

English Language Learning Progressions Pathway Student Agency Record

2020 draft version

My name:

My date of birth:		When I came to New Zealand:	
Where I was born:		My cultures:	

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My languages profile:

(You can update your profile by highlighting the boxes. More languages can be added to each section by inserting rows in the table.)

I can speak:

Language:

English

A little

A lot

I can understand:

Language:

English

A little

A lot

I can read:

Language:

English

A little

A lot

I can write:

Language:

English

A little

A lot

Interpersonal Listening to...	Content (vocabulary) What do I understand?	Delivery How do I act?	Language structures/grammar What do I understand?
Listening - Foundation			
I understand better when someone speaks slowly and clearly. I need speakers to pause, check my understanding and say again if necessary. I find it easier to understand in a 1:1 situation. Visuals, real materials, modelling and hands-on activities help me understand and learn vocabulary. Facial expressions and gestures, showing and pointing help me understand. I may understand better if someone explains in my first language. Bilingual support and resources e.g. picture dictionaries/translation tools may help me learn.	I am learning words in everyday topics: - family - class routine - colours - shapes - feelings - animals - weather - clothes - sports/hobbies - places in town - classroom objects - days of the week - numbers - body parts - house - food/drink - seasons - months/times - daily routine - transport <i>(I continue to learn, consolidate and expand this vocabulary in Stage 1 and 2)</i> I show that I understand new words in context and through vocabulary activities. I understand some content-carrying vocabulary in context. I understand one or two words of te reo Māori in context.	I may respond with silence because: - I don't understand - I need more time to think - I am not confident - I don't yet know what to say - I'm afraid I may be wrong I need wait time to process language. I follow simple classroom routines, especially when they are accompanied by action cues. I respond to simple instructions once I am familiar with the language used. I use body language to indicate that I do or don't understand e.g. bright eyes, facial expression, shaking head, pointing.	I understand single words and very short word groups. I understand simple, repeated everyday groups of words (formulaic chunks) e.g. <i>How are you? Come sit with me.</i> I understand and can follow some basic instructions e.g. <i>Get your bag.</i> I understand simple questions e.g. <i>Have you got a pencil, Talia?</i>
Listening - Stage 1 (can take a year or more to achieve the stage)			
Different ways of communicating help me understand e.g. visuals, actions and gestures, talk accompanied viewing and reading, real materials. I understand enough language to interact with peers and teachers and build social relationships. I understand simple digital content e.g. audio and video stories and texts, which I can listen to at school and at home. Visual prompts – photos, diagrams, quick drawings, picture story boards - support my understanding. Bilingual support and digital and print resources may help me learn.	I am working with my teacher to identify and learn the new vocabulary that I need. I continue to learn the commonly used vocabulary listed in Foundation e.g. animals, transport in everyday contexts. I use my knowledge of words to participate in listening activities e.g. retelling, listening grids, barrier games. Songs, rhymes, poems and raps with repeating patterns help me learn language structures. I understand some commonly used slang and idioms e.g. <i>Cool! Cross your fingers</i> when they are explained. I understand a few words of te reo Māori when used in context. I understand clusters of ideas in familiar curriculum contexts, when scaffolded.	I continue to need wait time to process language. I understand slow, clear speech using longer word groups of simple language, with key ideas rephrased if needed. When I don't understand, I indicate this and ask. I understand the use of gestures, facial expressions and changes in volume and tone of voice. I notice some differences between words that sound similar e.g. <i>are/our, pin/bin</i>.	I understand short, simple sentences. I follow and complete tasks when given clear instructions, rephrased if needed. I understand a range of language structures in context including: - compound sentences (<i>and/but</i>) e.g. <i>I ate popcorn and she ate chocolate</i> - simple present and past tenses - singular/plural - structural words (<i>in, at, on</i>) - a range of adjectives and adverbs - sequential connectives (<i>next, after</i>) I demonstrate my understanding of new structures through responding to spoken text and in listening activities such as picture dictation and games.

