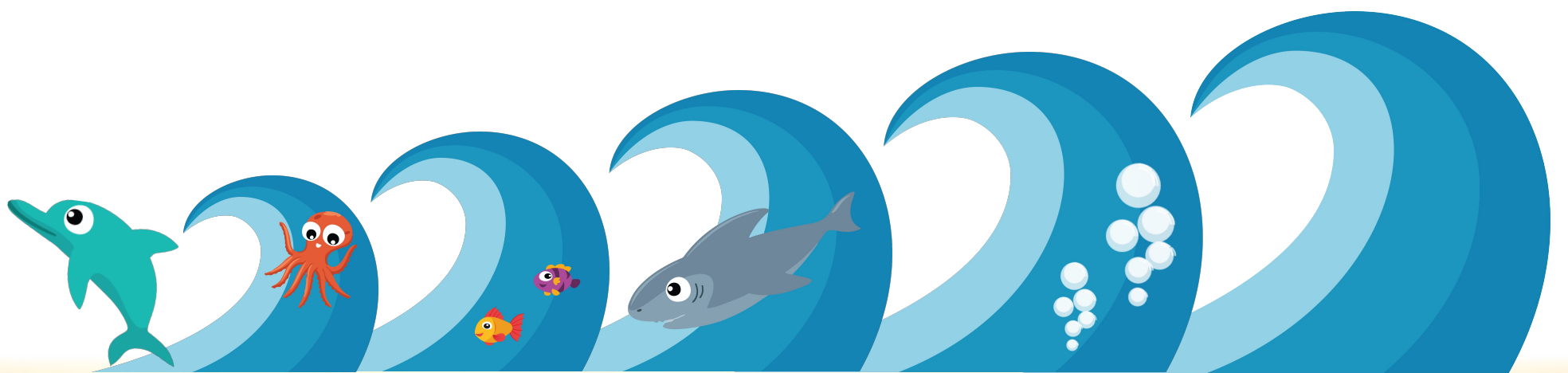
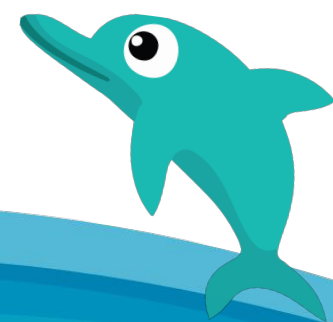
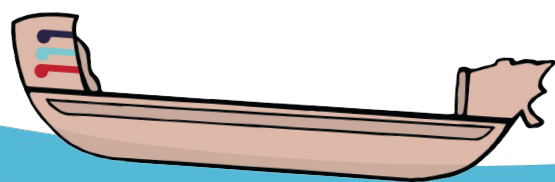


# Writing Pathway Curriculum Levels 2-4

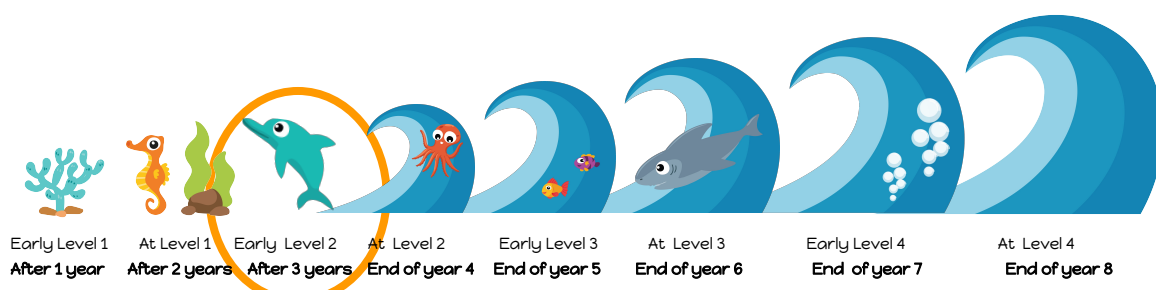


# I am learning to write for different reasons and for different people.

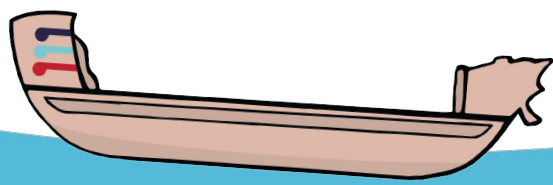


- Ideas**
- I can include ideas from my plan in my writing that will be interesting to the reader
- Structure and Language**
- I am beginning to choose and try writing different types of texts for my purpose e.g. explanation, recounts
- Organisation**
- I can put my ideas in a logical order so that the reader understands the writing
- Vocabulary**
- I can choose words to make my story more interesting by adding more detail, e.g using precise nouns, adjectives and verbs
- Sentence Structure**
- I can start my sentences in different ways e.g. some are short and some have more detail
  - I can attempt to write complex sentences using conjunctions e.g. although, because, how, when
- Punctuation**
- I can use capital letters, full stops, question marks and exclamation marks correctly
- Spelling**
- I can try new words using what I know about letter sounds and spelling rules
  - I am beginning to spell most everyday words correctly in my writing
- Editing, Improving and Presenting**
- I can proofread my writing to check spelling, grammar and punctuation
  - I can revise and edit my writing to make sure it makes sense and is effective
  - I can give my peers feedback on their writing
  - I can present my writing in different ways for others to read

Early Level 2 - After 3 years



# I am learning to write for different reasons and for different people to share my ideas, experiences or information.



## Ideas

- I can write in detail about ideas that relate to my experiences
- I am beginning to plan and organise ideas and information using different tools and strategies e.g. graphic organisers and headings

## Structure and Language

- I can use a simple text structure that is appropriate to the purpose for writing
- I can use diagrams or illustrations to add meaning

## Organisation

- I am beginning to group and sequence my ideas into paragraphs

## Vocabulary

- I can use adjectives, adverbs or verbs to add interest and detail to my writing
- I can make my writing more interesting by adding features such as alliteration, onomatopoeia and simile

## Sentence Structure

- I can organise my sentences so that tense and the order of words is correct
- I can write using mainly simple and compound sentences and some complex sentences

## Punctuation

- I can use the following correctly, capital letters, full stops, question marks and exclamation marks
- I can use speech marks, commas for lists and apostrophes for contractions (e.g. it is = it's) correctly most of the time

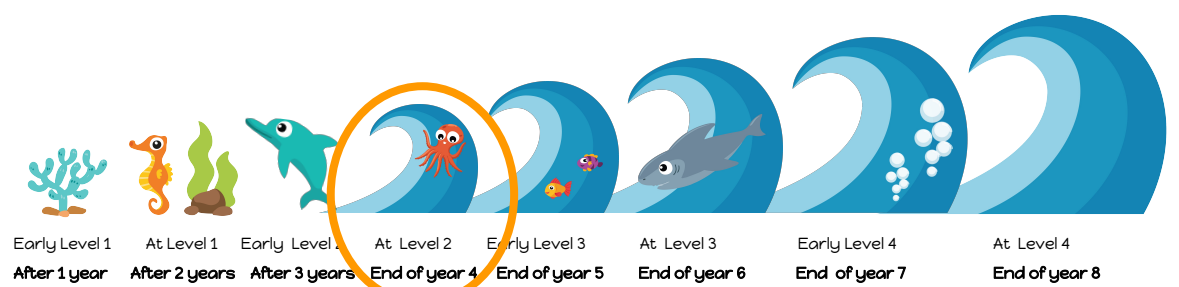
## Spelling

- I can attempt new words using sounds and spelling rules I know
- I can attempt new words by using spelling rules I know

## Editing, Improving and Presenting

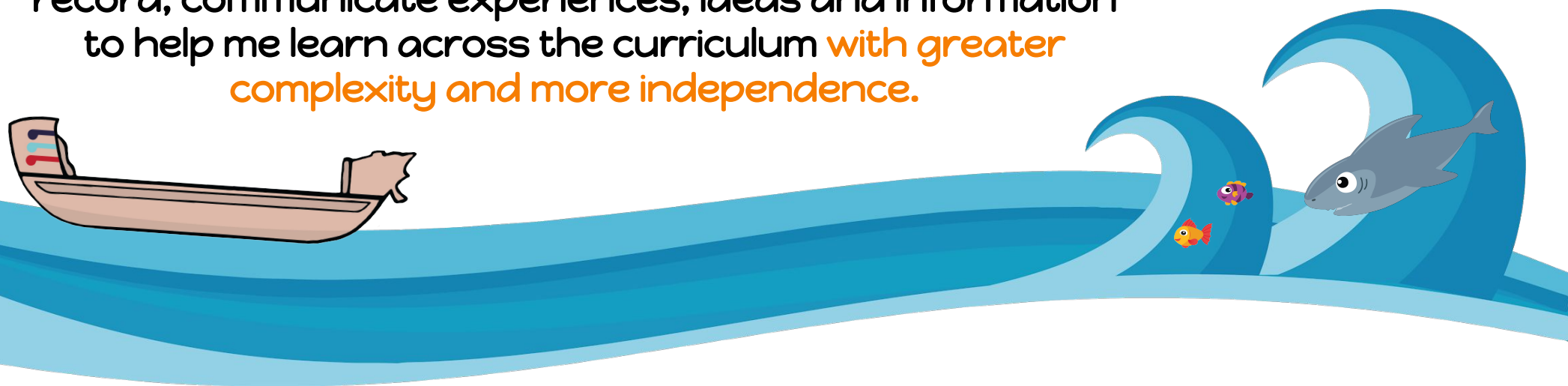
- I can proofread my writing to check spelling, grammar and punctuation
- I can re-read my writing while I am writing to check it makes sense and meets my purpose
- I can revise and edit my writing based on feedback to make sure it makes sense and is effective
- I can choose an appropriate way to publish my writing (e.g. digital or visual)

