Creating Texts CrT ES1

		Crafting Ideas	Text forms and features	Vocabulary
Early Stage 1	CrT1	 conveys messages through actions or talk (see Speaking) shares information in different ways (uses illustrations, icons and images; innovates on familiar texts through play) observes others writing with interest and attention (asks what the writing is for and what it says) (see Speaking) 	 intentionally creates letter-like shapes or strings, experimenting with forms and shapes (horizontal and vertical lines, and/or circular shapes) draws pictures and shapes 	
	CrT2	 articulates or draws ideas for writing (see Speaking) uses speech to dictate a written text differentiates between drawing and writing talks about why people write assigns messages to own texts ('reads' back own play writing, but with varying meanings) composes emergent texts for specific purposes (greetings on a birthday card, labels) 	 writes some recognisable letters (one or two letters of own name) identifies symbols/letters written or drawn with prompting (see Phonic knowledge and word recognition) 	 asks about words used in the environment (signs, labels, titles, captions) searches for and sometimes copies words of personal significance found in written texts
	CrT3	 expresses an idea drawing on familiar experiences and topics using attempted words and pictures experiments with familiar texts to achieve intentional purposes (birthday card or list) 	 writes from left to right and top to bottom writes letters to represent words (see Phonic knowledge and word recognition) 	writes own name and other personally significant words (family names, dog, house)
	CrT4	 talks about the purpose and audience of familiar imaginative and informative texts writes one or more ideas which are not necessarily related, using sentence fragments (labels a drawing) writes texts in different forms (lists, story) combines visuals with written text where appropriate reads back own writing talks about own text and describes details 	 writes some appropriate letter combinations to represent words (see Spelling and Phonic knowledge and word recognition) includes noun-verb agreement in sentence fragments (see Grammar) writes from left to right using spaces between attempted words uses basic noun groups (my house) (see Grammar) 	 writes a small range of familiar common words writes two- and three-letter high-frequency words includes learnt vocabulary in own texts asks for help with less familiar words

Creating Texts CrT S1

		Crafting Ideas	Crafting Ideas Text forms and features		
	CrT4	 talks about the purpose and audience of familiar imaginative and informative texts writes one or more ideas which are not necessarily related, using sentence fragments (labels a drawing) writes texts in different forms (lists, story) combines visuals with written text where appropriate reads back own writing talks about own text and describes details 	 writes some appropriate letter combinations to represent words (see Spelling and Phonic knowledge and word recognition) includes noun-verb agreement in sentence fragments (see Grammar) writes from left to right using spaces between attempted words uses basic noun groups (my house) (see Grammar) 	 writes a small range of familiar common words writes two- and three-letter high-frequency words includes learnt vocabulary in own texts asks for help with less familiar words 	
Stage 1	CrT5 • writes text for a familiar purpose recount a personal experience, to testory, to express thoughts and feeling to give an opinion) • writes two or three related ideas which may include other unrelated in uses ideas from informative and imaginative texts read or viewed for own writing		 structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see Grammar) uses adjectives to add meaning by describing qualities or features (red, small, long) (see Grammar) expresses feelings and opinions about people and things (nice) writes identifiable clauses often linked using 'and' (see Grammar) uses logical word order in sentences (see Grammar) makes plausible attempts to write unfamiliar words phonetically (enjn for engine) (see Spelling) uses upper-case letters correctly to indicate proper nouns (see Punctuation) uses capital letters and full stops correctly at the start and end of sentences (see Punctuation) 	uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family) borrows words from other writers uses common and proper nouns particular to students' contextual knowledge uses high- frequency words uses modifying words (very)	
	CrT6	 writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic) writes four or more sequenced and clearly connected ideas includes a simple orientation for the reader (At school we are learning about) expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences (reports or describes an event or experience including at least one key detail; innovates on familiar texts) selects and discards ideas to make texts suitable for familiar audiences and purposes organises text logically (ideas in time sequence) uses key words from informative texts read or viewed in own writing 	 writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar) maintains tense within a sentence (see Grammar) selects images to complement writing spells simple and many high-frequency words correctly (see Spelling) intentionally uses simple punctuation (!, ?) (see Punctuation) uses noun groups to develop ideas (new baby chicken) (see Grammar) uses simple cohesive language (then, after, and) uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar) 	 uses words to indicate quantity (every, some, a few) uses specific learning area topic vocabulary uses common homophones correctly (two, to) 	

