

# Writing Behaviours

## What Good Writers Do



In the first year at school	After one year at school	After two years at school	After three years at school	By the end of year four	In year five	By the end of year six	In year seven	By the end of year eight
Early Level 1	Early Level 1	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3	Early Level 4	At Level 4
Writing Process								
<p>I can plan by using words or pictures.</p> <p>I can plan by talking about my ideas.</p>	<p>I can plan by using words or pictures.</p> <p>I can plan by talking about my ideas.</p>	<p>I can plan by writing down words.</p> <p>I can plan by brainstorming my ideas.</p> <p>I can use my plan to order my ideas.</p>	<p>I can plan in different ways to organise my ideas e.g. lists, mind maps, brainstorm etc.</p> <p>I can use my plan to order my ideas.</p>	<p>I can plan in different ways to organise my ideas.</p> <p>I can use graphic organisers when I plan.</p>	<p>I can use a variety of planning formats to plan for my writing.</p> <p>I can choose which planning format best fits my purpose.</p>	<p>I can plan effectively in a variety of ways for a range of purposes.</p> <p>I can use information literacy skills to find and record information that I need for my writing.</p>		
<p>I can hold an idea in my head and write it down.</p> <p>I can reread what I write as I am writing.</p> <p>I can read my writing to myself and others.</p>	<p>I can reread what I write as I am writing.</p> <p>I can listen to what others tell me about my writing and make changes by:</p> <ul style="list-style-type: none"> <li>• adding detail,</li> <li>• deleting detail,</li> <li>• changing punctuation,</li> <li>• changing spelling.</li> </ul> <p>I can use the classroom wall charts, dictionaries and word cards.</p>	<p>I can listen to what others tell me about my writing and make changes by:</p> <ul style="list-style-type: none"> <li>• making my meaning clearer for the reader,</li> <li>• adding detail,</li> <li>• deleting detail.</li> </ul> <p>I can proofread my own writing to check for:</p> <ul style="list-style-type: none"> <li>• punctuation,</li> <li>• spelling.</li> </ul> <p>(By using previous writing or other sources to find the correct spelling)</p>	<p>I can revise my own writing.</p> <p>I can edit my own writing.</p> <p>I can proofread my own writing to check for:</p> <ul style="list-style-type: none"> <li>• punctuation,</li> <li>• spelling.</li> </ul> <p>(By using my own knowledge, classroom resources and junior dictionaries)</p>	<p>I can reread my writing as I write and when I finish in order to check the meaning is clear.</p> <p>I can revise and edit my writing to make sure it:</p> <ul style="list-style-type: none"> <li>• is clear,</li> <li>• has impact,</li> <li>• fits my purpose.</li> </ul> <p>I can proofread my writing to check for spelling, grammar and punctuation.</p>	<p>I can independently revise and edit my own writing to:</p> <ul style="list-style-type: none"> <li>• make the meaning clear for the audience,</li> <li>• add impact.</li> </ul> <p>I can proofread my writing to check for spelling, grammar and punctuation using computer and print based tools.</p>	<p>I can write (draft) and rewrite my text by revising and editing - checking that:</p> <ul style="list-style-type: none"> <li>• the text meets the purpose,</li> <li>• it will engage my audience.</li> </ul> <p>I can proofread to check for spelling, grammar and punctuation using computer and print based tools.</p>		
			<p>I can publish my writing in different ways depending on my purpose and audience.</p>	<p>I can make choices about how I publish my writing, including digital and visual media.</p>	<p>I understand the purpose for my writing and choose how I publish to fit my purpose.</p>	<p>I understand the purpose of my writing and carefully choose ways to publish to achieve my purpose.</p>		

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Purpose and Audience						
	I know the difference between some different types of writing e.g. recounts, descriptions and stories.	I can choose the best type of writing for what I want to write about e.g. recounts, descriptions and stories.	I can choose the best text type to meet my purpose.  I think carefully about who will read my writing.	I can choose the best text type to meet my purpose.  I am aware of who my audience is and choose content and language to suit them.	I can independently choose effective content, language and text structures to meet the purpose of my writing.  I can independently create texts that are appropriate for the purpose and audience.	I can create content that is concise and relevant to the curriculum task.  I can independently create texts, choosing content, language and a clear and logical text structure to meet the requirements of curriculum tasks.
Feedback						
	I am beginning to act on the feedback given to me about my writing to improve it.	I act on the feedback given to me about my writing to improve it.	I can give feedback to other people about their writing.  I act on the feedback given to me about writing in order to improve it.	I can give feedback to other people about their writing.  I act on the feedback given to me about my writing in order to improve it.	I can give feedback to other people about their writing.  I act on the feedback given to me about my writing in order to improve it.	I can give others quality feedback about their writing to help improve it.  I actively seek, respond to and act on feedback about my writing.
Self-Assessment						
	I can say what I am doing well in my writing and what my next steps are.	I can say what I am doing well in my writing and what my next steps are.	I can discuss my progress in writing and I know my learning goals.	I can discuss my progress in writing and I know my learning goals.	I can monitor my own progress and articulate my learning.	I can monitor my own progress and articulate my learning with confidence.
Writing Across the Curriculum						
	I use what I know about writing across the curriculum.	I use what I know about writing across the curriculum.	I use what I know about writing across the curriculum.  I think about the connection between oral, written and visual language as I write.	I apply my writing skills and what I know about writing in all curriculum areas.  I think about the connection between oral, written and visual language as I write.	I apply my writing skills and what I know about writing in all curriculum areas.  I use my knowledge of written, oral and visual language when I write.	I apply my writing skills and what I know about writing in all curriculum areas.  I use what I know about the connection between oral, written and visual language in my writing.
Other Essential Skills						
I can write from left to right.  I can leave spaces between my words.	I can write all my upper case and lower case letters correctly.  I can write all my numbers correctly.	I can write my upper case and lower case letters correctly and with speed.  I can write all my numbers correctly.	I can write all upper case and lower case letters correctly, legibly and fluently.			

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### Note:

- The text and task demands are similar for students in year 5 and 6. The difference in the standard for year 6 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 6, students will be required to write more complex texts than students in year 5 and to be more effective in selecting different strategies for different writing purposes.
- The text and task demands are similar for students in year 7 and 8. The difference in the standard for year 8 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas.