Writing Level 3	We are learning to …..	What we are looking for is ……
Structure and Features of Texts.		
Plans and writes narratives which include character, setting, plot and conclusion which shows development of ideas (print and electronic form).	**NARRATIVE** • use the 5 W's (who, what, where, when & why) in the orientation. • use appropriate adjectives to describe characters. (orientation) • identify the complication/resolution in the story. • elaborate on the complication/problem in the story. • develop personality of characters	• a clear description of characters, setting, time, action and reason included in the opening paragraph. • words to best describe the characters. • descriptive language. • how the characters solved the conflict/problem. • separate paragraphs to show each separate complication and resolution. • a logical, sequential and detailed passage which flows through the writing. • a physical description of the characters, eg. What characters look like. • a personality description of the characters, eg. What particular traits they have.

	• write a resolution.	• to tie parts of the story together to create an interesting ending.
	• write a conclusion.	• an interesting ending to the story that links all parts of the story together.
Plans and writes descriptive, informative and explanatory texts of more than three paragraphs with a logical order.	• create a plan for our story	• a plan that includes orientation, complication and resolution.
Publish descriptive, informative and explanatory texts of more than three paragraphs with a logical order.	• proofread and publish our narrative stories accurately on the computer.	• typed narratives to be produced into a book ready for illustrating.
Sequences events using detail or evidence.	**RECOUNT** • write a recount. **PROCEDURE** • clearly identify the reason for the procedure. • write explicit instructions in sequence. • use appropriate diagrams to support the procedure.	• an introduction which includes the 5W's. (who, what, when, where, why) • events in time order • "time" words • Past tense • A conclusion • A short paragraph that informs the reader what the procedure is about (goal) • List of materials needed at the beginning • Precise and detailed instructions in correct order

	• write procedure using present tense.	• Command verbs usually at beginning of sentence • Diagrams/illustrations that support the instructions, when appropriate. • Command verbs in present tense • Consistent use of present tense.
To write texts containing several logically ordered paragraphs that express a point of view providing some information and supporting detail about a familiar topic.	**PERSUASIVE EXPOSITION**. • use a plan to organise our ideas and point of view. • how to write an opening paragraph that states the issue. • use persuasive emotive language to move/convince and appeal to our audience. • write arguments to support our point of view.	• dot points in an Exposition plan framework. • an opening paragraph that outlines the topic and the writer's point of view. • you to state the issue/problem. • you to state whether you agree/disagree. • an opening paragraph that is interesting and engages the audience. • elaborations of arguments with evidence, written in logical order, to support the writer's point of view. • words that command eg. you must, act now, don't, you should etc. • strong words, eg never, important, vital, impossible, unbelievable, etc. • questions that make an audience think, eg. "do you really want to get sick?", "Don't you want a better life?" etc. • 3 or 4 arguments to support your point of view.

		• reasons or evidence to support your arguments. • persuasive and emotive language to move/convince the audience.
	• write a conclusion for exposition.	• a sentence that restates your point of view. • a statement summing up your arguments/points of view. • persuasive and emotive language as it is your 'last chance to convince'.
Writes with a particular audience in mind. To write an information text containing several logically ordered paragraphs that include ideas and information using some detail about a familiar topic.	• write differently for different people. i.e. adults, younger children **REPORT** • use a plan to order our information. • write a classification. • write a description.	• writing to be of interest to the targeted audience • a plan that includes a classification. • a plan that includes a description. • a plan that includes the dynamics. • a plan that includes a conclusion. (a final comment relevant to your topic.) • for a general definition of the topic. • detailed information on size, shape and appearance of a person, place or thing. • detailed information on size, shape and appearance of words to emphasise meaning, e.g. LARGE. • for detailed information on special features, eg.

	• write about the dynamics in several paragraphs.	Its life cycle, habitat, where it is used/located, what it does/its uses etc. • for detailed expert comment on the subject
	• write a conclusion.	• or other interesting facts in a final paragraph.
	• proofread and publish our reports accurately on the computer.	• Information to be accurately and clearly presented.
	TRANSACTIONAL write e-mails.	• the e-mail address written in the **To:** box, the subject heading in the subject box and a brief message in the text box.
	write invitations.	• the invitation to contain who, what, when, where, why in point form as well as RSVP.
	when to write messages and notes.	• the understanding of the appropriate time/situation to write a message or note. • is messages and notes that are written in point form, using key words.
Writing Conventions		
Write a variety of simple/ compound sentences	write a simple sentence.	• one complete idea, (verb, noun, subject, a capital letter, and a full stop. (Exclamation/ question mark if needed)

	• write a compound sentence.	• 2 or more ideas linked together in one sentence • Use of conjunctions, e.g. but, while, yet, as, since, although, because, so, etc. • Use of other words that link 2 ideas/sentences together, e.g. who, with, which, after, when, that. • Accurate punctuation • Sentences which make sense
Uses correct verb tense	• write in present tense. • write in past tense. • write in future tense.	• a verb that describes an action that is presently taking place. Eg Dracula bites. • a verb that describes an action which took place in the past. Eg they were destroyed. • a verb that describes an action which will take place in the future. Eg we will plant. • consistent tense usage in a piece of writing. • 'ed' at the end of a verb when writing it in past tense (as a general rule) • the word 'will' in front of the verb when writing it in future tense, or the suffix 'ing' at the end)
Use of nouns	• use common nouns • use abstract nouns • use proper nouns.	• Identify names of words we can see or touch • Common nouns do not begin with a capital letter, unless it is the first word in a sentence. • Abstract nouns are feelings or ideas.

		• Proper nouns are names of people, places, events, etc.
Use of adjectives	• use appropriate adjectives to describe characters, setting and objects.	• Words to best describe the characters • Words to best describe the scene • Words to best describe the objects • Words that add interest and meaning
Use punctuation to support meaning- exclamation marks, quotation marks, full stops, commas, question marks	• use exclamation marks to show emotion. • use question marks when asking a question. • use quotation marks- to show when someone is speaking. • use capital letters and full stops. • use commas to separate items in a list.	• an exclamation mark after someone shouts/exclaims. • an exclamation mark after strong emotion. • a question mark after a question. • for speech marks at the start of the speech. • for speech marks at the end of the speech. • for a comma separating the speech from the person speaking, eg. 'I wouldn't do that', said Sally. Or Sally said, 'I wouldn't do that'. • a capital letter to start a sentence. • a full stop to end a sentence. • capital letters for all names. • a comma between listed items. • 'and' replacing a comma before the last item in a list.

	• use commas- to separate phrases in a sentence.	• a comma to separate ideas in a sentence, eg. Sally was late for school; she did not miss any important lessons.
Vocabulary matches the text	• use words that are related to the topic. Homographs: 2 homonyms which are spelt the same (bear – carry; bear – animal)	• is correct usage and terminology.
Matches the vocabulary to the context of the writing	• use the same words in different ways to show different meaning. Homophones: 2 homonyms which sound the same (right/write)	• is to show one word in two different meanings. • is to choose the right word for the job.
Handwriting		
Presents writing in a legible format	• do diagonal joins. • do horizontal joins. • do vertical joins.	• is the correct starting point. • is the correct direction. • is the correct size. • is the correct slope. • is the correct joining.
Spelling		
Spells most one and two syllable words with regular	• spell words with regular spelling patterns.	• the correct spelling of these words in your writing.

spelling patterns (See Spelling Lists P-2 White Policy folder)		
Spells most frequently used words with less regular spelling patterns	• spell common words that are often spelt wrong. (refer to word lists provided in spelling resource folder)	• is the correct spelling of these words in your writing.