

Writing Level 2	We are learning to ...	What we are looking for is ...
<p><i>Structure and Features of Texts</i></p> <p>Writes short sequenced texts that include related ideas about familiar topics</p> <p>Writes from personal experience or feelings about events for their own purposes and audiences</p> <p>Uses appropriate structure for the text type written</p>	<p>RECOUNT: (Major Focus)</p> <ul style="list-style-type: none"> • write a title of a recount. • write the first sentence of a recount. (orientation) • write the events in order of when they happened. <p>We are learning to write an ending to a recount.</p> <p>PROCEDURE: (Major focus)</p> <ul style="list-style-type: none"> • write a title for a procedure. • write /draw the things we need in list form. • write /draw the steps in correct order. 	<ul style="list-style-type: none"> • a title that gives a clue about the topic. • a beginning that tells who, what, when, where and why. • the events written in order. • linking words like later, after, before. • action words (verbs). • words that tell about something that has already happened (simple past tense). • an ending that tells how you felt about the experience. • a title using a capital letter to start each word. • all the things needed written as a list. • instructions, in order, to show what needs to be done. • each instruction to begin with a verb.

<p>Writes texts that convey ideas and information to known audiences including imagined ideas, short letters, cards, messages and notes.</p> <p>Uses appropriate structure for the text type written</p> <p>Writes texts that convey ideas and information to known audiences including imagined ideas, short letters, cards, messages and notes.</p>	<p>NARRATIVE: (Minor focus)</p> <ul style="list-style-type: none"> • write a title for a narrative. • write the beginning of the story/narrative. • write a problem in the story. • write an ending for a narrative. <p>REPORT: (Minor Focus)</p> <ul style="list-style-type: none"> • write a report that provides information on a particular topic. • write a classification (what is it?) <p>write a description (size, shape, features, what it can do)</p>	<ul style="list-style-type: none"> • a title about the story. • a beginning to the story that includes the setting, time and characters. • words that describe what the setting will look like. • words that describe when the story takes place. • who are the most important characters of the story. • a problem that the main character needs to solve. • how things worked out in the story. • a title that matches the report. • a report that includes relevant information on a set topic. • a short sentence saying what the report is about. • some details about the subject of the report.
	<p>TRANSACTIONAL: (Minor focus)</p> <ul style="list-style-type: none"> • write a list. • write a letter. 	<ul style="list-style-type: none"> • single words /drawings on the same topic • the words to be written under each other. • the correct set out with ‘Dear’ at the start and ‘from’ at the end.

	<ul style="list-style-type: none"> • create a card. 	<ul style="list-style-type: none"> • the letter to contain a message. • a card created for a particular purpose, including a picture, a greeting, a message inside and who it is to and from.
Uses a variety of techniques for planning like discussion, word maps, charts or drawings	<ul style="list-style-type: none"> • use different ways to plan our writing. <p>(Note for teachers. This could include word maps, drawings, brainstorming, planning sheets, flow charts, discussion. Perhaps focus on different ones at different times.)</p>	<ul style="list-style-type: none"> • for you to use (whatever the focus is) to plan your writing. • for you to select a way to plan your own writing.
Uses drawings or computer graphics to support writing	<ul style="list-style-type: none"> • use drawings to illustrate our writing. • use computer graphics to illustrate our writing 	<ul style="list-style-type: none"> • drawings that match our writing. • computer graphics that match our writing.
<i>Writing Conventions</i>		
Uses nouns, verbs and adjectives	<ul style="list-style-type: none"> • use nouns (naming words). • use verbs (doing words). • use adjectives. (describing words). 	<ul style="list-style-type: none"> • the different nouns (naming words) to be used. • different verbs (doing words) to be used. • different adjectives (describing words) to be used with a noun.
Links ideas using <i>pronouns, conjunctions</i> and <i>phrases</i> indicating time and place.	<ul style="list-style-type: none"> • write more interesting sentences. 	<ul style="list-style-type: none"> • • a sentence that has more than one idea. • words like because, but, and to join ideas. • the parts of the sentence that tell the time and

Writes <i>compound</i> or complex sentences		<p>place.</p> <ul style="list-style-type: none"> • words that can be used instead of nouns.
Uses capital letters, full stops and questions marks correctly	<ul style="list-style-type: none"> • use punctuation. 	<ul style="list-style-type: none"> • capital letters to be used at the beginning of sentences • capital letters to be used for peoples' names. • a capital letter for 'I' in a sentence • capital letters to be used for months of the year / days of the week. • capital letters to be used for place names. • a full stop used at the end of a sentence • a question mark to show a question.
Rereads to check own writing and spelling	<ul style="list-style-type: none"> • re read to check our own writing. 	<ul style="list-style-type: none"> • for you to make sure it sounds right. • for you to check your punctuation. • for you to underline words that you are unsure of the spelling.
Makes use of a range of editing resources (eg. dictionary, words list, spell check) to revise and clarify meaning.	<ul style="list-style-type: none"> • use different ways to check our spelling. 	<ul style="list-style-type: none"> • for you to use charts, dictionaries, spelling lists, friends to check your spelling. • for you to use 'spell check when writing at the computer.

Publishes own writing in a variety of ways including the use of word processing.	<ul style="list-style-type: none"> • present our finished writing in different ways. 	<ul style="list-style-type: none"> • a hand written, neatly presented final copy of your writing. • a final copy of your writing • published on the computer.
<i>Handwriting</i>		
Writes upper and lower case letters legibly (using Victorian Modern Cursive)	<ul style="list-style-type: none"> • write capital and small letters so that others can read it. 	<ul style="list-style-type: none"> • handwriting that other people can read. • handwriting that starts in the correct place and goes in the right direction.
<i>Spelling</i>		
Records <i>one to one letter-sound mapping</i>	<ul style="list-style-type: none"> • write all the sounds we hear in words. 	<ul style="list-style-type: none"> • for each sound to be written.
Makes use of known spelling patterns to attempt words.	<ul style="list-style-type: none"> • use word families to help spell new words. 	<ul style="list-style-type: none"> • for you to be able to spell words using (insert particular word family).