of sentences the meanings have cohesion or 'flow'.	Vocabulary and word choice is influenced by the writer's beliefs about the likely readership.	
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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 examples of the texts in both electronic and print form. The texts vary in length from several paragraphs for narratives and imaginative texts (such as a familiar event, a recent experience, a story they have heard or a video they have seen) to typically three to five paragraphs for factual, descriptive, instructional and persuasive texts. The texts contain the following characteristics:

Each paragraph has two or three sentences that are sequenced in a logical order to develop its main idea, for example, the students write two or three sentences that refer to characters in a narrative and describe the events in an appropriate sequence.

The texts combine a range of sentence forms and expanded sentences. Fluency and cohesion across sentences in each paragraph are achieved through the beginning use of connective terms.

Appropriate nouns, adjectives and verbs have been selected by the writer, for example, to say how a horse moves, the writer uses gallops, trots, jumps and canters.

The text elaborates its main idea or topic in the details it provides. Each paragraph deals with an aspect of the main idea; the writer begins to use paragraphs to separate ideas.

Narrative texts begin to make explicit reference to the features of character, plot and setting.

Students show that they are beginning to distinguish between the following text-level ideas, the purpose of each type of text and how the information will be organised; they can write narratives in order to tell a story and to entertain, expository texts to teach and learn, persuasive texts to convince, personal narrative and autobiographical texts to record journal entries and reviews and summaries to convey a message more briefly. They can write in a variety of forms with awareness for different audiences and purposes. As well, they begin to show humour, descriptive language and visual elements to enhance their texts.

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 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 write a range of text types, including narratives, imaginative and informative texts, in both print and electronic forms, for various purposes. They begin to take account of the audience for the text and purposes for which they are writing, through the content they include and their choice of language. Examples of the types of text include the following:

(1) A text may consist of paragraphs that describe a recent experience such as a story, imaginative text, a short letter, or a diary entry with the events in an appropriate sequence and that makes explicit reference to characters and to the setting and includes the student’s purpose for writing it.

(2) A text may consist of up to three paragraphs and expresses a point of view about a familiar topic, intended to persuade or convey an opinion. It begins by stating the position of the writer, includes supporting

(3) A text may consist of up to three paragraphs and describes a familiar event or a sequence of actions. It begins with one main idea followed by two or three related ideas that extend or illustrate the main idea, for example, the description of a person, a house or a game. Ideas are linked in time relationships using terms such as first, then or next.

(4) A text may consist of up to five paragraphs and explains a selected phenomenon, occurrence, or process. It has a main idea followed by related objective ideas, data and/or reasons that support it. The ideas answer how and/or why questions, and are linked using terms for cause and effect such as if, then or because.

The texts typically have the following characteristics:

The texts present one main idea or topic that is elaborated with details to enhance or support the main idea. The details or subordinate ideas are

Opinions, explanations and descriptions are supported by ideas, data and reasons that are usually objective.

The texts may use analogy, similes or metaphors to help present their message.

The texts show some awareness of audience needs and are written for a variety of different audiences and purposes.

The texts are cohesive.

The texts can use a variety of structures to convey their different meanings. Some texts may, for example, link ideas sequentially, some link them in cause and effect and others make comparisons between ideas.

The texts use transition words (for example, when, while, since, before, after) and paragraphs to construct logical order.

The texts attempt to use precise, topic-related vocabulary that may include adjectives, adverbs, or synonyms to convey their message.

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reasons or opinions and ends
with a summary or review.

organised with reasonable
clarity and logic.

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

A narrative text may be an imaginary letter or diary entries based on a story they have heard or a video they have seen. The events are sequenced appropriately and the text refers explicitly to characters and to the setting. The evolving plot, the characters and the setting are clearly discernible.

An informative text could present or explain a point of view about a familiar topic, for example, why you need to wear warm clothes in winter or why you should take care of pets. The text identifies two or three main ideas and the subordinate ideas that relate to each of them. It is punctuated correctly and includes the purpose for writing it.

A text may begin to use imagery to communicate an idea, for example, how choosing to wear particular socks can affect how others respond to you. The students

The typical characteristics of the texts are those specified for level 2.5 but are more established and stable in the students' writing at level 2.75.

