

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

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

The students use at least some of the following writing strategies:

Students show an emerging ability to control how they use a pencil or crayon. This includes the appropriate pencil grip. They can trace over and around letters, outlines and shapes, write letters ‘in the air’, in sand, in finger-painting activities, develop the visual–motor coordination skills necessary for writing (for example, eye–hand and hand–arm coordination skills), engage in finger play, and develop

Students see oral language being recorded in print; they dictate text, see it written and then say it aloud.

Students plan what they intend to write by saying it first or drawing a picture or symbols to create a draft.

Students write what they say, perhaps saying each word as they write it.

Students read back to others what they have written or believe they have written. They may retell/paraphrase or say the main ideas of the message rather than reading it ‘word for word’.

Students learn to copy familiar words by saying the word to themselves and then telling themselves some of the letters. They can copy words from the environment or from their favourite books.

Students articulate some of the sounds and represent them with appropriate

Writing Strategy - Developmental Overview

body posture and movements that permit them to write more easily.

symbols.

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 plan what they intend to write by saying aloud or 'conferencing the topic' or by drawing pictures of the key ideas.

Students say what they will write in sentences and write a first draft. As they write they may say aloud what they are writing.

Students read what they have written to see if it makes sense (that is, 'sounds right'), and, if necessary, add to or change the text.

Students check what they have written for correct letter formation, spaces between words and letters, use of full stops, and use of capitals for names and the beginning letter of a sentence.

Students read their writing to others.

Students form letters more accurately with correct starting points and increasing legibility.

Students say how planning and reading over what they have written helps them.

Students say how writing is useful or helps them (for example, to remember something, to let other people know what they think) and suggest activities in which they could use writing.

Students transfer what they know about writing in one context to another, for example, telling a story in different contexts.

Students show improved physical control of handwriting; they are more able to coordinate pencil grip, body posture and the position of the paper or keyboard.

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 plan aloud, with pictures, or in writing the key ideas, and use the planning ideas to write a first draft.

Students say how planning and reading over what they have written helps them.

Students read what they have written either to themselves or to others to see if it makes sense or ‘sounds right’, and, if necessary, add to or change the text.

Students read their writing to others.

Students form letters more accurately and write more legibly.

Students say how writing is useful and how it helps them, and suggest activities in which they could use writing.

Students check for spelling and punctuation.

Students transfer what they know about writing from one context to another, for example, they write about a birthday party using different text types or write a brief message for different people they know well.

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

Writing Strategy - Developmental Overview

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

Indicators of Progress

<p>Students describe some of the differences between speaking and writing and experiment with new text types.</p> <p>Students combine their writing with supportive drawings or computer graphics.</p> <p>Students begin to plan what they will write about by using discussion or drawing to identify what they want to write prior to writing, say, ‘what they want to tell’ the reader. During planning they organise the ideas prior to their first draft, for example, by describing how they will:</p> <p>(1) clearly define a topic; and</p> <p>(2) add detail to a topic.</p> <p>Students begin to use explicit text organisational strategies, they:</p> <p>(1) sequence the ideas in the writing with a clear beginning, body or middle, and end; and</p>	<p>(2) understand that paragraphs separate key ideas. While aware of these text organisational features, they may not use them correctly.</p> <p>Students use sentence writing strategies in which they:</p> <p>(1) write in complete sentences;</p> <p>(2) vary the length of sentence; and</p> <p>(3) experiment with combining or expanding sentences.</p> <p>Students use word- and vocabulary-selection strategies more effectively; they:</p> <p>(1) try out unfamiliar words;</p> <p>(2) select words by taking account of the likely readers; and</p> <p>(3) try to avoid words that lack ‘voice’ such as mundane or trite words and overuse of words or phrases such as <i>and</i> or <i>then</i>.</p>	<p>Students modify their proofreading and editing to include rereading what they have written to check for meaning, sentence form and their use of vocabulary. They:</p> <p>(1) reread their writing to themselves or to others to revise or clarify ideas, and are assisted to modify their writing if necessary; and</p> <p>(2) edit for use of punctuation and for spelling errors.</p> <p>Students use explicit publishing strategies for deciding how to present their edited piece of writing.</p> <p>Students articulate some of the strategies (that is, the actions) they used while writing.</p> <p>Students learn strategies for copying sentences one or a few at a time; they learn to vocalise each sentence before beginning to write and rehearse it.</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 plan what they will write about by using information gathering strategies such as word mapping and charting prior to drafting. They reflect on ‘what I want to tell the reader’. They use the strategies to assist themselves to:

- (1) narrow their focus on a topic; and
- (2) add detail to aspects of the idea.