Creating Texts CrT S2

		Crafting Ideas	Text forms and features	Vocabulary
	CrT			• uses
	CrT 5	writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion) writes two or three related ideas which may include other unrelated ideas uses ideas from informative and imaginative texts read or viewed for own writing	• structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see Grammar) • uses adjectives to add meaning by describing qualities or features (red, small, long) (see Grammar) • expresses feelings and opinions about people and things (nice) • writes identifiable clauses often linked using 'and' (see Grammar) • uses logical word order in sentences (see Grammar) • makes plausible attempts to write unfamiliar words phonetically (enjn for engine) (see Spelling) • uses upper-case letters correctly to indicate	-
			proper nouns (see Punctuation)uses capital letters and full stops correctly at the start and end of sentences (see	uses modifying words (very)
Stage 2	CrT 6	 writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic) writes four or more sequenced and clearly connected ideas includes a simple orientation for the reader (At school we are learning about) expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences (reports or describes an event or experience including at least one key detail; innovates on familiar texts) selects and discards ideas to make texts suitable for familiar audiences and purposes organises text logically (ideas in time sequence) uses key words from informative texts read or viewed in own writing 	 Punctuation) writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar) maintains tense within a sentence (see Grammar) selects images to complement writing spells simple and many high-frequency words correctly (see Spelling) intentionally uses simple punctuation (!, ?) (see Punctuation) uses noun groups to develop ideas (new baby chicken) (see Grammar) uses simple cohesive language (then, after, and) uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar) 	uses words to indicate quantity (every, some, a few) uses specific learning area topic vocabulary uses common homophones correctly (two, to)
	CrT 7	 writes informative, imaginative and persuasive texts using evidence of structure (to recount a personal experience or a sequence of events; to describe a person, thing or process; to provide a reason why; to provide an opinion backed up with a reason; to express thoughts and feelings) writes using learnt ideas on a range of topics from learning areas supports ideas with some detail and elaboration uses sources to refine ideas (ideas introduced from a shared text to add detail and engage the reader) 	 expands ideas through intentional use of simple and compound and occasional complex sentences (see Grammar) uses pronouns correctly to link to an object or person across the text (see Grammar) uses images to reinforce ideas in written text maintains consistent tense within and between sentences (see Grammar) organises ideas coherently (rudimentary paragraphing structure) uses cohesive vocabulary to indicate order, cause and effect (next, since) uses some irregular spelling patterns (cough) (see Spelling) applies learnt spelling generalisations accurately spells most high-frequency words (see Spelling) consistently uses correct simple punctuation (separates two adjectives before a noun with a comma – old, broken bike) (see Punctuation) 	uses expressive words to describe action and affect the reader (tiptoed, instead of walked) uses creative wordplay to affect the reader (repetitive patterns) intentionally substitutes common or generic words with synonyms (excited for happy) uses words with multiple meanings correctly, according to context (right, bark)

	• tense mostly correct throughout text (see Grammar)							
	Gen		orrectly and uses a greater range of complex senter	ices (see Grammar)				
		uses a variety of sentence structures and sentence beginnings						
			ectly adds prefixes and suffixes to base words) (see	Spelling)				
		 uses all simple and some complex punctual 						
		uses articles accurately (a, an, the) (see Grammar)						
			ing of the text (before lunch, after midnight)					
		Crafting Ideas	Text forms and features	Vocabulary				
		 writes for a range of learning area 	 uses cohesive devices to signpost sections of 	 uses a range of 				
		purposes (explains a life cycle of a butterfly,	text to support the reader (word families: bear,	learnt topic words				
		recounts a process, describes an artwork)	cub, polar bear)	to add credibility to				
	x	 includes structural features appropriate 	 uses present or timeless present tense 	information				
	Te	to the type of text and task	consistently throughout text (bears hibernate	(hibernate instead				
	ive	 writes ideas which are relevant to the 	in winter) (see Grammar)	of sleep)				
	CrT8 Informative Text	purpose of the text	 selects multimodal features to expand ideas 					
	orr	 organises ideas to support the reader 	in written texts (diagrams, tables, images)					
	Ξ	(groups ideas under headings)	 uses adjectives in noun groups to create 					
	rT8		more accurate description (its long, sticky					
	0		tongue) (see Grammar)					
		 writes for a range of learning area 	uses cohesive devices to link points in an	 uses a range of 				
	ŧ	purposes (designs a healthy food campaign)	argument (however, on the other hand)	learnt topic words				
7		 includes structural features appropriate 	 uses exaggeration as a persuasive device 	to add credibility to				
Stage	ĵe	to the type of text	 uses adjectives to persuade (dangerous) 	arguments				
ta	ive	 presents a position and supports it with 	 uses simple modal verbs and adverbs 					
S	ıasi	one or two simply stated arguments	(should, will, quickly)					
	CrT8 Persuasive Text	 writes ideas which are relevant to the 	selects multimodal features to expand					
		purpose of the text	arguments in written texts (images, music)					
		 organises persuasive ideas to support the 						
		reader (through the use of an introduction)						
		 writes for a range of learning area 	 uses cohesive devices such as repetition, 	 uses a range of 				
		purposes (narrates a historical event)	synonyms and antonyms to link ideas	learnt topic words				
		includes structural features appropriate	uses pronouns to track multiple characters	and words from				
		to the type of text	(Peter and Leanne he they she them)	other authors				
		adapts a familiar text for a new audience	writes predominantly in first person	• chooses				
		writes ideas which are relevant to the	uses adjectives in noun groups to create	alternative words				
		purpose of the text	more accurate description (that crazy little	to add variety				
		organises ideas to support the reader	cattle dog)	(replied for said)				
		(uses chronological sequencing)	selects action verbs (jumped) and saying selects action verbs (jumped) and saying					
	ext		verbs (screamed) to affect the reader (see					
	re T		Grammar)					
	ativ		• selects multimodal features to expand ideas in written texts (matches images to points in a					
	CrT8 Imaginative Text		,					
	ma		text) uses time connectives to show the passage					
	-8		· · · · · · · · · · · · · · · · · · ·					
	CrT		of time (see Grammar)					
			uses figurative language (simile)					

Creating Texts CrT8 S3

tense mostly correct throughout text (see Grammar) consistently writes compound sentences correctly and uses a greater range of complex sentences (see CrT8 Generic Grammar) uses a variety of sentence structures and sentence beginnings spells some complex words correctly (correctly adds prefixes and suffixes to base words) (see Spelling) uses all simple and some complex punctuation correctly (see Punctuation) uses articles accurately (a, an, the) (see Grammar) uses adverbial phrases to support the staging of the text (before lunch, after midnight) **Crafting Ideas Text forms and features** Vocabulary writes for a range of learning area uses cohesive devices to signpost sections uses a range purposes (explains a life cycle of a of text to support the reader (word families: of learnt topic butterfly, recounts a process, bear, cub, polar bear) words to add describes an artwork) • uses present or timeless present tense credibility to includes structural features consistently throughout text (bears hibernate information CrT8 Informative Text appropriate to the type of text and in winter) (see Grammar) (hibernate selects multimodal features to expand ideas instead of sleep) writes ideas which are relevant to in written texts (diagrams, tables, images) the purpose of the text uses adjectives in noun groups to create organises ideas to support the more accurate description (its long, sticky reader (groups ideas under tongue) (see Grammar) headings) · writes for a range of learning area • uses cohesive devices to link points in an uses a range purposes (designs a healthy food argument (however, on the other hand) of learnt topic campaign) • uses exaggeration as a persuasive device words to add Stage 3 • includes structural features uses adjectives to persuade (dangerous) credibility to appropriate to the type of text • uses simple modal verbs and adverbs arguments presents a position and supports (should, will, quickly) CrT8 Persuasive Text it with one or two simply stated • selects multimodal features to expand arguments arguments in written texts (images, music) writes ideas which are relevant to the purpose of the text organises persuasive ideas to support the reader (through the use of an introduction) • writes for a range of learning area uses cohesive devices such as repetition, uses a range purposes (narrates a historical synonyms and antonyms to link ideas of learnt topic uses pronouns to track multiple characters words and words event) includes structural features (Peter and Leanne ... he ... they ... she ... them) from other appropriate to the type of text writes predominantly in first person authors adapts a familiar text for a new uses adjectives in noun groups to create chooses more accurate description (that crazy little audience alternative words writes ideas which are relevant to to add variety cattle dog) the purpose of the text selects action verbs (jumped) and saying (replied for said) organises ideas to support the verbs (screamed) to affect the reader (see CrT8 Imaginative Text reader (uses chronological Grammar) sequencing) • selects multimodal features to expand ideas in written texts (matches images to points in a uses time connectives to show the passage of time (see Grammar) uses figurative language (simile)