The main idea and supporting ideas are clearly presented and organised in a logical way in the text.

They convey different types of meanings for different purposes, for example, linking ideas sequentially to describe an order of actions or events or linking them in cause and effect to explain something.

Ideas are organised into sections such as paragraphs, verses or bullet points, where each section deals with a set of related ideas.

Opinions, explanations

A text may use analogy, similes or metaphors to help present its message.

Awareness of audience needs is recognised, for example, whether readers are likely to have experienced the event or know as much about the topic as the writer. Students do this through the content they include and choices of language they make.

Texts can be modified to take account of different audiences and purposes.

Texts are cohesive, for example, a number of features such as and, however, because, and pronouns are used to make it coherent.

Texts use transition words and paragraphs to construct logical order.

Texts attempt to use precise, topic-related vocabulary that may include adjectives, adverbs, or synonyms to

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write poems, songs or jokes about a specific event.	and descriptions are supported by one or two pieces of evidence.	convey their message.
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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' texts include narratives set in less familiar contexts, for example, the texts begin to show some awareness of being set in other cultures or in other historical periods, which include characters, setting and plot.

Students' texts include expressions of opinions about less familiar topics and include novel information and supporting detail.

Students' texts show some awareness of the means for meeting the needs of audiences by including appropriate background

Students' texts focus on the specified topic and provide detail and examples.

Students' texts draw on and collate information from a range of sources and combine parts of it.

Students' texts organise the ideas in a logical sequence in terms of time, topic and details, the issue or problem and its resolution.

Students' texts begin to show an awareness of the need to reference or cite sources when writing reports or technical documents.

Students' texts begin to use vocabulary appropriate to the context and purpose and select words strategically to convey the precise

Students' texts begin to use figurative language.

Students' texts begin to use an explicit introduction.

Students write in a variety of styles or text types for different audiences and purposes.

Students write about less familiar topics for a variety of audiences and purposes; they can tell or recount a topic in a specific context, describe a series of events or phenomena using a descriptive style, explain or direct using an expository style and persuade, and argue a point of view or request using a persuasive style.

Students write in a range of forms such as fiction, verse (poetry, song), and transactional or factual text (directions/instructions, letters,

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information.

intention.

reports and news articles).

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' texts show greater use of the means for taking account of the needs of audiences by including appropriate background information.

Students' texts focus on the specified topic and provide substantial detail and examples.

Students' texts draw on and collate information from a range of sources and summarise or synthesise information.

Students' texts use vocabulary appropriate to the context and purpose, for example, writing about an adventure or a fantasy set in space and selecting words strategically to convey the precise intention.

Students' texts use figurative language and begin to use similes to express ideas in their writing.

Students' texts include an introduction and a conclusion in their writing.

Students' texts indicate clearly their intended purpose through their use of an introduction, conclusion and repeated reference.

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

Indicators of Progress

Students write about less familiar topics from perspectives other than their own.

Students continue to write for the range of purposes.

Students write on prescribed topics, expanding or narrowing their topics as appropriate.

Students evaluate their first drafts in terms of the extent of elaboration of the topic and key ideas, their organisation of the ideas, their choice of vocabulary (including subject-specific terms and concepts) and variations in sentence structure.

Students use these evaluations to revise and proofread their drafts in terms of the use of conventions.

Students write texts that have the following characteristics in terms of the ideas they communicate.

1. Texts are written about topics that are either self-selected or assigned and have relevant ideas and content.

2. Texts are written for different purposes in particular content areas, for example, narratives to retell, to contextualise a set of ideas, or to entertain; expository texts to inform others, to explain ideas or state procedures; and persuasive texts to convince, present a point of view or to request.

3. Texts elaborate the main ideas for the topic, for example, by describing or by providing reasons and selecting relevant information from multiple sources to do this.

4. Texts show a clear awareness of the students' purpose for writing and use language structures and features appropriate to that purpose, the audience and the type of text.