Interpersonal Listening to...	Content (vocabulary) What do I understand?	Delivery How do I act?	Language structures/grammar What do I understand?
Listening - Stage 2 (can take a year or more to achieve the stage with a focus on academic language)			
Scaffolded listening opportunities (including digital) are helping me to learn vocabulary and language structures and make meaning. My understanding enables me to participate more confidently in group and class work. I understand longer passages of speech e.g. texts read aloud or explanatory texts. I may benefit from continued bilingual support and resources. I value being supported and encouraged to use my bilingual skills for my own learning and to support peers.	I am working with my teacher to identify and learn key topic and other curriculum vocabulary. I understand information about personal and school events e.g. the weather forecast, school camp, sports day. I understand conversations on an increasing range of familiar topics e.g. sports, favourite food. I show my understanding of words in listening contexts and activities e.g. barrier exercises, running dictation, dictogloss. I understand an increasing number of commonly used colloquial expressions e.g. <i>Give it a go</i>, <i>Take a break</i>. I understand several te reo Māori words and phrases in context. I understand and can participate in most class learning, especially when language and vocabulary are supported.	I understand longer passages spoken at normal speed in a range of familiar contexts. I understand extended speech in an unfamiliar context that has pauses/wait time or is explained and discussed. I can follow some complex directions e.g. about how to get somewhere or a science experiment. I understand the cultural meanings of body language including eye contact and gesture, and prosodic features (pitch, volume, tone, intonation and pace).	I understand more complex sentences e.g. <i>Because his pie was cold, he heated it in the microwave.</i> I easily understand a sequence of routine instructions and explanations e.g. my teacher asks me to do two or three things. I understand the use of a variety of grammatical structures in context e.g.: - regular and many irregular verbs - comparatives e.g. <i>larger</i>, <i>smaller</i> and superlatives e.g. <i>largest</i> - agreement of subject and verb - e.g. <i>I eat</i>, <i>she eats</i> - a, an, the, article omission e.g. <i>He likes sugar</i> (not a or the sugar) - relative clauses e.g. Add the fruit, <i>which was cut up earlier</i>, to the mixture. I demonstrate my understanding of new grammatical structures in a range of ways, including in listening activities e.g. listening grids, information gap exchanges.
Listening - Stage 3 (generally for learners in Years 5-8)			
I understand more complex and higher level thinking language e.g. the language of content in curriculum topics. I understand detailed instructions related to curriculum learning, and participatory games and activities. I am aware of a speaker's use of words and their intention or purpose. I can follow the meaning when a number of people are conversing. I value being supported and encouraged to use my bilingual skills in my learning, and using these to support others e.g. cultural ambassador or buddy.	I understand most curriculum content with well-scaffolded delivery. I understand an increasing amount of topic and subject-specific vocabulary. I draw on my growing knowledge of language to understand new forms of familiar words e.g. prefixes and suffixes - <i>unlikely</i>, <i>preventable</i>, <i>ownership</i>. I understand more and more figurative language such as puns and metaphors when explained e.g. <i>She's a night owl</i>. My understanding of te reo Māori words and expressions is equivalent to my classmates' understanding.	I understand longer passages of natural speech in familiar and unfamiliar contexts. I understand English spoken in a range of accents and delivery modes. I am able to understand extended speech without visual support e.g. audio texts - podcasts, audio books, audio interviews. I understand the purpose and effect of a range of non-verbal language features (throat clearing, gasp etc.) and body language, including eye contact and personal space.	I understand longer passages of speech spoken at a natural native-speaker pace e.g. talks by visiting speakers. I understand conditional structures (if...then) e.g. <i>If you turn the handle too far, then the timer will jam.</i> I understand adverbial clauses of reason e.g. <i>Use a chalk mark on the material so that the stitching is straight.</i> My understanding of oral language structures and growing oral language capability transfers to my writing.

Interpersonal Speaking with...	Content (vocabulary) What do I say?	Delivery How do I speak? How do I act?	Language structures/grammar How do I form sentences?
Speaking - Foundation			
I copy simple language that has been modelled e.g. My name is... I am learning the social language I need to participate in the playground and in the classroom. I speak a little with the teacher or a partner one-on-one or in a small group if encouraged and supported. If there are staff or peers who share my first language I may talk through my ideas with them to help my understanding.	I use everyday interpersonal words and expressions e.g. greetings and farewells, please, thank you, sorry, excuse me. I share personal information when asked e.g. name, address. I can share my basic needs and wants. I use a range of words that I am learning e.g. colours, family, classroom objects/routines with support. I join in with songs, rhymes and poems, learning to say the words in rhythm. I am building confidence in using content-carrying words, including topic/inquiry vocabulary.	I may respond with silence because: • I don't understand • I need more time to think • I am not confident • I don't yet know how to answer • I'm afraid I may be wrong I need wait, think and prepare time before I respond. I sometimes use main idea words and leave out 'the little words'. I may use gestures - pointing, nodding, smiling, shrugging - instead of speaking. I express wants/needs, likes/dislikes, yes/no, mostly as single words or simple word groups. Many English words and sounds may be strange and challenging for me to say. I may approximate sounds, if the English sounds don't exist in my language.	I use single words and simple, often-used everyday groups of words (formulaic chunks) e.g. <i>How are you?</i> I repeat/copy groups of words I hear often e.g. <i>Can I go to the toilet please?</i> I give simple instructions. I ask and answer simple questions. I am learning high frequency words e.g.: • nouns • singular/plural forms • conjunctions e.g. <i>and, but</i> • high frequency adjectives (describing words) e.g. <i>big</i> • <i>be, is/are, has/have</i> • verbs (action words) • prepositions of location and direction e.g. <i>in, on, at, to</i> • pronouns e.g. <i>I, he, she, they, it</i> • articles (<i>a, an, the</i>)
Speaking - Stage 1 (can take a year or more to achieve the stage)			
I use language that has been modelled and re-encountered multiple times. I use basic social language well to communicate in everyday contexts. I speak more confidently with other children, in the playground and in class. I participate in short, simple conversations on topics of personal interest. I take turns in partner/small group discussions. I am beginning to participate in class discussions. I may continue to rely on clarification in my first language.	I am working with my teacher to identify/learn/use context specific vocabulary. I value recycling strategies to consolidate learning new words and word groups. Repetitive songs, rhymes, poems and raps continue to help me learn vocabulary and language structures. I can use language for important practical purposes e.g. say I'm not well and describe symptoms. I use one or two words in te reo Māori. I am confident to ask for help/ask for clarification when I don't understand. I retell texts I listen to and read with increasing detail, expressing text vocabulary and ideas.	I may continue to be silent or only speak when asked. I continue to need wait, think and prepare time to formulate what to say. I may pause and hesitate sometimes when speaking. I am beginning to differentiate between some words that are close in sound e.g. <i>are/our, pin/bin</i> which helps my pronunciation become clearer. I pronounce most English words so others can understand.	I speak confidently using short simple sentences, especially when using well-practised structures. I use compound sentences (<i>and/but</i>) e.g. <i>I ate popcorn and she ate chocolate.</i> I use subject-verb-object structure correctly e.g. <i>I ate toast.</i> I am learning and using high frequency words such as: • prepositions (<i>in, at, on</i>) • a range of adjectives and comparatives e.g. <i>better, faster</i> • simple adverbs (<i>-ly</i>) • sequential connectives (<i>next, after</i>) I usually use present and past tenses at the right times. (I may overgeneralise verb rules e.g. <i>-ed</i> for irregular verbs <i>I sitted</i>)