Students begin to use explicit text organisational strategies; they:

- (1) sequence the ideas in the writing into an introduction, a body and an end; and

(2) continue to develop paragraphing skills.

Students use drafting strategies such as elaborating on a topic and giving supporting ideas, and integrate these by using a wider range of sentence writing strategies in which they:

- (1) write in complete sentences;
- (2) vary the length of sentence; and
- (3) experiment with combining or expanding sentences.

Students use word and vocabulary selection strategies more effectively; they:

- (1) experiment with novel words;

(2) select words by taking account of the likely readers; and

(3) select words that target most directly their intention.

Students modify their proofreading and editing by using computer resources to check sentence form, punctuation and spelling.

Students broaden their publishing strategies, for example, by using word processing in different ways.

Students discuss the writing strategies they use and the values and purpose of each, for example, of editing and revising and how they take account of the readers when they write.

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 select content and form depending on their purposes for writing and describe the purpose and audience for their own and others' writing.

Students use planning strategies such as:

(1) saying what questions they want to answer for people who read what they write, for example, for A project on Antarctica, *How cold is it?* and

(2) graphic organisers, word mapping and charting to plan what they will write. Students use drafting strategies such as one's own vocabulary and graphic organisers to create a first draft.

Students reread their own writing and use a range of editing resources to revise and clarify meaning.

Students ask questions about others' writing and their own writing.

Students use corrective feedback from others to revise their writing.

Students publish their writing in different forms, including the use of word processing in e-learning focus groups.

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 select content and form depending on their purposes for writing and describe the explicit purpose and audience for their own and others' writing.

Students talk about their action plan for writing, the steps they will go through and the actions they will use to produce each draft.

Students use planning strategies such as:

(1) visualising their topic;

(2) graphic organisers, word mapping and charting; and

(3) library resources such as dictionaries and taxonomies to collate information about the topic.

Students say what the finished outcome might 'look like', what it might say, and the key ideas it will mention.

Students select the most appropriate nouns, adjectives and verbs to convey a message and can write in a way to tell someone who was not there what happened.

Students use planning strategies such as graphic organisers to create a first draft.

Students reread their own writing and use a range of editing resources to revise and clarify meaning. They proofread paragraphs about familiar events consisting of up to four sentences for punctuation and simple one-syllable spelling patterns.

Students ask questions about others' writing and their writing.

Progression Point 2.5

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

Writing Strategy - Developmental Overview

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 describe their writing plan, that is, the strategies they will use to 'get their knowledge ready' before beginning to write.

Students describe their purpose for writing and the questions they intend to answer in their writing.

Students consistently organise and plan their writing and use available resources in the school, such as libraries, to assist.

Students describe the main idea and the supporting ideas for their writing.

Students use knowledge of text structures to organise their ideas, for example, compare/contrast, problem/solution, cause/effect, description.

Students describe how they sequence the ideas in a paragraph.

Students paraphrase accurately what they write to check that it meets their purpose.

Students prepare a first draft by mapping the ideas developed during planning into phrases, sentences and paragraphs.

Students revise their draft by adding or changing appropriate language and/or graphics to enhance text and style.

Students edit the text by correcting errors in spelling, punctuation, and capitalisation. They may use a dictionary, other references and/or computer technology to assist in editing text.

Students name sources when writing reports.

Students begin to use available technology (e.g., word processor) consistently throughout the writing process.

Students publish their text by producing a legible and effective final product using technology when appropriate.

Students write legibly.

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 describe an updated writing plan.

Students describe their purpose for writing and the questions they intend to answer in their writing.

Students describe alternative ways of 'getting their knowledge ready' for writing and for collating what they know for more complex texts, for example:

(1) using a sequence of drawings or key words to show a text pattern;

(2) using a 'circle text' (a sequence of pictures that shows a particular character going through a story); and

(3) record the sequence of key words. Students convert the message in these formats to a first draft.

Students extend their use of paraphrasing what they write, use their knowledge of vocabulary to substitute for over-used words in their writing, and refine a sentence to express the intended meaning most clearly.

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 describe their writing plan, that is, the specific actions they will take to complete the task.

