

Year 1: Writing

Student: _____ **Room** _____

Skills and knowledge for Writing (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Convey simple ideas, responses, opinions or questions			Writing sample Oral discussions	
Use vocabulary drawn from own experiences, reading or other classroom activities			Writing sample Oral discussions	
Understand that words are made up of sounds and that sounds are written with letters and groups of letters			Writing Pseudoword test- SOS Ass 3	
Aurally segment words into syllables and one-syllable words into phonemes			Pseudoword test- SOS Ass 3 Writing	
Recognise and write most sounds of English in at least one way			Assessment.2 SOS	5 minutes sound a day
Apply sound-letter relationships to write words			Pseudoword test- SOS Ass 3 Writing	
Form all upper-case and lower-case letters accurately			Handwriting	
Recognise that there are different ways of writing the same sound			Writing	
Write some key personal and high-frequency words from memory			Writing	
Use developing knowledge of word endings correctly (s, ed, ing)			Writing	
Compose simple sentences and some compound sentences using conjunctions such as 'and' and 'but'			Writing	
Understand and use simple text types (e.g. recounts and descriptions)			Writing	
Use capital letters and full stops to begin and end sentences			Writing	

Sheets collated by Joy Allcock, 2010, using the *Literacy Learning Progressions* document, Ministry of Education (2010), Learning Media, Wellington, New Zealand

Year 1: Editing and Proofreading

Knowledge and skill	Date:	Date:	Assessment	Strategies/Resources
Use wall charts and picture dictionaries			Observation	
Respond to feedback by adding or deleting details			Observation	

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Year 2: Writing

Student: _____ **Room** _____

Skills and knowledge for Writing (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Use personal content vocabulary of written words as well as an expanding oral vocabulary			Writing sample Oral discussions	
Attempt some variety and precision in the use of adjectives, nouns and verbs			Writing sample Oral discussions	
Understand that words are made up of sounds and that sounds are written with letters and groups of letters			Pseudoword test- SOS Ass 3 Writing	
Aurally segment words into syllables and one-syllable words into phonemes			Pseudoword test- SOS Ass 3 Assess.4 Part 1, SOS Writing	
Recognise and write most sounds of English in at least one way			Assessment.2 SOS	
Form all upper-case and lower-case letters accurately			Handwriting	
Apply sound-letter relationships to write words			Pseudoword test- SOS Ass 3 Writing	
Use knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways			Writing	
Apply strategies to encode words – sounding out, making analogies to other known words, using chunks and rimes			Writing	
Use visual memory to spell personal vocabulary and other high-frequency words			Writing	

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Apply knowledge of simple spelling rules (e.g. simple plurals)			Writing	
Use their knowledge of morphology to correctly spell morphemes in words – particularly word endings			Writing	
Use simple planning strategies to organise ideas and apply to writing			Writing	
Use appropriate text structures for text types such as simple recounts, descriptions and reports			Writing	
Use simple conjunctions correctly with subject-verb agreement and noun-pronoun agreement			Writing	
Compose mainly simple and compound sentences with some variation in their beginnings			Writing	
Use full stops , question marks or exclamation marks to end sentences, and capital letters to begin sentences and for familiar proper nouns			Writing	

Year 2: Editing and Proofreading

Knowledge and skill	Date:	Date:	Assessment	Strategies/Resources
Revise their text and edit for clarity and accuracy of meaning			Writing	
Proofread writing for punctuation and spelling of known words			Writing	

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Year 3: Writing

Student: _____ **Room** _____

Skills and knowledge for Writing (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Use increasingly specific words and phrases (adjectives, more precise nouns and verbs) that are appropriate to the content of the text			Writing sample Oral discussions	
Write all upper-case and lower-case letters correctly, legibly and fluently			Writing	
Use knowledge of diverse phoneme-grapheme relationships to write sounds in words and demonstrate an expanding knowledge of diverse phoneme-grapheme relationships			Writing	
Use visual memory to spell an increasing number of personal vocabulary and other high-frequency words			Writing	
Use developing knowledge of spelling conventions to select correct spelling patterns for sounds in words			Pseudoword test- SOS Ass 3 Writing	
Apply a growing number of spelling rules to write words correctly			Assessment 7, SOS Writing	
Use increasing knowledge of morphology to correctly spell known morphemes			Assessments 5 & 6, SOS Writing	
Use simple planning strategies to organise ideas and generate language for writing			Writing	
Create content that contains several ideas, experiences and items of information			Writing	
Use simple language features (such as alliteration) and visual language features to support meaning			Writing	
Use a basic text structure to organise ideas effectively			Writing	

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Use grammatically correct, simple and compound sentences that vary in their beginnings, length and in the conjunctions used			Writing	
Attempt to write complex sentences			Writing	
Use mostly consistent tense in sentences			Writing	
Use full stops , question marks, exclamation marks and capital letters correctly			Writing	

Year 3: Editing and Proofreading

Knowledge and skill	Date:	Date:	Assessment	Strategies/Resources
Revise and edit own writing for sense and impact and give peers feedback on their writing			Writing	
Proofread writing for punctuation, grammar and spelling using own knowledge and classroom resources			Writing	

Year 4: Writing

Student: _____ **Room** _____

Skills and knowledge for Writing (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Use language and structure that is appropriate for the purpose			Writing sample Oral discussions	
Use nouns, verbs, adjectives and adverbs to convey ideas, experiences or information			Writing sample Oral discussions	
Use reference sources to check the meanings of words and to find new words			Observation	
Use knowledge of diverse phoneme-grapheme relationships to encode words			Writing	
Use visual memory to spell most high-frequency words and many personal vocabulary words correctly			Writing Testing lists of words	
Use knowledge of common, reliable spelling rules and conventions to spell words			Assessment 9, SOS Writing	
Use knowledge of the meaning and spelling of morphemes (particularly prefixes and suffixes) to spell words			Assessments 5,6, 9, SOS Writing	
Select and use tools and strategies to plan and organise ideas and information for writing			Writing	
Use written language features (e.g. similes, onomatopoeia) and visual language (e.g. diagrams, illustrations) to support meaning			Writing	
Use mainly simple and compound grammatically correct sentences, and some complex sentences that vary in beginnings, structure and length			Writing	
Correctly use subject-verb agreement, tense agreement and pronouns and prepositions			Writing	

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Use capital letters, full stops, question marks, exclamation marks, speech marks, commas for lists and apostrophes for contractions correctly				
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Year 4: Editing and Proofreading

Knowledge and skill	Date:	Date:	Assessment	Strategies/Resources
Reread their writing at various stages to check for meaning and fitness of purpose				
Revise and edit their writing for clarity, impact and fitness of purpose				
Proofread for accuracy of punctuation, spelling and grammar				

Year 6: Writing

Student: _____ **Room** _____

Skills and knowledge for Writing (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Select and use academic and subject-specific vocabulary that is appropriate to the writing task			Writing	
Use knowledge of word derivations to understand new vocabulary and to assist encoding attempts			Writing and conferencing	
Fluently and correctly encode most words using knowledge of diverse phoneme-grapheme knowledge			Writing	
Spell all high-frequency words and many personal words correctly			Spelling lists of words	
Apply knowledge of spelling rules and conventions to correctly encode most words			Assessment 9, SOS Gap Analysis 1, SUS Writing	
Apply knowledge of morphemes to correctly encode most words			Assessment 9, SOS Gap Analysis 1, SUS Writing	
Use a variety of planning activities for writing tasks that require planning			Writing	
Use a text structure that is appropriate for the purpose (narrative or expository)			Writing	
Use written language or visual language features to extend or clarify meaning and engage the audience			Writing	
Organise related ideas into paragraphs and begin to use cohesive devices to link paragraphs			Writing	
Use mainly simple and compound grammatically correct sentences, and some complex sentences that vary in beginnings, structure and length			Writing	

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Use basic punctuation mostly correctly. Attempt some complex punctuation (e.g. possessive apostrophes, commas for clauses, semicolons)			Editing Guide, SUS Writing	
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Year 6: Editing and Proofreading

Knowledge and skill	Date:	Date:	Assessment	Strategies/Resources
Independently revise and edit work to clarify meaning and add impact			Writing	
Proofread for accuracy of punctuation, spelling and grammar			Editing Guide, SUS Writing	

Year 8: Writing

Student: _____ **Room** _____

Skills and knowledge for Writing (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Use language (e.g. expressive, academic, subject-specific) that is appropriate to topic, audience and purpose			Writing	
Use knowledge of word derivations to understand new vocabulary and to inform encoding			Writing and conferencing	
Fluently and correctly encode most words, including multi-syllabic words using knowledge of diverse phoneme-grapheme relationships			Pseudoword Assessment, SUS Writing	
Use knowledge of common, reliable spelling rules and conventions to fluently and correctly encode most words, including multi-syllabic words			Gap Analysis 1 or 2, SUS Writing	
Use knowledge of morphemes to fluently and correctly encode most words, including multi-syllabic words			Gap Analysis 1 or 2, SUS Writing	
Plan effectively, where appropriate, by using strategies to find and record information they need for writing			Writing	
Deliberately choose a clear and logical text structure to suit purpose, sometimes innovating to achieve this			Writing	
Deliberately use written language and visual language features to engage audience and/or convey meaning			Writing	
Organise related ideas into paragraphs and link paragraphs			Writing	
Use a variety of sentence structures, beginnings and lengths for effect			Writing	
Use complex sentences that are grammatically correct			Writing	
Use basic punctuation correctly and attempt some complex punctuation (e.g. semicolons, colons, parentheses)			Editing Guide, SUS Writing	

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Year 8: Editing and Proofreading

Knowledge and skill	Date:	Date:	Assessment	Strategies/Resources
Craft and re-craft text by revising and editing			Editing Guide, SUS Writing	
Proofread for accuracy of punctuation, spelling and grammar			Editing Guide, SUS Writing	

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Year 10: Writing

Student: _____ **Room** _____

Skills and knowledge for Writing (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Express a complex range of ideas concisely			Writing across the curriculum	
Describe or explain concepts, processes, phenomena, theories, principles, beliefs and opinions			Writing across the curriculum	
Use specialised vocabulary that relates to a range of topics, including vocabulary that expresses abstract concepts			Writing across the curriculum	
Select from a repertoire of planning strategies			Writing	
Deliberately use their writing to develop their ideas and to explain ideas, concepts etc that are relevant to the writing task			Writing	
Use language, text structures and media that are appropriate for their purpose			Writing	
Use features and structures that are appropriate to specific text types			Writing	
Understand and know how to write for an audience selecting appropriate tone, voice and register			Writing	
Use clearly marked sections, paragraphs, headings, subheadings and other organising devices			Writing	

Year 10: Editing and Proofreading

Knowledge and skill	Date:	Date:	Assessment	Strategies/Resources
Review and revise text to ensure it meets its purpose			Editing Guide, SUS Writing	
Edit and proofread to conform to any expected standards			Editing Guide, SUS Writing	

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