Interpersonal Speaking with...	Content (vocabulary) What do I say?	Delivery How do I speak? How do I act?	Language structures/grammar How do I form sentences?
Speaking - Stage 2 (can take a year or more to achieve the stage with a focus on academic language)			
I am using spoken language in meaningful contexts with more confidence and complexity. Recycled language and learning opportunities (including digital) support my spoken language growth. I can join in with a group, and my growing language fluency enables me to work more collaboratively with others. I initiate communication more confidently and independently. I express reasons and justify ideas on familiar topics. I can talk about my goals, dreams and future plans. I can negotiate disagreements e.g. explain a point of view. I am able to participate in class discussions and express myself clearly in most classroom contexts.	I use an increasing range of vocabulary and give detailed responses. I carry out daily interactions confidently e.g. buy something, make a phone call. I talk about experiences e.g. what I like to do most, and describe personal and meaningful events e.g. a family wedding. I use some idioms/colloquial expressions e.g. <i>as easy as ABC</i>, <i>busy as a bee</i>. I use some words in te reo Māori in context. I am working with my teacher to expand/learn/use academic vocabulary. In academic contexts I can: - ask different kinds of questions - give an instruction - give an opinion - add to the ideas of others - explain a problem e.g. maths strategy I retell main points from listening/reading with increasing detail.	I pronounce most words clearly so that others understand. I use English expressively, developing pitch, volume, tone, intonation and pace (prosodic features) to convey meaning. I talk clearly and confidently and my speech flows more smoothly. I make distinctions between minimal pairs in English e.g. <i>pin/bin</i>, <i>ship/sheep</i>. I ask questions to clarify meaning e.g. <i>Do you mean...? Is that the same as...?</i> I can keep a conversation going by 'to and fro' talking and showing that I'm listening e.g. <i>of course</i>, <i>I agree</i>, <i>Really?</i> I use my growing vocabulary knowledge to express myself and my ideas in greater detail.	I use 'standard', well-structured English in most contexts. I use a variety of different expressive structures - simple, compound, complex. I use a variety of structures including: - countable and uncountable nouns e.g. <i>rain</i>, <i>flour</i> are uncountable - comparatives (e.g. <i>better</i>) and superlatives (e.g. <i>best</i>) - connectives e.g. <i>next</i>, <i>in order to</i> - pronouns e.g. <i>he</i>, <i>she</i>, <i>they</i>, <i>it</i> - a, an, the, article omission e.g. <i>He likes sugar</i> (not a or the sugar) - contractions e.g. <i>won't</i> - adverbial word groups e.g. <i>in the middle</i>, <i>under my feet</i> I use a range of verbs/tenses including: - imperative e.g. <i>Go!</i> - present progressive e.g. <i>He is eating</i> - simple past regular e.g. <i>I talked</i> - simple past high frequency irregular e.g. <i>They came late</i> - simple future e.g. <i>I will find her</i>. My subject and verb are usually right for each other e.g. <i>I eat</i>, <i>she eats</i>.
Speaking - Stage 3 (generally for learners in Years 5-8)			
I use more complex and sustained language expression. I initiate and participate in conversations fluently and confidently, and can sustain a conversation. I use my language confidently in a range of academic contexts, and can participate in an in-depth conversation on a topic I have studied. I extend my own or other students' ideas when appropriate. I present engaging recounts, narratives and explanations appropriate for the audience. I give detailed instructions related to curriculum learning, and in participatory games and activities. My ability to infer and follow logical threads of meaning means I can participate in complex interactions.	I use a wide range of topic and context specific vocabulary to express and understand curriculum contexts. I use an increasing number of subject, topic and text-specific vocabulary. I ask a range of questions to clarify meaning. I use figurative language such as puns and metaphors, as long as it is defined and explained e.g. <i>she's a night owl</i>. My use of te reo Māori is equivalent to my classmates' use. I can pass on detailed information reliably.	I pronounce most words clearly with increasing accuracy and fluency. I use prosodic features (pitch, volume, tone, intonation and pace) confidently. If I pause, it is done for effect or to think about more complex ideas, not because I do not know what to say. I use features of natural 'short-form' spoken language e.g. saying "<i>Coming!</i>" instead of "<i>I am coming</i>". I use voice and gesture to enhance the impact of what I say e.g. when telling anecdotes to entertain or inform.	I use increasingly varied and complex language structures in 'standard', well-structured English, with few inaccuracies. I use a range of verbs/tenses including: - past progressive e.g. <i>He was eating</i> - passive e.g. <i>The book was found</i> - some irregular past e.g. <i>sink/sank</i> - future (going to) e.g. <i>I'm going to go</i> - gerunds e.g. <i>cooking is fun</i> - infinitives e.g. <i>I wanted to go</i> I use conditional structures (if...then) e.g. <i>If you turn the handle too far, then the timer will jam</i>. I use adverbial clauses of reason e.g. <i>Mix the ingredients so that they are well combined</i>. I am usually able to recognise when I have made a mistake and self-correct.

