

## Achievement standards v9 – Writing

	F	1	2	3	4	5	6
<p><b>Creating texts</b></p> <p><i>Text types: Classifications according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts typically employ.</i></p>	<p>They create short written texts, including retelling stories using words and images where appropriate.</p> <p>They retell, report information and state their thoughts, feelings and key ideas.</p>	<p>They create short written and/or multimodal texts including recounts of stories with events and characters.</p> <p>They report information and experiences, and express opinions</p>	<p>They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.</p>	<p>They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts</p>	<p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts</p>	<p>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts</p>	<p>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts</p>
<p><b>Text form (structure)</b></p> <p><i>The internal organisation of ideas and/or the overarching framework, made cohesive and coherent by connecting parts of a text or parts and the whole text. Choices vary according to purpose and mode.</i></p>		<p>Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts.</p>	<p>They use text structures to organise and link ideas for a purpose.</p>	<p>They use text structures including paragraphs,</p>	<p>They use paragraphs to organise and link ideas.</p>	<p>They use paragraphs to organise, develop and link ideas.</p>	<p>They use text structures and vary paragraphs to organise, develop and link ideas.</p>
<p><b>Language features (meaning)</b></p> <p><i>Features that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for the purpose, subject matter, audience and mode or medium.</i></p>	<p>They use words and phrases from learning and texts.</p> <p>They experiment with capital letters and full stops</p>	<p>They write simple sentences with sentence boundary punctuation and capital letters for proper nouns.</p> <p>They use topic-specific vocabulary.</p>	<p>They punctuate simple and compound sentences.</p> <p>They use topic-specific vocabulary.</p>	<p>They use language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features.</p>	<p>They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features.</p>	<p>They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features.</p>	<p>They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features.</p>
<p><b>Spelling</b></p>	<p>They spell most consonant–vowel–consonant words</p>	<p>They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.</p>	<p>They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>	<p>They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.</p>	<p>They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>They spell using phonic, morphemic and grammatical knowledge.</p>	<p>They spell using phonic, morphemic and grammatical knowledge.</p>
<p><b>Handwriting</b></p>	<p>They form letters,</p>	<p>They write words using unjoined upper-case and lower-case letters.</p>	<p>They write words using consistently legible unjoined letters.</p>	<p>They write texts using letters that are accurately formed and consistent in size.</p>	<p>They write texts using clearly formed letters with developing fluency.</p>		