5. Texts organise the overall focus or orientation of the text with a clear introduction and conclusion.

6. Texts are written in a logical sequence, for example, they: (1) arrange the main ideas in paragraphs in a logical order, such as sequence ideas in a relevant time order, use pronouns and links between sentences (such as conjunctions)

7. Texts contain language relevant to the specific topic and content area, for example, when writing about ideas in history, science or technology, for example, specific vocabulary to convey precisely the intended meaning for the audience and purpose is used.

8. Texts experiment with using figurative language, imagery and metaphor and language patterns such as alliteration and rhyming patterns, and depend on the text form and show some rhythm and flow of language.

9. Texts show fluency in the sentences that are written; the sentence length and structure are varied according to the sentence ideas they intend to convey.

10. Texts identify and are written for a specific audience, for example, a student's friends, their teacher, themselves and they select the form, details, organisation, and vocabulary to suit the readership.

11. Texts are written in a variety of forms and genres including: essays, research reports, news articles, pamphlets,

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	appropriately; and (2) specify a problem and then its solution, compare and contrast, analyse, interpret and conclude.	graphs, and tables.
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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 continue to improve their ability to write in the styles or text types specified in earlier levels. They write about less familiar topics from perspectives other than their own. They continue to write for the range of purposes mentioned in levels 3–3.75. As well, they write on prescribed topics, expanding or narrowing their topics as appropriate. They evaluate their first drafts in terms of the extent of elaboration of the topic and key ideas, their organisation of the ideas, their choice of vocabulary (including subject-specific terms and concepts) and the variation in sentence structure. Given this evaluation, they revise accordingly and proofread their drafts for errors in the use of conventions.

Texts include longer imaginative and narrative texts that: (1) maintain their plot and setting throughout; and (2) through their selective use of language, elicit the intended mood and characterisation.

Texts include informative writing that: (1) shows clear and appropriate prioritising of main and subordinate ideas; and (2) begins to use topic sentences to summarise paragraphs.

Texts have a style that has been selected to match their purpose, for example, a short article, a review, a questionnaire, a summary, a set of notes, an original story, a poem or a play.

Texts express and clarify the writer’s thoughts, feelings and values.

Texts show multiple

Texts vary the style of sentence forms and organisation to communicate their intended meaning clearly and show evidence of using the conventions strategically and selectively. For example, they use compound sentences, subordinate and embedded clauses, direct-voice versus indirect-voice statements, questions versus tag questions (that is, the sentence is more like a statement than a question. For example, “*It’s beautiful weather, isn’t it?*”), exclamations and commands.

Texts use paragraphing techniques to communicate and sequence their main ideas such as the topic sentence and indexing.

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<p>In addition to the characteristics described in levels 3–3.5, students write texts that have the following characteristics in terms of the ideas they communicate.</p>	<p>interpretations of a topic, where appropriate.</p> <p>Texts begin to use imagery such as similes and metaphors to convey meaning.</p>	<p>Texts relate ideas in writing in the following ways: they define, list, describe, discuss, explain, apply, analyse, distinguish, compare, contrast, predict and select.</p>
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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 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

In addition to the types of ideas described in levels 3–4, students write texts that: (1) explain a selected phenomenon, occurrence or process; or (2) convey an opinion clearly and logically. The texts have the following characteristics in terms of the ideas they communicate.

The texts have a clear and consistent focus on the main ideas and develop a logical position or argument. The writing indicates the use of analysis, with the ideas organised in a logical way.

The texts provide subordinate ideas that elaborate to enhance or support the main ideas, using, for example, factual information or examples.

The texts synthesise ideas effectively both across sentences in a paragraph and between paragraphs, and cite information where necessary.

The texts address a range of purposes across topic areas, for example, to explain, inform or to question using an expository text type, to recount, apply or create knowledge/ideas/information using narrative and to debate or argue using a persuasive text type.

The texts discriminate between essential, supporting and irrelevant information.

The texts develop and use language relevant to the topic to convey the intended meaning in an appropriate way for the audience.

The texts show an awareness of the audience through the strategic selection of content, structure and language choices.

The texts may use analogy, simile, or metaphors to express the ideas more easily.

The texts use a variety of forms and types such as pamphlets, poems, memos, graphs, or demographic tables.

The texts use figurative language and sound patterns in an expanded way.