Topic development What I read	Language structures/grammar Sentences I read	Vocabulary Words I read	Layout How the book/story looks
Reading - Foundation			
I read supported short texts that have: • one or two simple ideas • mostly high frequency words • lots of repetition • support from illustrations It helps me if concepts/vocabulary in texts are introduced before and during reading and illustrations have been talked about. I am learning to answer simple questions about the text, using the pictures and text together. I am learning to retell with prompting and appropriate supports e.g. illustrations or sequence cards	I read short sentences with repeating word patterns e.g. <i>I am too big for my jeans.</i> <i>I am too big for my T-shirt.</i> <i>I am too big for my shoes.</i> <i>I am too big for my bike.</i> <i>Plants need water, sun and air.</i> <i>Plants make their own food.</i> <i>Animals need plants.</i> I use visuals to help me understand texts, and learn words and text meaning. I respond to voice modulation and expressive ways of reading aloud e.g. voice rising at the end of a question.	I need many content carrying words explained and shown in concrete ways, before and during reading. With help, I learn and practise new words arising in the text. I read many of the highest frequency words. I can use a picture dictionary. I am developing letter and blend knowledge - phonemic awareness (ability to hear, identify and manipulate sounds).	I am learning about concepts of print. e.g. I know that in English: • we read from left to right; top to bottom • print contains a message • there is a 1:1 match between spoken and written words • sentences start with a capital letter and end with a full stop or other punctuation form • illustrations convey meaning, often closely linked to the written text There are a few words on each page with repeating text. Visuals support the text. Foundation Stage reading guide: Emergent level, Magenta
Reading - Stage 1 (can take a year or more to achieve the stage)			
I read short texts with simple repeated ideas and a simple order (sequence). I use pictures to help me understand texts. I reread familiar texts to increase accuracy, fluency and understanding. I continue to need an introduction to the text. I am learning to read a variety of fiction and non-fiction texts. I answer longer/more complex questions about the text. I retell the main ideas with more detail and less prompting. I make some inferences using text or illustrations.	I read simple sentences e.g. <i>I am Sofi.</i> <i>This is my family.</i> <i>This is my Dad.</i> <i>He wears a lāvalāva when he sings.</i> I read compound sentences joined with <i>and/but</i> and other conjunctions. I understand sentences with varied beginnings. I understand present, past and future tense in my reading. I understand tenses with more than one part (came to meet, was painting). I read and understand punctuation in a text e.g. , . ! "___" I am learning to read with expression.	I read texts with: • increasing numbers of the most high frequency words • an increasing range of context specific low frequency words I continue to value when new words in text are explained so I understand usage. I am learning ways to remember and use new vocabulary that I learn from my reading. I am learning to use a dictionary (older learners) or glossary. I am starting to understand word families (<i>baked, baking, bakery, baker</i>). I am developing an awareness of synonyms (<i>big, huge, large</i>). I am continuing to develop phonemic awareness. Reading helps me develop a larger vocabulary and supports speaking, and spoken language supports reading.	Stage 1A One short sentence per page • repeating word patterns • simple present tense Reading guide: Red Stage 1B Up to 3 sentences/page • ideas presented in sequence • varied sentence beginnings • some direct speech • simple present and past tense Reading guide: Yellow, blue Stage 1C Around 3 sentences/page • variety of sentence beginnings • simple and compound sentences Reading guide: Green, orange Stage 1D/2A More than 3 sentences/page • little repetition • support from illustrations • simple, compound, complex sentences • prepositional phrases e.g. in the car • more use of adjectives • some lower frequency words Reading guide: Turquoise