Creating Texts CrT9 S3

	CrT9 Generic	 maintains appropriate tense throughout the text (see Grammar) uses a range of sentences including correctly structured complex sentences (see Grammar) spells simple, most complex and some challenging words correctly (see Spelling) uses complex punctuation correctly (apostrophes of possession) (see Punctuation) 				
		Crafting Ideas	Text forms and features	Vocabulary		
Stage 3	writes informative texts for a broad range of learning area purposes that describe, explain and document (describe an art work, document the materials and explain why it was created) selects structural elements to suit the purpose (a fact sheet includes an opening statement, labelled diagrams and text boxes) develops ideas with details and examples uses ideas derived from research uses written and visual supporting evidence uses a topic sentence and supporting evidence or examples in a paragraph		• includes salient multimodal features to expand on written information (creates graphs and other technical diagrams from authentic data)	uses a range of learnt, technical and discipline-specific terms (adapt, survive) uses words to express cause and effect (therefore)		
	CrT9 Persuasive Text	 writes a persuasive text that takes a position and supports it with arguments (examines the benefits of physical activity to health and wellbeing) selects structural elements to suit the purpose (introduces an argument with a clearly articulated statement of position) writes two or more elaborated arguments develops a clear persuasive line/perspective about a topic or premise concludes by restating 	 includes salient multimodal features to complement written ideas uses vocabulary to position the reader (precise nouns and adjectives) uses a broader range of modal verbs and adverbs (definitely) 	 uses words to express cause and effect (consequently, thus) uses words to introduce an argument (obviously) 		
	CrT9 Imaginative Text	 writes imaginative texts that experiment with textual features (reinterprets or creates alternative versions of songs or stories) narrates with connected characters and events uses ideas that support an underpinning theme or concept (survival or friendship) selects structural elements to suit the purpose (a narrative may include an orientation, evidence of complication) 	 includes salient multimodal features integrated with written ideas uses expressive verbs and less common emotive adjectives intentionally tightens a text by leaving out words that can be readily inferred from the context (Kokou must be hungry. But he was not [hungry]) writes in third person 	 uses vivid and less predictable vocabulary to affect the reader (stroll, prowl for walk) accurately uses vocabulary that has different meanings in different contexts uses vocabulary to evoke humour (pun) 		

Creating Texts CrT10 S3

artists use visual conventions in artworks) • writes to compare and contrast phenomena (identify the differences between elements) • orients the reader to the topic or concept (using a definition or classification in the opening paragraph) • intentionally selects structural elements for	Vocabulary uses discipline-specific rminology to provide curate and explicit formation (discipline etalanguage) uses a range of monyms for frequently curring words, in a figer text (repair, fix, medy)
Crafting Ideas Crafting Ideas Writes to explain and analyse (analyses how artists use visual conventions in artworks) writes to compare and contrast phenomena (identify the differences between elements) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) intentionally selects structural elements for expertes cohesive flow by a creates cohesive	uses discipline-specific rminology to provide curate and explicit formation (discipline etalanguage) uses a range of monyms for frequently curring words, in a niger text (repair, fix, medy)
Crafting Ideas Crafting Ideas Writes to explain and analyse (analyses how artists use visual conventions in artworks) writes to compare and contrast phenomena (identify the differences between elements) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) intentionally selects structural elements for expertes cohesive flow by a creates cohesive	uses discipline-specific rminology to provide curate and explicit formation (discipline etalanguage) uses a range of monyms for frequently curring words, in a niger text (repair, fix, medy)
Crafting Ideas writes to explain and analyse (analyses how artists use visual conventions in artworks) writes to compare and contrast phenomena (identify the differences between elements) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) intentionally selects structural elements for experience of the topic or concept (assigned by the contrast phenomena (mineral component of sedimentary rocks) varies sentence structure of uses more elaborate noun accu groups that include classifying information adjectives and specific nouns (mineral component of sedimentary rocks) varies sentence structure of uses more elaborate noun groups that include classifying information adjectives and specific nouns (mineral component of sedimentary rocks)	uses discipline-specific rminology to provide curate and explicit formation (discipline etalanguage) uses a range of monyms for frequently curring words, in a niger text (repair, fix, medy)
 writes to explain and analyse (analyses how artists use visual conventions in artworks) writes to compare and contrast phenomena (identify the differences between elements) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) intentionally selects structural elements for effect (see Grammar) uses more elaborate noun groups that include classifying adjectives and specific nouns (mineral component of sedimentary rocks) syno 	uses discipline-specific rminology to provide curate and explicit formation (discipline etalanguage) uses a range of monyms for frequently curring words, in a niger text (repair, fix, medy)
artists use visual conventions in artworks) • writes to compare and contrast phenomena (identify the differences between elements) • orients the reader to the topic or concept (using a definition or classification in the opening paragraph) • intentionally selects structural elements for	rminology to provide curate and explicit formation (discipline etalanguage) uses a range of monyms for frequently curring words, in a figer text (repair, fix, medy)
 writes to compare and contrast phenomena (identify the differences between elements) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) intentionally selects structural elements for expenses of the contract of the contract	curate and explicit formation (discipline etalanguage) uses a range of monyms for frequently curring words, in a niger text (repair, fix, medy)
(identify the differences between elements) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) orients the reader to the topic or concept (mineral component of sedimentary rocks) orients the reader to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic or concept (sometimentally selects structural elements for order to the topic order to	ormation (discipline etalanguage) uses a range of enonyms for frequently curring words, in a enger text (repair, fix, medy)
 orients the reader to the topic or concept (using a definition or classification in the opening paragraph) adjectives and specific nouns (mineral component of sedimentary rocks) sedimentary rocks) oregates cohesive flow by concept (adjective and specific nouns) 	etalanguage) uses a range of nonyms for frequently curring words, in a nger text (repair, fix, medy)
(using a definition or classification in the opening paragraph) • using a definition or classification in the opening paragraph) • using a definition or classification in the opening sedimentary rocks) • intentionally selects structural elements for sedimentary rocks) • creates cohesive flow by	uses a range of nonyms for frequently curring words, in a nger text (repair, fix, medy)
paragraph) sedimentary rocks) syno	nonyms for frequently curring words, in a nger text (repair, fix, medy)
intentionally selects structural elements for creates cohesive flow by occur	curring words, in a nger text (repair, fix, medy)
- - Intentionally selects structural elements for - Creates collesive flow by Occu	nger text (repair, fix, medy)
effect (includes an appropriate conclusion that condensing previous information longo	• •
summarises, restates or synthesises) into a summarising noun (In reme	Transportation 1
• uses evidence and research including history, A sequence of events • u	uses vocabulary to
multimodal resources to expand upon which together) indic	dicate and describe
information and concepts and add authority • uses passive voice and relation strategically (the	ationships (additionally,
nominalisation strategically (the results were analysed) (see	nilarly)
effect (includes an appropriate conclusion that summarises, restates or synthesises) • uses evidence and research including multimodal resources to expand upon information and concepts and add authority • uses passive voice and nominalisation strategically (the results were analysed) (see Grammar)	
	uses a range of
	nonyms for frequently
	curring words, in a
	nger text (impact,
	nsequence, result)
	uses topic-specific cabulary to add
	edibility and weight to
• intentionally selects structural elements for devices to make connections argu-	guments (cadence,
• intentionally selects structural elements for effect (includes an appropriate conclusion that sums up, recommends or reiterates) • intentionally selects structural elements for between arguments (foreshadows interest) • where the intentionally selects structural elements for between arguments (foreshadows interest) • intentionally selects structural elements for between arguments (foreshadows interest)	erplanetary, silt)
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1	uses language that
,, , , , , , , , , , , , , , , , , , , ,	okes an emotional
	sponse (the netballers umphed)
language to strengthen arguments	inplied)
• uses modal language to	
illustrate shades of meaning	
language to strengthen arguments uses modal language to illustrate shades of meaning uses passive voice and nominalisation strategically (an expectation of failure became common)	
nominalisation strategically (an	
expectation of failure became	
	uses words that invite
	nnotations (startled,
	mayed)
	substitutes precise
	cabulary for common or
	eryday words (stinging,
	for cold)
	uses language that okes an emotional
	sponse (a piercing
a recognicable thome	ream echoed through
• selects text form or type to effectively support	e valley)
• selects text form or type to effectively support ideas (adventure story, short video which provides a fictional perspective on a real event) • includes multimodal resources to support the development of ideas throughout the text (uses audio to complement mood of text) • intentionally selects structural elements to organise and stage the text (stanzas, scenes)	
provides a fictional perspective on a real event)	
• includes multimodal resources to support the	
development of ideas throughout the text (uses audio to complement mood of text)	
• intentionally selects structural elements to	
organise and stage the text (stanzas, scenes)	l