Students describe their purpose for writing and the questions they intend to answer in their writing, particularly for the new text types.

Students use strategies to generate relevant ideas, for example, how to contextualise a topic in an alternative culture or historical era, and organise and plan the resources they will use to complete the writing, such as library sources and on-line databases.

Students sequence and organise the main ideas and the supporting ideas for their writing and sequence the ideas in a paragraph.

Students paraphrase accurately what they write to check that it meets their purpose.

Students prepare a first draft by mapping the ideas developed during planning into sentences and paragraphs, combine and sequence written and visual information, and use a range of sentence lengths and types.

Students revise their draft by adding or changing appropriate language and/or graphics to enhance text and style.

Students use rhythm, flow of language and imagery where appropriate, for example, in verse.

Students edit the text by correcting errors in spelling, punctuation, and capitalisation. They may use a dictionary, other references and/or computer technology to assist in editing text.

Students cite sources when writing reports.

Students use available technology (e.g., word processor) more regularly and consistently throughout the writing process.

Students publish their text by producing a legible and effective final product using technology when appropriate.

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 describe their modified writing plan, that is, the strategies they will use to complete the task.

Students describe their purpose for writing, the questions they intend to answer in their writing, particularly for the new text types learnt here, and how they indicate the purpose in the text they write.

Students use strategies to generate relevant ideas, for example, how to contextualise a topic in a fantasy or adventure, a report or an argument and organise and plan the resources they will use to complete the writing; these include libraries and databases.

Students sequence and organise the main ideas and the supporting ideas for two simultaneous sets of events, for example, by allocating one paragraph to each of the simultaneous sequences.

Students integrate the ideas in two or three sentences into a single sentence, identify the 'paragraph idea' in a set of sentences and summarise a sequence of sentences.

Students prepare a first draft by mapping the ideas developed during planning into sentences and paragraphs, combine and sequence written and visual information, and use a range of sentence lengths and types.

Students revise their draft by adding or changing appropriate language and/or graphics to enhance text and style.

Students identify and write the key ideas in a text from which they need to learn as they handle the information, for example, as they watch a short video or read a simple text with a few key ideas.

Students use various editing strategies such as a proofreading checklist, a dictionary, and computer-based materials, to monitor their use of spelling, punctuation, grammar, and capitalisation.

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

In addition to the strategies described in level 3, students use the following methods.

Students describe a modified writing plan, that is, the actions they will take to complete the task.

Students describe their purpose for writing, the questions they intend to answer in their writing, particularly for the new text types learnt here and how they indicate the purpose in the text they write.

Students use a range of strategies to generate and organise relevant ideas, for example, visualise a topic, use brainstorming or network mapping, organise and plan the resources they will use to complete the writing; this includes the use of library and databases.

Students organise the ideas into main and subordinate ideas, and sequence and organise the ideas, for example, for two simultaneous sets of events in a narrative and two points of view in a persuasive text. They link the ideas with the topic and their intended message and narrow or expand the set of ideas according to the topic. They allocate the main and supporting ideas to paragraphs.

Students map the ideas and perspectives into a first draft. They examine the development of details, organisation, and voice in the draft and elaborate the initial ideas if necessary.

Students select and use more appropriate vocabulary, language structures and features for their purpose, audience and type of text.

Students evaluate two or three sentences in each paragraph and integrate the ideas into a single sentence; they summarise the sequence of

Students use redrafting of their writing to develop their text through multiple drafts.

Students use revising strategies; they reread the text to check its sense and may discuss it with others. They can recognise when their writing shows redundancy and can correct this.

Students use editing strategies; they use a range of sources to edit a text, such as their proofreading checklist, a dictionary, and computer-based materials to monitor their use of spelling, punctuation, grammar, and capitalisation.

Students use publishing strategies; they select a format for publishing that is appropriate to their message, their purpose for writing and their audience, for example, a speech, a poster, an essay, or a report.

Students use technology-

Writing Strategy - Developmental Overview

sentences to develop the topic sentence for each paragraph.

oriented strategies throughout the writing process.

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

In addition to the strategies described in 3–3.5, students use the following methods.

Students selectively use a variety of strategies for writing according to the given purposes, such as note making, using models, planning, editing and proofreading.

Students select and use specific vocabulary according to the topic of the writing and its purpose.

Students use multiple drafting in a systematic, organised way to obtain a final product.

Students express and clarify their thoughts, feelings and values through writing.

Students use a range of sentence and paragraph writing strategies, for example, they vary the style of sentence forms and use indexing, sentence

Students show they have linked the writing strategies into a sequence of self-instructional scripts that they can use to guide them through a writing activity as follows:

- while pre-writing and planning stage scripts such as—*What do I know about the topic? Have I collected enough information? Why am I writing this? Who will read what I write? What form should my writing take? How well does the information I have gathered answer the set question/topic?*
- while writing stage scripts such as—*What is the first important idea I want to say? How will I say it? What ideas go with it? What is the second important idea? What ideas go with it? How will I*

- while revising, proofreading stage scripts such as—*Is the text on the right track? Does it do what it is supposed to do? Does it say too much/too little? Is the text easy to understand? Are there confusing parts? Are the main points in the right order? Does the writing begin smoothly? Does the writer take too long to get started? Does each paragraph have one main idea? Are the paragraphs linked together well? Does the writing finish well? Have I used any words that I am not sure of? Have I checked the writing for correct grammar and sentences? Have I checked the writing for correct spelling? Have I checked the writing for correct punctuation? Does each*

Writing Strategy - Developmental Overview

organisation, compound sentences, and subordinate and embedded clauses.

Students use several drafts in a systematic, organised way to lead to a final product.

start the writing? What do I want to tell the reader first? How will I tell the reader about the main idea of the passage? How will I finish off the writing? What will each paragraph be about? What is the main idea in each paragraph?

sentence have one idea? Have I used pictures etc., well? What will I call the passage of writing? Will I use subheadings?

Students begin to adapt the steps in the self-instructional sequence to match different types of texts.

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

Students use a range of strategies including the following:

Students describe their action plan for writing, and the actions they will use to achieve their goals or purposes for writing.

Students use idea generation and collation strategies, orientation strategies, and idea organisation strategies, for example, brainstorming and semantic mapping (including computer and graphic organisers in planning and collating knowledge for writing

Students use drafting strategies in which students:

(1) use the ideas and perspectives generated to write a first draft;

(2) elaborate initial ideas and identify subordinate ideas; and

(3) focus on developing ideas, details and organising them.

Students use revising strategies such as rereading the draft to check that there is consistency of meaning and main ideas, language use and style, and modify the draft accordingly.

Students use editing strategies to check the use of spelling, punctuation, grammar, and capitalisation; students use several resources such as a dictionary, computer and style guides.

Students use publishing strategies such as:

(1) selecting a format for publication appropriate for the audience (for example, a letter, a poster, an essay, a report); and

(2) using technology to support the publishing

Writing Strategy - Developmental Overview

different text types), and strategies for narrowing or expanding a topic prior to drafting.

process.

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 use the types of strategies described in level 4 and modify these to account for the types of texts described.

Students describe their action plan for writing a review of a film or a speculative text.

Students use idea generation and collation strategies, orientation strategies, idea organisation strategies and strategies for narrowing or expanding a topic prior to drafting for an interpretative essay.

Students use drafting strategies in which they:

- (1) use the ideas and perspectives generated to write a first draft;
- (2) elaborate initial ideas and identify subordinate ideas; and
- (3) focus on developing ideas and details and organising them.

Students use revising strategies that take account of the new text types as identified in 4.25 Ideas communicated in writing.

Students use editing strategies that take account of the new text types 4.25 Ideas communicated in writing.

Students use publishing strategies including computers and graphic organisers for publishing the text types.

Progression Point 4.5

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

Writing Strategy - Developmental Overview

- 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 use the types of strategies described in levels 4–4.25 and modify these to account for the types of texts described above, as follows:

Students describe their action plan for writing instances of the texts above and discuss what they know about writing for different purposes in a range of contexts.

Students use various planning strategies:

(1) idea generation and collation strategies such as researching, mapping, surveys and interviews;

(2) idea organisation strategies such as networking the main ideas first, followed by the subordinate ideas, identifying the questions answered by the main ideas (for example, using the *who, what, when, where, why* framework); and

(3) strategies for focusing or expanding a topic prior to drafting for an interpretative essay (for example, by aligning the questions asked by a topic with the questions answered by the ideas).

Students use drafting strategies; they

(1) integrate ideas across sentences within a paragraph for the text types taught;

(2) coordinate ideas and perspectives; and

(3) gradually use these drafting strategies independently.