Topic development What I read	Language structures/grammar Sentences I read	Vocabulary Words I read	Layout How the book/story looks
Reading - Stage 2 (can take a year or more to achieve the stage with a focus on academic language)			
I read for meaning different text types e.g. reports, explanations, recounts. I predict what a text is about. I retell and talk about a text at an instructional and independent level. I respond to text-based questions in some detail, with and without the text to refer to. I locate specific information in a text. I identify the main idea of a paragraph. I make inferences from texts. I draw out theme ideas from texts and make interpretations based on content.	I read fluently and for meaning, simple and compound sentences (joined with <i>and</i>, <i>but</i>), and shorter complex sentences. I understand prepositional word groups like <i>in the car</i>, <i>outside the house</i>. I understand modal verbs that imply obligation e.g. must practise, might go, should ask. I use context to support working out the meaning of unknown words. I know the meanings of common prefixes e.g. <i>un-</i>, <i>re-</i>, <i>pre-</i> I know the meanings of common suffixes e.g. <i>-less</i>, <i>-ness</i>, <i>-ful</i>	I read texts with: • a larger range of high frequency words • low frequency words, including topic and technical words, provided they are discussed pre- and during reading. I use phonological, context and word knowledge strategies to work out new words. I have a good understanding of word families (<i>baked</i>, <i>baking</i>, <i>bakery</i>, <i>baker</i>). I understand gradations of meaning e.g. <i>big</i>, <i>very large</i>, <i>enormous</i>. I understand descriptive groups of words e.g. <i>a very special day</i>. I understand key linking words in a text e.g. <i>therefore</i>, <i>however</i>.	Stage 1D/2A More than 3 sentences/page • little repetition • support from illustrations • simple, compound, complex sentences • prepositional word groups e.g. <i>in the car</i> and other structures • more use of adjectives • some lower frequency/ topic specific words supported by the text Reading guide: Purple Stage 2B Several sentences on page • some illustrations • some topic/technical words • various sentence types including direct speech • sentence beginnings vary • verbs may be complex e.g. <i>wanted to have</i> Reading guide: Gold, Junior Journals
Reading - Stage 3 (generally for learners in Years 5-8)			
I read a range of cross-curricular texts with good understanding. I understand the structure of factual texts e.g. I can order and sequence text ideas. I can cross-reference across a text. I use my reading skills to access curriculum learning e.g. maths, science. I understand the purpose and meaning of text, specific to the text type e.g. narrative, report, instructional text. I identify cause and effect concepts in what I read. I reflect on what I have read, can share this, and assess knowledge gained. I consider cultural values underlying a literary/factual recount/narrative.	I comprehend texts with a variety of sentence types, some of which are more complex. I use my knowledge of prefixes and suffixes to work out word meanings. I can infer the meaning of a new word from knowledge of stem words and word families, combined with prefixes/suffixes e.g. <i>tele-port</i>, <i>comfort-able</i>. I understand passive constructions e.g. <i>is joined</i>, <i>are fixed up</i>. I understand direct speech e.g. <i>He said, "I can't. I'm too afraid."</i> I understand reported speech e.g. <i>He said that he was afraid</i>. I understand complex verbal groups e.g. <i>wanted to have</i>. I understand a wide range of connectives e.g. <i>otherwise</i>, <i>unless</i>, <i>in order to</i>, <i>so that</i>.	I read texts with increasing numbers of lower frequency and technical words, some not easy to infer from context. Texts that I read may have idiomatic content. My use of dictionaries and thesauruses assists with knowing and learning words. I understand synonyms (like meaning words) e.g. <i>happy</i>, <i>joyful</i> and antonyms (opposite words) e.g. <i>blunt</i>, <i>sharp</i>. I understand a range of words in English with multiple meanings e.g. <i>table</i>, <i>right</i>, <i>bank</i>. I am developing an understanding of the origins of words – root words e.g. <i>water</i>: <i>aqua</i>, <i>aquarium</i>. I understand increasing numbers of technical words. I can interpret diagrams and illustrations, and link these to the print text. I understand a range of idiomatic language e.g. <i>She was over the moon about her new puppy</i>.	Stage 2C/3A Ideas arranged in paragraphs • multi-modal texts – writing, diagrams, tables, illustrations, including online/audio/video texts. • topics developed in depth using linking words to connect ideas • varied high frequency words • topic/technical words may not be easy to infer from text • complex sentences can include direct speech and passive voice e.g. <i>he was remembered</i> Stage 3B All 3A indicators plus: • long sentences • some idiomatic language Stage 3C All 3A and B indicators plus: • sentences that require increasing background knowledge to understand text ideas Stage 3D/4A – 3A,3B,3C plus: • use of more complex sentences, including long sentences with multiple ideas • use of more complex figurative language e.g. similes, metaphors • wider use of idiomatic language • ideas arranged into paragraphs, sometimes using subheadings • variety of sentence structures e.g. embedded clauses Reading guide: School Journals, Connected