Their written explanations frequently show the use of relevant and technical vocabulary, provide relevant information and are objective and focused on the topic. They link ideas, data and reasons clearly and logically, using connectives such as *first, then, or next* for time-sequenced ideas, and *because, if, or you get...* for cause and effect.

Students' persuasive texts support their position or the argument with some objective opinions and

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They organise the ideas into paragraphs and usually make logical links within and between paragraphs to achieve a level of coherence.

logical detail. Their opinions are organised in a logical way. They use terms such as *however* or *on the other hand* to compare and contrast ideas.

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

In addition to the types of ideas described in level 4, students write a range of text types in both print and electronic form, as follows:

Text types include extended narratives, imaginative scripts and narrative scripts that have more than two sub-plots.

Text types include speculative texts in which they offer possibilities and options based both on their opinions and on objective data (for example, *How teenagers could benefit from more pocket money*).

Text types include expository, informative and factual texts that are intended to explain and to describe phenomena in the

Text types include evaluative and critical texts in which they review novels and visual presentations such as films

Text types may be interpretive essays in which students present their literary analyses and reviews in a range of topic areas.

Text types include letter writing texts in which students communicate in a range of ‘letter-type’ contexts, for example, letters expressing a point of view to friends and to officials, or business letters requesting information.

The texts at this phase show more of the characteristics noted in level 4 than those at earlier phases. As well, the

(3) Texts synthesise ideas within a paragraph and between paragraphs using logical links.

(4) Texts relate ideas in writing in the following ways in various content areas, for example, they can order, define, recognise, label, recall, list, state, describe, recognise, discuss, report, explain, restate, review, identify, select, indicate, translate, apply, choose, schedule, illustrate, interpret, analyse, compare, contrast, question, criticise, organise, create, propose, judge, argue, and predict.

(5) Texts synthesise a range of styles, text types and sub-plots in the one text, for example, a particular text may include both

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<p>range of content areas.</p> <p>Text types may be reports that describe reviews, short research papers, investigations and projects, for example, a report entitled, '<i>The future of the hardwood timber industry in Australia</i>'.</p> <p>Text types can be operational texts that describe procedures.</p>	<p>specific types of texts introduced in this phase show the following characteristics in terms of the ideas they communicate.</p> <p>(1) Texts identify the main ideas and develop a logical position or argument.</p> <p>(2) Texts provide details that elaborate to enhance or support the main ideas.</p>	<p>explanatory and persuasive genres, use both first and third person voice and both literal and imagery-metaphoric reference.</p> <p>(6) Texts discriminate between relevant and irrelevant information.</p> <p>(7) Texts develop and use language relevant to the topic to convey the intended meaning in an appropriate way for the audience.</p>
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Progressing towards Level 5

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
- 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 write for a range of purposes (narrative, expository and persuasive) across content areas and in a variety of forms and genres (for example, descriptions, reports, procedures, letters, and reflective and evaluative articles). In addition to the types of ideas described in levels 4–4.25, students write using a range of text types in both print and electronic form, as follows:

- (1) Students write persuasive texts about contemporary issues that state and justify a personal viewpoint about topics that are very familiar to teenagers and provide one or more arguments.
- (2) Students write explanations or reports that target themes and issues that are less familiar to the writers.
- (3) Students write hypothetical pieces, for example, whether

The texts at this phase show more of the characteristics noted in levels 4–4.25 than those at earlier phases. As well, the specific types of texts introduced in this phase show the following characteristics in terms of the ideas they communicate.

Texts are written for a range of purposes including speculating, explaining, persuading and reflecting.

Texts display a particular focus for a specific audience and a purpose for a specified topic, and have topic-relevant information selected and collated from a range of sources.

Texts elaborate or support main ideas with a range of

Texts organise the text ideas in a logical sequence with an introduction, a body and a conclusion.

Texts develop their themes in coherent ways around their intended purpose and have an explicit, clearly stated viewpoint.

Texts take account of reader knowledge and background, identify and are written for specific audiences and can present the same information in different forms depending on the purpose and audience.

