

## The big ideas of the writing framework

*This document is a compilation of the big ideas associated with the signposts of the writing framework. It is important that these are used alongside the sets of illustrations, which support a deeper understanding of what developing expertise looks like by highlighting how students use their knowledge and skills to respond to a specific task. If the big ideas are used without the illustrations there is a reasonable possibility that teachers will interpret them in a variety of different ways.*

### Writing meaningful text: encoding

Beginning writers put a lot of their focus on encoding (or spelling) the words they want to use. As they develop their expertise in using the code fluently, they are able to use more of their cognitive resources to convey meaning. This expertise includes applying their knowledge of how words work as well as being able to draw on an expanding memory bank of high-frequency words.

#### **Set 1**

The students are aware that ideas and experiences can be recorded. They usually create texts by using random letters and symbols to convey a message. Their recognisable words are usually personal words, such as their name. The spacing and directionality in their text is inconsistent.

#### **Set 2**

The students attempt to record their ideas and experiences by using a combination of letters and words. Their texts usually include a few known words, such as “I” and “the”, as well as personal words, such as family names. They are starting to hear, say, and record mostly initial and final sounds and some dominant medial sounds in the words they want to use.

They attempt to form letters correctly using a mixture of upper and lower case.

#### **Set 3**

The students encode words by matching sounds to letters across each word with beginning, medial, and end sounds evident in most of their words. They attempt to use their knowledge of common word endings and simple rimes to generate words, and they recognise that there may be more than one way to represent a sound.

The students are building a bank of high-frequency words (Essential Word Lists 1 and 2) as well as personal words that can be written accurately and fluently.

Their letters are mostly recognisable, although they are not yet always uniform or accurate, and upper and lower cases are inconsistent.

#### **Set 4**

The students spell words by using both phonetic and visual information as well as by drawing on their bank of high-frequency words (Essential Lists 1–4) and personal words. Their approximations show that they are mapping sounds to letters across each word. They successfully use some sound-letter combinations, analogies, suffixes, spelling rules, and simple spelling patterns. They use vowels in each syllable, although not necessarily correctly.

The students self-correct phonetically regular words and some irregular basic words, using visual knowledge and information, during both crafting and re-crafting.

They write all upper- and lower-case letters correctly with increased speed and automaticity.

### **Set 5**

The students combine their developing knowledge of phonetic and visual information with a growing awareness of spelling conventions and rules to help them select and apply correct spelling patterns (including vowel patterns) for sounds in the words they want to use.

They can correctly spell most words from Essential Lists 1–4 and some from Lists 5 and 6. They can correctly encode many words that have similar sounds but different spellings.

The students write all upper- and lower-case letters legibly and fluently.

They make changes to their writing by checking approximations and syntax, drawing on their own knowledge. They use classroom resources, such as simple dictionaries and electronic spell checks, with some independence.

### **Set 6**

The students have a growing control over conventional and many irregular spellings. They spell high-frequency words accurately and fluently and use known common spelling rules, (analogies, sound-letter combinations, affixes, and derivations), to spell unfamiliar words accurately. Their approximations are recognised as such, and close approximations are self-checked using dictionaries and other appropriate resources.

### **Set 7**

The students spell a large number of regular and irregular words accurately and with automaticity. They apply their knowledge of sound-letter combinations, common and reliable rules and conventions, and derivations to spell unfamiliar words, including words of many syllables and those relevant to cross-curricular contexts.

They can independently use spelling aids to correct most words because their approximations are mostly nearly correct.

## Writing meaningful text: using knowledge of text structure and features

This progression focuses more closely on how students develop and use their knowledge of language features, syntax, and the structure of written text. Students develop their expertise in selecting text structure, layout, visual language features such as headings and diagrams, and language features such as cohesive devices, to meet different purposes for writing.

### **Set 1**

The students know that oral language can be written down, and they can record a thought or an idea as an attempted simple sentence.

They record words in a sequence that makes sense, and they attempt to use punctuation.

They reread what they are writing as they write.

### **Set 2**

The students know that writing is made up of sentences. They can write both simple and compound sentences independently, usually in order to describe or recount events or to narrate stories. They use conjunctions, such as “and” or “but”, and demonstrate a developing awareness of subject-verb agreement. They use capital letters and full stops, sometimes correctly, to begin and end sentences, and they experiment with other punctuation, such as exclamation marks and question marks.

As they write, they reread their work to maintain meaning.

### **Set 3**

The students can use an appropriate simple structure to organise their text when writing for familiar purposes, such as recounting, narrating, and describing events. They write mainly simple and compound sentences with some variation in sentence beginnings, use simple conjunctions correctly, and correctly apply subject-verb and noun-pronoun agreement.

The students use capital letters correctly for sentence beginnings and proper nouns. They use full stops, question marks, or exclamation marks to finish sentences. They make some changes to their texts for clarity and accuracy, usually in response to feedback.

### **Set 4**

The students can independently and successfully use a basic text structure, such as a story with a definite beginning, middle, and end, sequencing events in the past tense and linking words when recounting. They are beginning to experiment with language features and text structures to write texts for a wider range of purposes, such as to explain, to report, or to persuade.

The students write simple and compound sentences that vary in length and beginnings, and are usually grammatically correct. They attempt to write complex or longer sentences by including phrases that provide more detail. They make some attempt to structure their text into paragraphs by organising related ideas together.

The students correctly use capital letters, full stops, question marks, and exclamation marks. Their use of commas for lists, punctuation for dialogue, and apostrophes for contractions is mostly correct.

They make changes to their writing for clarity, impact, and grammatical correctness, often in response to feedback, using their knowledge of sentence construction and correct punctuation.

### **Set 5**

The students demonstrate confidence when using a wider range of text structures and language features that are appropriate for the writing purpose, such as an orientation, problem, climax, and resolution for a narrative, or an introduction, series of main points, and a logical conclusion for a

report. They select and use language features for effect, including similes, personification, onomatopoeia, and repetition.

The students write simple and compound sentences that are grammatically correct, with a variety of beginnings, structure, and length, and some complex sentences that are mostly grammatically correct. They organise related ideas into paragraphs, using some cohesive devices to link ideas.

The students correctly use subject-verb agreement, tense agreement, pronouns, and prepositions as well as capital letters, full stops, question marks, and exclamation marks. They also attempt more complex punctuation, such as apostrophes for possession, commas to separate clauses, and semicolons.

They make changes to their texts, often in response to feedback, for clarity and fitness for purpose.

### **Set 6**

The students deliberately and flexibly apply text features and structures that suit their purpose for writing. They clearly organise ideas and information into related paragraphs that are linked effectively, and they apply appropriate features consistently across the text.

Simple and compound sentences are grammatically correct, with a variety of sentence beginnings, lengths, and structures. Complex sentences, containing a main clause and a supporting clause, are mostly grammatically correct.

The students correctly use basic punctuation, attempting some complex punctuation, such as semicolons, colons, and parentheses.

The students independently make changes for clarity, impact, and meaning. They proofread their writing for accuracy and correctness of grammar and punctuation.

### **Set 7**

The students use knowledge of an increased range of complex text features and structures independently and with control to achieve particular subject-area writing purposes. Their choices of language and structural features show a developed understanding of the conventions of a wide range of complex, subject-area writing purposes, genres, and text types.

The students deliberately and effectively choose an increased range of language features, such as pronouns, extended metaphors, and sound features, to achieve particular subject-area writing purposes. They apply knowledge of a wide range of organisational and cohesive devices, such as different heading levels, repetition, and connectives, to effectively communicate increasingly complex ideas. They deliberately use a variety of sentence lengths and structures for clarity and effect, and their sentences, including complex sentences with multiple clauses, are well controlled with few lapses. They select active or passive voice as appropriate for the subject-area writing purpose.

The students confidently and deliberately order and link paragraphs in increasingly sophisticated ways to achieve coherence and support subject-area writing purposes (for example, by using or blending structures such as sequencing in chronological order, cause and effect, categorising and classifying, and comparing and contrasting).

## Writing meaningful text: vocabulary knowledge

Students initially use words that are in their oral language or that have been generated in a classroom activity specifically for the writing purpose. At a midpoint in their development, students develop their ability to use vocabulary encountered in their reading as well as the academic language of learning. Expert students become more precise in their use of language as well as being able to select and use vocabulary that is specific to particular areas of the curriculum, including words and phrases that express abstract concepts.

### **Set 1**

The students use vocabulary from their own oral language, from books they have heard and read, and from other classroom activities. They are developing and drawing on a bank of early high-frequency words (the first ten words).

### **Set 2**

The students use personal content vocabulary, as well as words and phrases that are part of their expanding oral vocabulary, drawn from what they hear and experience. They experiment with new words, including those drawn from texts and classroom experiences, and attempt to use these in their writing.

The students make some attempts at using a variety of adjectives, nouns, and verbs. They use classroom resources such as vocabulary-specific wallcharts.

### **Set 3**

The students consciously draw on oral language when making word choices for their texts.

They are willing to try out new vocabulary, often using words and phrases they have encountered in their reading or using wallcharts and word banks to find appropriate words.

The students use a variety of adjectives, nouns, and verbs with some precision.

### **Set 4**

The students draw on multiple sources in order to widen their vocabulary and use it appropriately in their writing. This includes understanding and using some Māori words.

The students use vocabulary (nouns, verbs, adjectives, and adverbs) that is appropriate to the content of their text and which helps them to clearly convey ideas, experiences, and information.

They expand their writing vocabulary by applying their knowledge of the meaning of common prefixes and most common suffixes and synonyms, and by using reference sources, such as dictionaries and thesauruses, to check the meanings of words and to find new words.

### **Set 5**

The students deliberately select vocabulary that is appropriate to the topic, register, and purpose of their text. They use an increasing number of new words and phrases, including Māori words.

### **Set 6**

The students are proficient in using vocabulary that is appropriate to the topic, audience, and purpose (academic, subject-specific, or expressive) of their text, and can discuss their choices using terms such as “register” and “tone”. They make use of discoveries such as multiple word meanings and new word associations.

### **Set 7**

The students deliberately select from a wide range of sophisticated vocabulary, including precise technical or subject-specialised vocabulary and complex non-technical vocabulary, to achieve

subject-area writing purposes. They make deliberate and nuanced choices of words for precision and to achieve particular effects, for example, to imply rather than tell, to qualify the degree of “truth” or certainty (modality), to influence or position readers in more subtle ways, to create sound effects or flow, for humour (such as puns), and to link ideas across the text.

## Using writing to think and organise for learning

Students use their reading and writing to organise their ideas and information for different learning purposes. They develop their ability to use their writing to clarify and develop their ideas as well as to reflect on their learning. They develop their expertise in selecting, noting down, and organising ideas and information, using appropriate formats. They collate, analyse, and classify the content they need for a variety of curriculum tasks.

### **Set 1**

The students draw or use simple teacher-provided templates to help them record and/or organise their ideas.

### **Set 2**

The students use more structured drawings, diagrams, or sketches, along with simple teacher-provided frameworks, to identify and record ideas, drawn from texts or experiences, to support different learning activities.

The students can add new ideas to their plan or sketch over several days in order to extend and clarify their writing purpose.

### **Set 3**

The students are supported by the teacher to use simple literacy processes, strategies, and/or frameworks to record ideas from text or lived experiences, to support different learning purposes.

The students generate questions before, during, and after specific learning tasks, record and organise ideas and information, and evaluate specific information in terms of its relevance to their learning purpose.

### **Set 4**

The students use a widening range of scaffolded literacy processes, strategies, and frameworks to clarify their thinking and/or to support specific learning purposes. They generate and refine questions to guide their research, and they use frameworks, including visual representations, to record, organise, and integrate ideas and information relevant to their learning task.

The students make notes by synthesising key ideas and information from different media.

### **Set 5**

The students independently apply appropriate literacy processes, strategies, and frameworks to clarify their thinking and/or to support specific learning purposes.

The students articulate what they know and what they want to find out in relation to a specific learning purpose, and they generate and order questions in relation to that learning purpose. They use their writing to clarify ideas and information, adapting or creating frameworks and other relevant strategies for supporting specific learning tasks.

The students reflect on and evaluate learning processes and outcomes.

### **Set 6**

The students independently apply increasingly sophisticated literacy processes, strategies, and frameworks to clarify their thinking and support complex, subject-specific learning purposes. They confidently plan systematic investigations and recording of findings, for example, by generating specific areas or directions for subject-area investigation, evaluating current knowledge, identifying and evaluating possible sources, and developing sets of key words (and sets of synonyms) for search queries.

The students draw on a large repertoire of strategies for summarising, transforming, and organising information and ideas from within and across complex or multiple texts. For example, they select or create retrieval frameworks, such as tables or graphic organisers, on the basis of subject-area purpose and personal preference or utility. They confidently apply strategies for translating quantitative or technical information expressed in words into visual forms, such as diagrams and graphs, and vice versa. They draw on research to plan and write literary texts based on accurate factual information.



Creating texts to communicate current knowledge and understanding  
From the start of schooling, students use their writing to demonstrate their knowledge and understanding about topics and themes from across the curriculum. As they develop their writing expertise, they become more adept at revealing what they know, selecting and using text features including text structure and language features that are increasingly topic- or subject-specific.

### **Set 1**

The students know that ideas can be written down and that print carries a message. They write texts that convey a single idea, experience, or feeling, using vocabulary from their oral language and understanding that their text will have an audience.

### **Set 2**

The students' texts comprise at least one simple or compound sentence that makes sense and reveals that the students know something that is relevant to the curriculum purpose. These texts may include a personal comment or experience.

The students can talk about their writing.

### **Set 3**

The students select and use several ideas, experiences, or pieces of information relevant to their curriculum purpose, sometimes including some supporting detail. They plan their texts through talk and/or by developing simple written plans, often using prepared frameworks or organisers.

They often assume that their audience has some shared knowledge.

They respond to feedback by making some changes to their text in order to improve clarity and accuracy.

### **Set 4**

The students choose an appropriate structure to meet their writing purpose and select content that is generally relevant. Their texts usually include more than one idea that is supported or expanded by detail.

The students organise their texts logically, often in paragraphs, with a clear beginning, middle, and end. They deliberately choose vocabulary and language features that best meet the writing purpose.

With prompting and support, the students implement strategies for reviewing and improving texts.

### **Set 5**

The students independently and deliberately select the most appropriate text structure, content, and language to meet the purpose for writing within a given task, across all areas of the curriculum. Almost all sentences in their texts are grammatically accurate, and cohesive devices are used to link ideas between and across paragraphs.

The students make precise language choices, drawing from a wide vocabulary and knowledge of language features. They can express abstract and complex ideas, often conforming to academic ideas.

The students independently revise and edit their writing to clarify meaning and add impact.

### **Set 6**

The students draw on sophisticated knowledge to independently write complex texts that meet a range of challenging, subject-area purposes. They use their writing to clearly explain increasingly complex concepts, processes, phenomena, theories, principles, beliefs, and opinions. They deliberately draw on developed knowledge of subject-area content, texts, audiences, and writing

purposes to select important ideas and effective structures and language, and they support their ideas with relevant evidence that meets appropriate subject-based norms or standards.

They use a variety of sentence structures, lengths, and types deliberately and with control to achieve effects appropriate to the subject-area writing purpose. Where appropriate, they use passive voice and nominalisation to express increasingly abstract and complex ideas and to conform with academic conventions. They create links that increase the conciseness and coherence of their writing.

They make deliberate and nuanced choices of words for precision and to achieve particular effects, for example, to imply rather than tell, to qualify the degree of “truth” or certainty (modality), to influence or position readers in more subtle ways, and to link ideas across the text.

The students can articulate and evaluate their own processes for particular writing tasks with reference to subject-area writing purposes and personal preference or utility. They apply and evaluate an increased range of strategies to independently revise and edit their writing (for example, to clarify and add meaning and impact). They also actively seek and respond to feedback about the content and impact of their writing.

## Creating texts for literary purposes

Students use their writing for literary purposes. They develop their expertise in creating different types of texts that express their experiences, ideas, and imagination, evoking a response in their audience with increasing effectiveness.

### **Set 1**

The students write for themselves, with no real sense of an audience, usually creating a text that includes one idea, experience, or feeling.

They plan their text through talk and drawing, verbalising a sentence from their planning and holding their idea long enough to retell their story orally.

They reread the sentence or sentences and make simple changes to the text.

### **Set 2**

The students create texts that are based on personal experiences, sometimes embellished by their imagination. They plan their text through talk, drawing, and/or simple word lists.

Their texts include more than one idea or event, written with a simple beginning, middle, and end.

The students demonstrate some sense of a writer's voice as well as some sense of an audience.

### **Set 3**

The students are developing a definite sense of story. They demonstrate that they know that they are writing for others when they choose content and select language. They often attempt to describe characters.

The students show a sense of a writer's voice; a glimpse of a personality behind the writing. They respond to feedback by adding or deleting details and making simple changes for meaning and impact.

### **Set 4**

The students demonstrate an awareness of their audience. They attempt to construct credible stories, making many appropriate choices of content and ideas. They create stories from their own experiences but sometimes apply their imagination to story telling.

Their texts include several of the structural elements of narrative text, such as orientation, problem, series of events, and resolution.

The students attempt to portray characters through physical descriptions, dialogue, actions, and reactions. The personality of the writer can be inferred from the voice in their texts.

### **Set 5**

The students are developing control over elements of narrative texts and use their own experiences and knowledge of stories and characters to create credible stories.

They show their audience awareness by attempting to engage readers through the use of implication ("show not tell").

The students demonstrate some control over a growing number of text types – personal narratives, imaginative narratives, poems, and character profiles. They purposefully connect structural elements of narrative texts and make mostly relevant and appropriate choices of content, ideas, vocabulary, and language features.

The students demonstrate an authorial presence, with a strong sense of conviction (writing from the heart) when they are describing personal experiences.

**Set 6**

The students make controlled, purposeful, and deliberate choices for their purpose and audience. They select appropriate processes for the particular writing purpose and task.

They choose relevant content with carefully selected detail, drawing on a wide range of personal and literary experiences to inform story creation and demonstrating control over a number of text types.

The students select clear, precise, and appropriate language, including specific language features to achieve particular effects. They make deliberate choices of text structure, sometimes attempting innovative approaches (for example, through the use of flashbacks). Their writing demonstrates a strong and distinctive voice.

The students develop and portray authentic characters, showing how a character develops in relation to events.

They actively seek and respond to feedback, independently recrafting text to obtain the maximum impact on their audience.

**Set 7**

The students deliberately choose ideas, language, and structures to create particular effects for a targeted audience. They select precise vocabulary, details, and sensory language to evoke a strong sense of increasingly complex, multi-dimensional characters, settings, events, and experiences. They deliberately select from an increased repertoire of language features (for example, sound features, figurative language, and dialogue) to achieve particular effects. They make deliberate and nuanced choices of words for precision and to achieve particular effects, for example, to imply ideas about the narrator, characters and settings; to create sound effects or flow; for humour (for example, puns); or to link ideas across the text (for example, by using extended metaphor).

They sequence their writing so that it creates a coherent whole and builds effectively towards a particular literary purpose (for example, to convey rising tension, anti-climax, or growth). They use a variety of sentence structures, lengths, and types deliberately for effect, and with control.

The students can articulate and evaluate their own processes for literary writing tasks with reference to personal preference and utility. They apply and evaluate an increased range of strategies to independently revise and edit their writing, for example, to add meaning and impact. They actively seek and respond to feedback about the content and impact of their writing.

## Creating texts to influence others

Even when they are novice writers, students create texts in order to challenge their audience to do something or think about something differently. They write to argue a point or persuade someone to change their mind.

Expert writers know how to effectively achieve these purposes. They choose appropriate structures and features, and control the language they use in order to make the maximum impact on their audience.

### **Set 1**

The students know that opinions can be written down. They record a simple opinion that makes sense and reveals that the student has a point of view, generally using “I think” or “should”.

The students make content choices based on personal experience. They plan their writing through talk and drawing, attempting a sentence or sentences from their visual representation or plan.

They write at least one simple and/or compound sentence that makes sense (often using “because”).

They reread the sentence or sentences and make simple changes, such as altering the spelling or adding a word.

### **Set 2**

The students know that written language can be used to influence others. They produce texts that convey an opinion or point of view, including one or more supporting reasons and/or at least one comment.

The students demonstrate a degree of audience awareness, making some deliberate choices of content, vocabulary, and language features intended to influence the reader, such as emotive words, exaggeration, and imperatives. Their writing shows some sense of a writer’s voice – a glimpse of sincerity.

The students record a number (approximately 4–5) of mostly correct sentences. They produce texts with a logical structure, including a simple introduction and body and sometimes a conclusion.

The students plan through talk and use teacher frameworks or organisers to develop simple plans. They make some changes to improve clarity and accuracy in response to feedback.

### **Set 3**

The students understand that there are particular ways of organising ideas and choosing language to influence others in written text. They attempt to convince an audience of their point of view, although there may be some assumed shared knowledge.

The students clearly state their position or point of view and include some supporting reasons, evidence, and details. They develop plans that include some supporting detail to organise ideas. They choose relevant content, vocabulary, and language features (such as rhetorical questions, emotive words, exaggeration, and imperatives) in an attempt to influence the reader. They apply a simple structure for the intended purpose and use a range of mostly accurate sentences (especially simple and compound sentences).

The students demonstrate a developing sense of sincerity in argument. They revise and edit their writing, independently and in response to feedback, to clarify meaning and add impact to their argument or point of view.

### **Set 4**

The students make purposeful and deliberate choices that specifically target the intended audience, demonstrating a strong and sincere argument.

They clearly state and maintain a strong point of view, deliberately choosing the most appropriate and relevant content, vocabulary, and structure that will best influence the intended audience. They flexibly apply processes and strategies that are most appropriate for the purpose and audience.

The students purposefully use specific language features, such as data or facts, humour, quotes, anecdotes, rhetorical questions, and emotive language to influence and evoke a particular response from the reader.

They choose from a wide a range of appropriate persuasive writing forms, such as arguments, editorials, reviews, and speeches.

The students know when to seek feedback about meaning and impact, and they respond accordingly, independently re-crafting texts to obtain the maximum impact on their audience.

### **Set 5**

The students deliberately choose ideas, language, structure, and writing style to create particular effects for a targeted audience. They deliberately choose and demonstrate control over a wide range of persuasive writing forms, such as editorials, reviews, and arguments. They support their ideas convincingly with evidence and argumentation that is appropriate to the purpose and audience and meets subject-based norms.

They deliberately select from and confidently use an increased repertoire of language features to involve and persuade the targeted audience. These could include deliberate use of pronouns, rhetorical questions, alliteration, and parallel sentence structures. They make deliberate and nuanced choices of words for precision and to achieve particular effects, for example, by using positively and negatively emotive words or by using technical language to involve and appeal to a specific audience.

They use a variety of sentence structures, lengths, and types deliberately for effect and with control. Where appropriate, they make deliberate and controlled use of the passive voice to strengthen their arguments.

The students sequence their writing so that it forms a coherent whole and builds effectively towards a particular persuasive purpose (for example, through repetition of key words and phrases, extended metaphor or analogy, and conjunctions).

They can articulate and evaluate their own processes for persuasive writing tasks with reference to the purpose, audience, and personal preference and utility. They also actively seek and respond to feedback about the content and impact of their writing.