Topic development What I can write	Sentence development Language structures Sentences	Vocabulary Words	Script control Handwriting	Editing, spelling, punctuation Checking my work
Writing - Foundation				
I copy words and some sentences. I may use words from my first language in my writing. I write 2-3 simple ideas I can construct orally, with scaffolded support. Visuals, word cards and word lists help me write. I record my experiences into printed words with support. I am learning how to organise my ideas e.g. using frameworks or scaffolded sentence structures.	I write short, simple sentences with support. I say my sentences out loud before I write them. I am learning basic verbs. I use mostly present and simple past tense. I am learning to use: - articles (<i>the, a</i>) - pronouns (<i>I, he/she, they</i>) With scaffolding (e.g. sentence starters) I write simple sentences, based on my own experiences and scaffolded topic input.	I use mostly high frequency words. I use some topic-specific vocabulary (especially older learners). I take opportunities to write the new words as they arise in my listening, speaking and reading.. I correctly write words that I use and read very often. I use my letter/sound association knowledge to write new words that are phonologically simple.	I know about or am learning: (<i>students may have good script control from their first language</i>) - to form letters correctly - to space letters and words - upper and lower case letters - to focus on letters that confuse me e.g. <i>b,d,p,q</i> - to write digits and numbers as words - to use upper and lower case letters correctly in sentences.	I can look at writing I have copied e.g. 'writing under' and check it for accuracy. I need help to check my work for meaning, structure and vocabulary. I try to spell words as they sound. I am learning to use capital letters and full stops in the right places.
Writing - Stage 1 (can take a year or more to achieve the stage)				
I write longer texts – six or more sentences. I am able to organise main ideas. I add supporting sentences and word groups to my main ideas. I write ideas in logical sequence. I present a point of view on a familiar topic e.g. a simple opinion about the pros and cons of school uniform.	I write simple sentences independently. I write compound sentences joined with connecting vocabulary e.g. <i>and</i> and <i>but</i>. I am learning to write complex sentences e.g. <i>My whānau hug me before I leave the house.</i> I have increasing control over word groups in my writing. I am learning to use simple present, past and future tenses. I am learning to use the verbs <i>be</i> (<i>am, are, is, was, were</i>) and have (<i>has, have, had, will have</i>). I use time sequencing words <i>after that, then, later.</i> I am learning to write 'tighter' sentences with expanded structures e.g. <i>The tall, blond boy yelled loudly.</i> I notice and apply specific feedback/feed forward in my writing.	I continue to expand my vocabulary knowledge - high frequency and low frequency words. I write with increasing confidence about topics that interest me e.g. sports/hobbies, and scaffolded curriculum topics. I extend a main idea using expanded word groups e.g. adjectives/adverbs. I work with my teacher to identify and learn topic/inquiry vocabulary. I include increasing numbers of topic-specific words in my writing when well-scaffolded. Images, word cards, and interactive word walls help me learn and remember new vocabulary. I use some expressive words to create an effect.	I form all of my letters correctly, paying attention to size, shape, position and orientation. I space letters and words accurately. I write word numbers correctly. I use upper case letters at the beginning of my sentences. I am continuing to learn the correct use of upper and lower case letters in sentences e.g. proper nouns/place names.	I am increasingly able to edit my writing, but may not yet know 'what sounds right'. I need and value editing support from my teacher to become more capable as a writer. Many high frequency and familiar topic words are spelt correctly – they become automatic to me after saying, reading and writing them many times. I apply letter sound knowledge to attempt unfamiliar words. I use full stops confidently at the end of my sentences. I put a question mark at the end of a question. I am learning more varied punctuation e.g. , ! “...”