At Level 2 - By the end of year 4



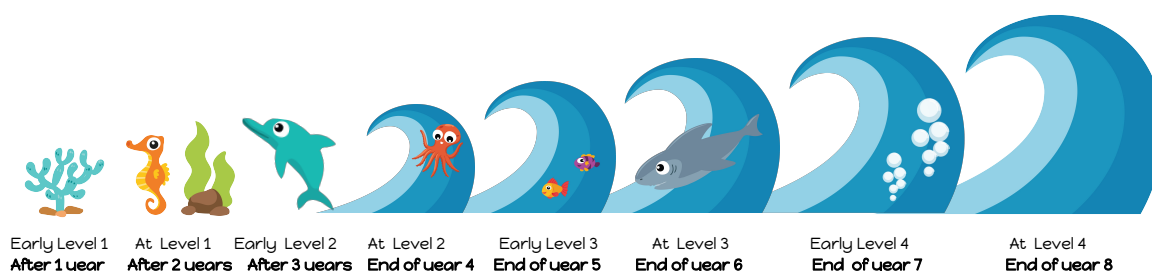
Early Level 1 After 1 year    At Level 1 After 2 years    Early Level 2 After 3 years    **At Level 2 End of year 4**    Early Level 3 End of year 5    At Level 3 End of year 6    Early Level 4 End of year 7    At Level 4 End of year 8

I am learning to create texts to help me think about, record, communicate experiences, ideas and information to help me learn across the curriculum **with greater complexity and more independence.**



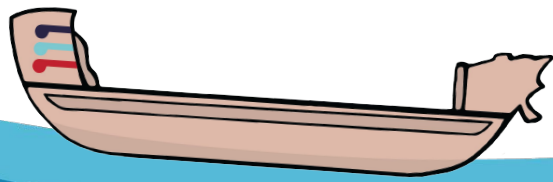
- |  |   |
|--|---|
| <b>Ideas</b>                             | <ul style="list-style-type: none"> <li>• I can write <b>more complex</b> texts for a range of purposes <b>independently</b> including recounting, describing, narrating, reporting, arguing and explaining</li> <li>• I can <b>independently</b> use a planning format suited to the writing purpose</li> <li>• I can <b>independently</b> support or elaborate main ideas with detail</li> </ul> |
| <b>Structure and Language</b>            | <ul style="list-style-type: none"> <li>• I can <b>effectively</b> use written language features such as emotive language and visual tools to clarify meaning and to engage <b>and impact</b> the audience</li> </ul>  |
| <b>Organisation</b>                      | <ul style="list-style-type: none"> <li>• I can organise my ideas effectively, depending on the type of writing</li> <li>• I beginning to organise my ideas into linking paragraphs that have one main idea and supporting information <b>more effectively</b></li> </ul>  |
| <b>Vocabulary</b>                        | <ul style="list-style-type: none"> <li>• I can choose <b>precise</b> words or phrases appropriate to the topic, register and purpose to enhance my writing e.g. academic, technical or expressive vocabulary</li> </ul>   |
| <b>Sentence Structure</b>                | <ul style="list-style-type: none"> <li>• I can use simple and compound sentences correctly with a variety of beginnings, lengths and structures</li> <li>• I can use some complex sentences that are mostly correct grammatically</li> </ul>  |
| <b>Punctuation</b>                       | <ul style="list-style-type: none"> <li>• I can use basic punctuation correctly (and speech marks correctly most of the time)</li> <li>• I can attempt some complex punctuation e.g. apostrophes for possession (e.g. Jack's dog, the girls' books), commas for clauses, or semicolons</li> </ul>  |
| <b>Spelling</b>                          | <ul style="list-style-type: none"> <li>• I can correctly spell everyday words and topic words accurately</li> <li>• I can make a sensible attempt to spell difficult unknown words using what I know about spelling rules and words</li> </ul>  |
| <b>Editing, Improving and Presenting</b> | <ul style="list-style-type: none"> <li>• I can proofread to check for spelling, grammar and punctuation</li> <li>• I can <b>independently</b> revise and edit my writing to add impact often in response to feedback</li> </ul>   |