Texts use language that is relevant to the topic, audience, and purpose, including specialised vocabulary relevant to the

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having teenagers needing to get bicycle licences would reduce accidents.

subordinate ideas and details such as facts, dialogue, logical argument and quotations and these are embedded in the text.

topic and possible figurative language and sound patterns.

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

During this phase, students consolidate and integrate the expression of the types of ideas developed in levels 4–4.5. The ideas that are developed in students’ writing at this time are as follows.

Students describe their purpose for writing, the questions they intend to answer in the writing, and link these purposes with one or more types of texts, for example, they link ideas, explaining with expository text, speculating and reflecting with several possible text types, such as descriptive text and figurative text, stating an opinion with persuasive text.

Students address, for a specified topic, particular audience or readership needs. The students can describe the decisions they make to do this and how these decisions influence their writing, for example, how they identify and take account of reader knowledge and background.

Students develop their theme in coherent ways around their intended purpose and have an explicit, clearly stated viewpoint. The subordinate ideas and details such as facts, dialogue, logical argument and quotations are organised in a logical sequence around the main theme. For appropriate types of text, the theme or issue is introduced in an introduction, differentiated and elaborated through the range of subordinate ideas in the body, and drawn together in a conclusion. The students describe how they organise the ideas in each section.

Students use language that is relevant to the topic, audience, and purpose, including specialised vocabulary relevant to the topic and possible figurative language and words that imitate the sounds they represent, for example, *buzz* is the sound an insect makes when flying.

Students develop their themes in coherent ways around their intended purpose, have an explicit, clearly stated viewpoint and lead to a clear resolution, as appropriate for formal contexts.

Students relate ideas in writing in the following ways in various content areas, for example, they can order, define, recognise, label, recall, list, state, relate, describe, recognise, discuss, report, explain, restate, express, review, identify, select, indicate, translate, apply, choose, schedule, illustrate, interpret, analyse, discriminate, distinguish, categorise, examine, compare, contrast, question, criticise, organise, construct, create, propose, write,

judge, argue, predict, assess, choose, select, support, and evaluate.

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 write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution.

Students write arguments that state and justify a personal viewpoint or convey an opinion, clearly and logically.

Students write reports incorporating challenging themes and issues.

Students write personal reflections on, or evaluations of, texts presenting challenging themes and issues.

Students write explanations

Students take account of the needs of readers through the appropriate use of style and language selections, including analogy, similes or metaphors.

Students select appropriate vocabulary with increasing control.

Students explain by including relevant details such as data, through reasons linked in logical ways and by expressing relationships precisely. An explanatory text may include more than one explanation, with the main explanation linked clearly with a subordinate one.

Students present the writer's position or point of view on an issue clearly and consistently. The main ideas or contentions are clearly identified and are supported convincingly through elaboration, evidence and links to other ideas.

Students use language effectively and selectively, showing control and intent, according to their purpose: (1) explanations use a range of explanatory language features, for example, consistent use of verbs to denote specific actions, comparisons and the grammatical forms such as the passive voice; and (2) arguments use various persuasive language features

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for selected phenomena, occurrences, or processes.		such as emotive words, rhetorical questions, imperatives, repetition, the passive voice, pronouns denoting inclusion, data and researched evidence.
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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 write sustained narratives that organise ideas in terms of a main plot and sub-plots, that use language (vocabulary, sentence forms, cohesion), character development and a consistency of viewpoint, and that show development of a resolution appropriate to this text type.

Students write texts that explore a complex current issue from different perspectives or that develop a particular point of view. The writing shows evidence of planning to support a clear position and accounts for alternative opinions and different perspectives. Students use language techniques to argue and persuade for a particular point of view. Their writing shows an objective and logical perspective.

Students write texts that communicate their thoughts, feelings and opinions. In these texts, students display the outcomes of thinking creatively and in terms of open-ended possibilities. Their writing shows clearly how their creative thinking derives from an objective, logical base. Examples of this writing include poetry, letters, imaginative text, and text that expresses emotions such as humour, anxiety, frustration, anger or desperation.

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
- proofreading and redrafting for accuracy, clarity, coherence and consistency of style.