Topic development What I can write	Sentence development Language structures Sentences	Vocabulary Words	Script control Handwriting	Editing, spelling, punctuation Checking my work
Writing - Stage 2 (can take a year or more to achieve the stage with a focus on academic language)				
I write longer texts - eight or more sentences. I am learning to use appropriate paragraph structure. I write a personal response confidently and independently. My ideas are linked and organised, guided by planning steps. I write a variety of text types using models. I write a simple guided argument or opinion piece, with some reasoning, when well-scaffolded.	I form well-structured sentences, and vary my sentence structures. I use compound and some complex sentences, relying less on simple conjunctions (<i>and, but</i>). I confidently use a range of sentence beginnings. I use simple present, past and future tenses more confidently. My use of 'to be' and 'to have' verbs is correct. I use relative pronouns e.g. <i>who, which, that</i>. I use some modal verbs appropriately e.g. <i>might, can, should, will</i>.	I continue to develop my vocabulary - high frequency, low frequency and topic-related. I use more specific action words e.g. <i>whisk, blend</i>. I use new words (that have been introduced and the meanings explored) in my writing. It helps me when words I need are available for reference e.g. on the wall, in a notebook. I use some figures of speech e.g. <i>run like the wind</i>. My deliberate choice of vocabulary gives my writing a strong personal voice.	My writing is controlled and legible, adhering to acceptable form, position and shape. I usually use upper and lower case letters appropriately in sentences e.g. proper nouns/place names. I use a digital keyboard with increasing fluidity and edit the text appearing on the screen.	I can distinguish between homonyms (words that sound the same) e.g. <i>there, their, they're, to, two, too</i> and use these correctly. Most high frequency words are spelt correctly and I can recall them instantly, with practice. I use punctuation correctly most of the time (. , ! ? "...") I use contractions e.g. <i>can't, won't, wasn't</i>. I am starting to edit my work accurately and independently. My editing includes correcting grammatical errors with some guidance from my teacher.
Writing - Stage 3 (generally for learners in Years 5-8)				
I write extended texts. My writing shows attention to topic, purpose, audience and register (use of language differently in different situations). I show growing control over text types – factual, imaginary and literary. My responses to texts provide a detailed explanation of my understanding. I develop character and theme in narratives. I plan and sequence procedural texts e.g. scientific texts, product instructions. I write cohesive persuasive texts about familiar and researched topics.	I construct sentence types appropriate to the purpose, audience and topic. I use linking words like <i>however</i> and <i>therefore</i> to develop an argument and shape texts. I use subordinate clauses using words like <i>when, if, after</i> e.g. <i>If we all go outside, we can play</i>. I use direct speech e.g. <i>He whispered, "I'm too afraid"</i> and indirect speech e.g. <i>He said that he was afraid</i> appropriately and in context. Appropriate tense is mostly maintained throughout a text. My teacher notices any incorrect structures e.g. inaccurate use of articles, lack of subject/verb agreement. We co-construct ways to address these.	I choose words from an expanding bank of general, technical and academic vocabulary in a range of curriculum and topic areas. I can use a range of common abbreviations e.g. in recipes (<i>tbsp</i>) and map directions (<i>NW</i>). I can use a number of prefixes and suffixes e.g. <i>unlikely, preventable, ownership</i>. I use a range of adverbs of frequency e.g. <i>always, usually, often, sometimes, rarely, never</i>. I avoid first language interference most of the time, but sometimes word structure may revert to first language structures. I sometimes use sophisticated literacy and grammar devices e.g. imagery, metaphor, humour.	My written text control is now well-established so that the script follows form, position and shape, and is written with fluidity. I can use a digital keyboard confidently and edit the text appearing on the screen.	I use my knowledge of basic grammar to edit my writing. I may continue to need some support to identify and address any errors that I don't notice myself. My editing is self-directed, mostly accurate and independent within my range of knowledge. My spelling is largely accurate. I use a range of punctuation consistently.