**Early Level 3 - By the end of year 5**  
**At Level 3 - By the end of year 6**



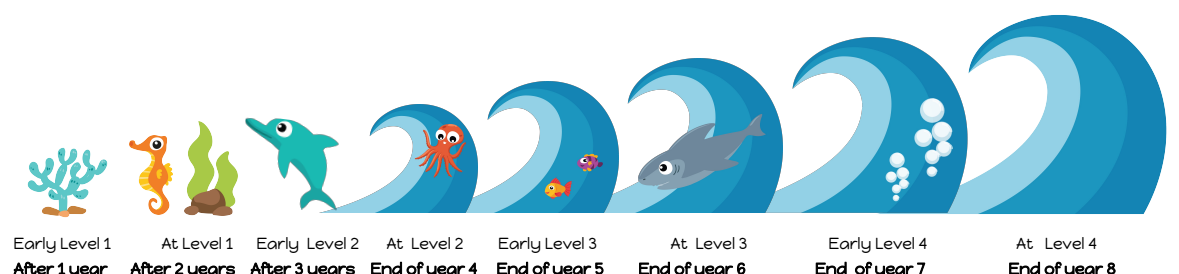
Early Level 1 After 1 year    At Level 1 After 2 years    Early Level 2 After 3 years    At Level 2 End of year 4    Early Level 3 End of year 5    At Level 3 End of year 6    Early Level 4 End of year 7    At Level 4 End of year 8

I can confidently and deliberately choose the most appropriate process and strategies for writing in **a wide range of** different learning areas.



- |  |   |
|--|---|
| <b>Ideas</b>                             | <ul style="list-style-type: none"> <li>• I can select and explore significant ideas, using an appropriate text type for purpose and audience <b>showing control and independence</b></li> <li>• I can confidently shape my ideas for effect with precise detail</li> <li>• I can create content that is concise and relevant <b>across a wide range</b> of the learning areas curriculum</li> <li>• I can plan effectively using appropriate strategies to organise my ideas <b>showing control and independence</b></li> </ul> |
| <b>Structure and Language</b>            | <ul style="list-style-type: none"> <li>• I can deliberately choose a clear, <b>controlled</b> and logical text structure to suit the audience and purpose <b>independently</b></li> <li>• I use creativity and innovation when creating texts for my audience</li> <li>• I can deliberately use written and visual language features when appropriate to enhance my writing; e.g similes, metaphors, personification, hyperbole, rhetorical question and diagrams</li> </ul>  |
| <b>Organisation</b>                      | <ul style="list-style-type: none"> <li>• I can write in structured, well developed paragraphs that are clearly related and link to one another <b>independently</b></li> </ul>  |
| <b>Vocabulary</b>                        | <ul style="list-style-type: none"> <li>• I can use language that is suitable to the topic and purpose, and discuss these choices using appropriate terms e.g. tone, register</li> <li>• I can use a range of precise vocabulary to communicate meaning</li> </ul>   |
| <b>Sentence Structure</b>                | <ul style="list-style-type: none"> <li>• I can use a variety of sentence structures, beginnings and lengths to give effect</li> <li>• I can use complex sentences that are grammatically correct</li> </ul>   |
| <b>Punctuation</b>                       | <ul style="list-style-type: none"> <li>• I can use all basic punctuation independently</li> <li>• I can attempt some complex punctuation (e.g. semicolons, colons, parentheses).</li> </ul>   |
| <b>Spelling</b>                          | <ul style="list-style-type: none"> <li>• I can fluently and correctly spell most unfamiliar words by using my knowledge of how words work</li> </ul>  |
| <b>Editing, Improving and Presenting</b> | <ul style="list-style-type: none"> <li>• I can revise and rework my writing independently by:             <ul style="list-style-type: none"> <li>◦ making sure my writing meets the purpose and engages the audience</li> <li>◦ Checking the grammar, spelling and punctuation</li> </ul> </li> <li>• I can actively seek and respond to feedback from a number and variety of sources</li> </ul>   |

**Early Level 4 - By the end of year 7**  
**At Level 4 - By the end of year 8**



# Writing Learning Pathways

Developed collaboratively by the teachers of Blockhouse Bay Primary School 2016-2017  
Designed by Melody Casse - Images courtesy of @terdpongvector at <https://www.freepik.com>