Indicators of Progress

The ideas students write at this phase build on those displayed in levels 5–5.25. Their written texts at this phase show partial use of some of the features described below. The types of texts they write and the ideas in these texts include the following:

Texts have sustained narratives that show a greater awareness of this text type, higher levels of characterisation, a consistent viewpoint, the development of a resolution, moderate cohesion by using appropriate terms to link ideas and an awareness of the need for chronology.

Texts explore a complex current issue from different perspectives or argue for a particular point of view. The writing shows some evidence of organising ideas in a way that supports clearly the position, alternative opinions on the issue, being aware of ways to correct the use of stereotypes in writing, using language effectively to lead and to persuade (for example, they use emotive words, rhetorical questions, repetition of key ideas, the passive voice, and pronouns that suggest inclusion), linking ideas either in a time sequence using conjunctions such as first or second or by comparing and contrasting ideas using terms such as however or on the other hand, supporting their position with objective opinions, logical detail and/or comment and observations, and

Texts communicate the writer’s creative speculation. These texts identify possibilities and multiple perspectives and evaluate them, for example, in poetry, plays such as comedies or dramas, figurative text, letters, imaginative text and text that expresses emotions such as guilt or delight. The texts show some awareness of the written conventions of each text type and the use of relevant linguistic techniques.

Texts contain explanations that use precise and often technical vocabulary, are objective and focused on the topic, use a range of explanatory language features, often effectively, such as appropriate use of verbs, verb tense and sentence forms such as the passive voice, support the explanations with reasons and data that are mostly objective and use language connectives effectively to link ideas, for

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	<p>prioritising and organising their opinions, data and reasons in a logical way, for example, they state their position, provide evidence and restate their position.</p>	<p>example, since, because.</p> <p>Students at this phase put into effect some of the above characteristics in the various types of texts. The use of the characteristics in some texts may be immature or inappropriate. They may also not be used in a coordinated way.</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

Texts may be sustained narratives that include: (1) two or more sub-plots that are synthesised within a consistent viewpoint; (2) higher levels of characterisation that evolve both within each sub-plot and across them; (3) development of a resolution; (3) a higher level of cohesion by using appropriate terms to link ideas; and (5) an awareness of the need for chronology and for cultural reference.

Texts may explore a complex current issue from different perspectives or argue for a particular point of view. The writing shows greater evidence of the features specified in level 5.5: (1) organising ideas in a way that supports the position; (2) offering alternative opinions on the issue; (3) being aware of ways to correct the use of stereotypes in writing; (4) using language effectively to lead and to persuade; (5) linking ideas either in a time sequence or by comparing and contrasting ideas; (6) supporting their position with usually objective opinions, logical detail and/or comment and observations; and (7) prioritising and organising

Texts may communicate the writer’s creative speculation and show greater awareness of the written conventions of each text type and of the use of relevant linguistic techniques other than those adopted in level 5.5.

Texts may give explanations that show a greater use of the features in level 5.5 than is typical of texts at that phase.

their opinions, data and reasons in a logical way.

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, webpages 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

Each of these types of written texts shows the following features in their communication of ideas in writing.

Texts identify clearly both: (1) the key question they target and their intended purpose; and (2) the main ideas they are using.

Texts use content such as supporting details and examples that are relevant to the topic or theme, the readership or audience and the intended purpose of the text.

Texts use a range of resources, when appropriate, to support the development of the topic.

Texts develop for factual and persuasive texts a thorough, balanced, in-depth explanation or exploration of the topic and the focus question, analyse this and develop aspects of the explanation or arguments in an objective and reasonable way.

Texts develop the topic or theme in a systematic way; they: (1) provide an effective introduction that engages the audience in the topic and that indicates the direction or orientation of the text; (2) provide a body that develops the topic or plot in a systematic way with the main ideas sequenced effectively and supporting details or sub-plots clearly located; and (3) provide a conclusion that reviews and draws together the topic and reaches a resolution if appropriate.

Texts express ideas in sentences that enhance their clarity and meaning by: (1) using a range of structures; (2) varying their beginnings (words phrases or clauses, prepositions, adverbs, participles) and lengths. Ideas are linked within and across sentences by coordinating and subordinating conjunctions, repetition and key phrases.

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