Alternative Stage 3 formats

Creating Texts CrT S3

Stage 3	 tense mostly correct throughout text (see Grammar) consistently writes compound sentences correctly and uses a greater range of college Grammar) uses a variety of sentence structures and sentence beginnings spells some complex words correctly (correctly adds prefixes and suffixes to base Spelling) uses all simple and some complex punctuation correctly (see Punctuation) uses articles accurately (a, an, the) (see Grammar) uses adverbial phrases to support the staging of the text (before lunch, after mid 					
	CrT9 Generic	 maintains appropriate tense throughout the text (see Grammar) uses a range of sentences including correctly structured complex sentences (see Grammar) spells simple, most complex and some challenging words correctly (see Spelling) uses complex punctuation correctly (apostrophes of possession) (see Punctuation) 				
	 organises related information and ideas into paragraphs/sections uses a range of complex punctuation flexibly and correctly (see Punctuation) spells complex and most challenging words correctly (see Spelling) uses a range of sentence types for effect writes paragraphs which develop one main idea 					

<u>Creating Texts CrT S3 – Informative Texts</u>

	CrT8 Generic	 tense mostly correct throughout text (see Grammar) consistently writes compound sentences correctly and uses a greater range of complex sentences (see Grammar) uses a variety of sentence structures and sentence beginnings spells some complex words correctly (correctly adds prefixes and suffixes to base words) (see Spelling) uses all simple and some complex punctuation correctly (see Punctuation) uses articles accurately (a, an, the) (see Grammar) uses adverbial phrases to support the staging of the text (before lunch, after midnight) Crafting Ideas Text forms and features Vocabulary 					
Stage 3	CrT8 Informative Text	 writes for a range of learning area purposes (explains a life cycle of a butterfly, recounts a process, describes an artwork) includes structural features appropriate to the type of text and task writes ideas which are relevant to the purpose of the text organises ideas to support the reader (groups ideas under headings) 	 uses cohesive devices to signpost sections of text to support the reader (word families: bear, cub, polar bear) uses present or timeless present tense consistently throughout text (bears hibernate in winter) (see Grammar) selects multimodal features to expand ideas in written texts (diagrams, tables, images) uses adjectives in noun groups to create more accurate description (its long, sticky tongue) (see Grammar) 	uses a range of learnt topic words to add credibility to information (hibernate instead of sleep)			
	CrT9 Generic	 maintains appropriate tense throughout the tense a range of sentences including correctly sense as spells simple, most complex and some challengent uses complex punctuation correctly (apostrop 					
		Crafting Ideas	Text forms and features	Vocabulary			
	CrT9 Informative Text	 writes informative texts for a broad range of learning area purposes that describe, explain and document (describe an art work, document the materials and explain why it was created) selects structural elements to suit the purpose (a fact sheet includes an opening statement, labelled diagrams and text boxes) develops ideas with details and examples uses ideas derived from research uses written and visual supporting evidence uses a topic sentence and supporting evidence or examples in a paragraph 	includes salient multimodal features to expand on written information (creates graphs and other technical diagrams from authentic data)	 uses a range of learnt, technical and discipline-specific terms (adapt, survive) uses words to express cause and effect (therefore) 			
	CrT10 Generic	 organises related information and ideas into paragraphs/sections uses a range of complex punctuation flexibly and correctly (see Punctuation) spells complex and most challenging words correctly (see Spelling) uses a range of sentence types for effect writes paragraphs which develop one main idea 					
		Crafting Ideas	Text forms and features	Vocabulary			
	CrT10 Informative Text	 writes to explain and analyse (analyses how artists use visual conventions in artworks) writes to compare and contrast phenomena (identify the differences between elements) orients the reader to the topic or concept (using a definition or classification in the opening paragraph) intentionally selects structural elements for effect (includes an appropriate conclusion that summarises, restates or synthesises) uses evidence and research including multimodal resources to expand upon information and concepts and add authority 	 varies sentence structure for effect (see Grammar) uses more elaborate noun groups that include classifying adjectives and specific nouns (mineral component of sedimentary rocks) creates cohesive flow by condensing previous information into a summarising noun (In history, A sequence of events which together) uses passive voice and nominalisation strategically (the results were analysed) (see Grammar) 	 uses discipline-specific terminology to provide accurate and explicit information (discipline metalanguage) uses a range of synonyms for frequently occurring words, in a longer text (repair, fix, remedy) uses vocabulary to indicate and describe relationships (additionally, similarly) 			

<u>Creating Texts CrT S3 – Persuasive Texts</u>

Stage 3	CrT8 Generic	uses adverbial phrases to support the staging of the text (before lunch, after midnight)						Grammar) Vocabulary
	CrT9 Generic CrT8 Persuasive Text	 writes for a range of learning area p (designs a healthy food campaign) includes structural features appropriate type of text presents a position and supports it work two simply stated arguments writes ideas which are relevant to the purpose of the text organises persuasive ideas to supporte ader (through the use of an introduction of the control of the c	riate to with one rt the tion) t the text (se	• uses cohesive devices to link points in an argument (however, on the other hand) • uses exaggeration as a persuasive device • uses adjectives to persuade (dangerous) • uses simple modal verbs and adverbs (should, will, quickly) • selects multimodal features to expand arguments in written texts (images, music) text (see Grammar) structured complex sentences (see Grammar)			• uses a range of learnt topic words to add credibility to arguments	
	CrT9 G	 spells simple, most complex and some challenging words correctly (see Spelling) uses complex punctuation correctly (apostrophes of possession) (see Punctuation) Crafting Ideas Text forms and features 						ocabulary
	CrT10 Generic CrT9 Persuasive Text	 Crafting Ideas writes a persuasive text that takes a position a supports it with arguments (examines the benefit physical activity to health and wellbeing) selects structural elements to suit the purpose (introduces an argument with a clearly articulated statement of position) writes two or more elaborated arguments develops a clear persuasive line/ perspective a a topic or premise concludes by restating organises related information and ideas into paragree uses a range of complex punctuation flexibly and consideration of the substantial substan			includes salient multimodal features to complement written ideas uses vocabulary to position the reader (precise nouns and adjectives) uses a broader range of modal verbs and adverbs (definitely) hs/sections ectly (see Punctuation) uses wo introduce a argument (obviously)			es words to ess cause and equently, es words to duce an nent
		writes paragraphs which develop one main idea Crafting Ideas					Vocabulary	
	CrT10 Persuasive Text	 writes to discuss, evaluate and review (evaluates and reviews design ideas) orients the reader to the persuasive premise of the text includes persuasive points with effective elaborations and supporting evidence uses multimodal resources to add impact to written text intentionally selects structural elements for effect (includes an appropriate conclusion that sums up, recommends or reiterates) includes counterargument or refutation if appropriate 	questions o uses reseresources to varies se Grammar) skilfully to make connect (foreshadov reinforces k judicious strengthen uses mod meaning uses pass	r reperence of the content of the co	recluding multimodal authority estructure for effect (see range of cohesive devices to between arguments points in introduction and ints in topic sentences) cts evidence and language to	uses a rang synonyms for occurring word longer text (im consequence, uses topic-vocabulary to credibility and arguments (cainterplanetary uses languevokes an emoresponse (the triumphed)		for frequently words, in a (impact, ce, result) bic-specific to add and weight to (cadence, ary, silt) iguage that emotional he netballers