Students use revising strategies; they

(1) reread what they have written for sense;

(2) confer with others to modify the text;

(3) adapt recommendations; and

(4) modify the language and/or accompanying non-text information to enhance text and style.

Students use editing and proofreading strategies; they

(1) monitor for clarity and for the cohesiveness of ideas in communicating the intended message;

(2) use multiple resources to edit the text (for example, dictionaries, computer-based facilities, peer feedback and writing guides; and

(3) begin to cite sources (e.g., references, footnotes, endnotes).

Students use various publishing strategies; they

(1) select a format for publishing (e.g., multimedia formats, essay, research presentation) appropriate for the audience and purpose; and

(2) produce a legible and effective final outcome using a variety of technologies.

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 spontaneity and accuracy.		
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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 modify and update their writing plans to accommodate the broader range of texts and purposes for writing.

Students develop strategies for using a variety of sentence structures selectively so that they convey their intention most effectively.

Students develop strategies for improving the focus, the accuracy and the readability of their writing so that it achieves its purpose effectively.

Students broaden their strategies for linking main and supporting ideas within and between paragraphs by using a range of connectives to communicate a sense of coherence.

Students edit their writing for clarity, coherence and consistency of style, and proofread for spelling, punctuation and grammar.

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 plan how to write sustained narratives and how to prioritise and sequence the ideas in a sustained narrative; they say how they organise the ideas in terms of main plot and sub-plots; use language (for example, vocabulary, sentence forms); allow key characterisation to evolve; and maintain cohesion and develop a resolution.

Students plan how to write texts that explore a complex current issue from different perspectives or that argue a particular point of view, how to support a clear position and to account for alternative opinions and different perspectives, and how to use language techniques to argue and persuade for a particular point of view.

Students write creatively in terms of open-ended possibilities.

Students use composing, and, if necessary, redrafting strategies.

Students proofread their writing and revise and edit it for vocabulary and spelling, for audience appropriateness, clarity, cohesion and consistency of viewpoint.

Progression Point 5.5

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

Writing Strategy - Developmental Overview

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

Students plan, organise, prioritise and sequence the main and supporting ideas in their writing, for example, how they will achieve character development, consistency of viewpoint or development of a resolution, achieve cohesion in their writing and argue decisively for their point of view, express alternative opinions and attempt to correct the use of sociocultural bias.

Students use composing strategies, for example, actions to integrate complex ideas and multiple perspectives in their writing.

Students use writing to explore a complex issue from different perspectives, to examine the links between ideas and to generate possibilities.

Students use redrafting strategies to improve clarity, coherence, creativity and consistency of style if necessary.

Students proofread their writing and reflect upon and evaluate how well they have achieved their goal or intention, for example, how well they have stated their viewpoint to position readers.

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 update their writing strategy plans to include what they have learnt about writing and to show these as self-scripts.

Students use modified composing strategies, for example, they:

(1) evaluate alternative perspectives and synthesise a position;

(2) reflect upon and evaluate how well they are conveying their intended message and take further action if necessary; and

(3) use prioritising and sequencing strategies.

Students use writing to explore and to speculate about a complex issue from different perspectives, to examine the links between ideas and to generate possibilities.

Students proofread their writing and reflect upon and evaluate how well they have achieved their goal or intention and met the demands of purpose, context and audience, and modify the text if necessary, for example, how well they have stated their viewpoint to position readers.

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

<p>Students say their writing strategy plan, that is, the strategies they will use in an integrated way to create a written text. This will include consideration of their purpose for writing and the questions they intend their writing to answer or to raise.</p> <p>Students select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information.</p> <p>Students use composing strategies to write a range of texts, such as feature articles or web pages and workplace texts.</p>	<p>Students write accurately punctuated, grammatically sound and complex sentences with embedded clauses and phrases.</p> <p>Students use a variety of literary devices such as simile, metaphor and other figurative techniques to enhance their clarity of writing, and to increase the rhythm, tone, and fluency of their writing.</p> <p>Students proofread and edit their writing for:</p>	<p>(1) accuracy, consistency and clarity;</p> <p>(2) sentence use and they rephrase and clarify sentences and grammar if necessary;</p> <p>(3) paragraph clarity and they may rearrange the order of paragraphs, and delete or add paragraphs;</p> <p>(4) relevance of the content for their intended purpose; and</p> <p>(5) overall coherence and fluency.</p> <p>Students use written self-reflection and goal setting to analyse academic achievement and behaviour.</p>
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