<u>Creating Texts CrT S3 – Imaginative Texts</u>

tense mostly correct throughout text (see Grammar) consistently writes compound sentences correctly and uses a greater range of complex sentences (see Grammar) CrT8 Generic uses a variety of sentence structures and sentence beginnings spells some complex words correctly (correctly adds prefixes and suffixes to base words) (see Spelling) • uses all simple and some complex punctuation correctly (see Punctuation) uses articles accurately (a, an, the) (see Grammar) uses adverbial phrases to support the staging of the text (before lunch, after midnight) **Text forms and features Crafting Ideas** Vocabulary · writes for a range of · uses cohesive devices such as repetition, synonyms and uses a learning area purposes antonyms to link ideas range of (narrates a historical event) • uses pronouns to track multiple characters (Peter and Leanne learnt topic ... he ... they ... she ... them) includes structural words and CrT8 Imaginative Text features appropriate to the • writes predominantly in first person words from type of text uses adjectives in noun groups to create more accurate other adapts a familiar text for a description (that crazy little cattle dog) authors • selects action verbs (jumped) and saying verbs (screamed) to new audience chooses writes ideas which are affect the reader (see Grammar) alternative relevant to the purpose of selects multimodal features to expand ideas in written texts words to add the text (matches images to points in a text) variety • organises ideas to support uses time connectives to show the passage of time (see (replied for the reader (uses Grammar) said) • uses figurative language (simile) chronological sequencing) **2rT9** Generic maintains appropriate tense throughout the text (see Grammar) uses a range of sentences including correctly structured complex sentences (see Grammar) spells simple, most complex and some challenging words correctly (see Spelling) uses complex punctuation correctly (apostrophes of possession) (see Punctuation) **Crafting Ideas** Text forms and features Vocabulary • writes imaginative texts that experiment includes salient multimodal uses vivid and less Stage ? with textual features (reinterprets or creates features integrated with written ideas predictable vocabulary CrT9 Imaginative Text alternative versions of songs or stories) uses expressive verbs and less to affect the reader • narrates with connected characters and common emotive adjectives (stroll, prowl for walk) events · intentionally tightens a text by accurately uses • uses ideas that support an underpinning leaving out words that can be readily vocabulary that has theme or concept (survival or friendship) inferred from the context (Kokou must different meanings in • selects structural elements to suit the be hungry. But he was not [hungry]) different contexts purpose (a narrative may include an • writes in third person uses vocabulary to orientation, evidence of complication) evoke humour (pun) CrT10 Generic organises related information and ideas into paragraphs/sections uses a range of complex punctuation flexibly and correctly (see Punctuation) spells complex and most challenging words correctly (see Spelling) uses a range of sentence types for effect writes paragraphs which develop one main idea **Crafting Ideas** Text forms and Vocabulary features · writes imaginative texts with less predictable features to emotionally uses language uses words that and intellectually engage the reader (writes to convey character features to engage invite connotations perspective) reader (uses (startled, dismayed) Text includes relevant rich, evocative description sensory description substitutes precise • orients the reader to the imaginative premise of the text to build vocabulary for common CrT10 Imaginative • uses literary techniques such as dialogue and vivid description, to carry atmosphere) or everyday words uses imagery (stinging, icy for cold) • generates, selects and crafts ideas to support a recognisable theme and figurative uses language that • selects text form or type to effectively support ideas (adventure story, devices evokes an emotional short video which provides a fictional perspective on a real event) appropriately response (a piercing • includes multimodal resources to support the development of ideas (metaphor) scream echoed through throughout the text (uses audio to complement mood of text) varies sentence the valley) intentionally selects structural elements to organise and stage the text structure for effect (stanzas, scenes) (see Grammar)