

# WRITING: LITERACY LEARNING PROGRESSIONS

Learning Area	Literacy Learning Progressions Expectations during the first year at school	Literacy Learning Progressions Expectations after one year at school	Literacy Learning Progressions Expectations after two years at school	Literacy Learning Progressions: Expectations after three years at school	Literacy Learning Progressions: Expectations after four years at school	Literacy Learning Progressions: Expectations after six years at school	Literacy Learning Progressions: Expectations after eight years at school	Literacy Learning Progressions: Expectations after ten years at school
<b>Vocabulary and oral language skills</b>	Convey simple ideas, responses, opinions or questions Use vocabulary drawn from own experiences	Convey simple ideas, responses, opinions or questions Use vocabulary drawn from own experiences, reading or other classroom activities	Use personal content vocabulary of written words as well as an expanding oral vocabulary Attempt some variety and precision in the use of adjectives, nouns and verbs	Use increasingly specific words and phrases (adjectives, more precise nouns and verbs) that are appropriate to the content of the text	Use language and structure that is appropriate for the purpose Use nouns, verbs, adjectives and adverbs to convey ideas, experiences or information Use reference sources to check the meanings of words and to find new words	Select and use academic and subject-specific vocabulary that is appropriate to the writing task Use knowledge of word derivations to understand new vocabulary and to assist encoding attempts	Use language (e.g. expressive, academic, subject-specific) that is appropriate to topic, audience and purpose Use knowledge of word derivations to understand new vocabulary and to inform encoding	Express a complex range of ideas concisely Describe or explain concepts, processes, phenomena, theories, principles, beliefs and opinions Use specialised vocabulary that relates to a range of topics, including vocabulary that expresses abstract concepts
<b>Handwriting skills</b>	Securely hold a pencil or other writing implement Form letters accurately	Form all upper-case and lower-case letters and numerals correctly	Form all upper-case and lower-case letters correctly with increasing speed and automaticity	Write all upper-case and lower-case letters correctly, legibly and fluently				
<b>Concepts about Print</b>	Write from left to right leaving spaces between words Understand that words are made up of sounds and that sounds are written with letters	Understand that words are made up of sounds and that sounds are written with letters and groups of letters	Understand that words are made up of sounds and that sounds are written with letters and groups of letters					
<b>Phonological and phonemic awareness skills</b>	Hear and say the initial and final sounds in words Recognise and identify common sounds in different words	Aurally segment words into syllables Aurally segment one-syllable words into individual phonemes	Form new words by changing, deleting or adding new sounds in words					
<b>Phonics knowledge and encoding skills</b>	Write all consonant sounds and represent some vowel sounds in at least one way Attempt to record the sounds in words in sequence Notice visual similarities in words and use to encode unfamiliar words	Recognise and write most sounds of English in at least one appropriate way Recognise that there are different ways of representing the same sound Apply sound-letter relationships to write words	Use knowledge of diverse phoneme-grapheme relationships to write some of the sounds of English in different ways Apply strategies to encode words – sounding out, making analogies to other known words, using chunks and rimes	Use knowledge of phoneme-grapheme relationships to write sounds in words Demonstrate an expanding knowledge of diverse phoneme-grapheme relationships to encode words	Use knowledge of diverse phoneme-grapheme relationships to encode words	Fluently and correctly encode most words using knowledge of diverse phoneme-grapheme knowledge	Fluently and correctly encode most words, including multi-syllabic words using knowledge of diverse phoneme-grapheme relationships	
<b>High-frequency word retrieval</b>	Begin to spell some known words correctly	Write some key personal and high-frequency words from visual memory	Use visual memory to spell personal vocabulary and other high-frequency words	Use visual memory to spell an increasing number of personal and high-frequency words	Use visual memory to spell most high-frequency words and many personal vocabulary words correctly	Spell all high-frequency words and many personal words correctly		
<b>Knowledge of spelling rules and conventions</b>			Apply knowledge of simple spelling rules (e.g. simple plurals)	Use developing knowledge of spelling conventions to select correct spelling patterns for sounds in words Apply a growing knowledge of spelling rules to write words correctly	Use knowledge of common, reliable spelling rules and conventions to spell words	Apply knowledge of spelling rules and conventions to correctly encode most words	Use knowledge of common, reliable spelling rules and conventions to fluently and correctly encode most words, including multi-syllabic words	
<b>Knowledge of morphology</b>		Use developing knowledge of word endings (s, ed, ing) to write word endings correctly	Use increasing knowledge to correctly spell morphemes in words – particularly word endings	Use increasing knowledge of morphology to correctly encode known morphemes	Use knowledge of the meaning and spelling of morphemes (particularly prefixes and suffixes) to spell words	Apply knowledge of morphemes to correctly encode most words	Use knowledge of morphemes to fluently and correctly encode most words, including multi-syllabic words	
<b>Writing content and text features</b>	Hear and hold an idea in their head long enough to write it down Attempt to use capital letters and full stops as they develop their understanding of sentences	Plan for writing using talk, text or drawing Compose simple sentences and some compound sentences using conjunctions such as <i>and</i> and <i>but</i> Understand and use simple text types (e.g. recounts, descriptions) Use capital letters and full stops to begin and end sentences	Use simple planning strategies to organise ideas and apply to writing Use appropriate text structures for text types such as simple recounts, descriptions and reports Use simple conjunctions correctly with subject-verb agreement and noun-pronoun agreement Compose mainly simple and compound sentences with some variation in their beginnings Use full stops, question marks or exclamation marks to end sentences and capital letters to begin sentences and for familiar proper nouns	Use simple planning strategies to organise ideas and generate language for writing (e.g. lists, mind maps) Create content that contains several ideas, experiences, items of information Use simple language features (such as alliteration) and visual language features to support meaning Use a basic text structure to organise text effectively Use grammatically correct, simple and compound sentences that vary in their beginnings, length and in the conjunctions used Attempt to write complex sentences Use mostly consistent tense in sentences Use capital letters, full stops, question marks and exclamation marks correctly	Select and use tools and strategies to plan and organise ideas and information for writing Use written language features (e.g. similes, onomatopoeia) and visual language (e.g. diagrams, illustrations) to support meaning Use mainly simple and compound grammatically correct sentences, and some complex sentences that vary in beginnings, structure and length Correctly use subject-verb agreement, tense agreement and prepositions Use capital letters, full stops, question marks, exclamation marks, speech marks, commas for lists and apostrophes for contractions correctly	Use a variety of planning activities for writing tasks that require planning Use a text structure that is appropriate for the purpose (narrative or expository) Use written language or visual language features to extend or clarify meaning and engage the audience Organise related ideas into paragraphs and begin to use cohesive devices to link paragraphs Use mainly simple and compound grammatically correct sentences, and some complex sentences that vary in beginnings, structure and length Use basic punctuation mostly correctly Attempt some complex punctuation (e.g. possessive apostrophes, commas for clauses, semicolons)	Plan effectively, where appropriate, by using strategies to find and record information they need for writing Deliberately choose a clear and logical text structure to suit purpose, sometimes innovating to achieve this Deliberately use written language and visual language features to engage audience and/or convey meaning Organise related ideas into paragraphs and link paragraphs Use a variety of sentence structures, beginnings and lengths for effect Use complex sentences that are grammatically correct Use basic punctuation correctly and attempt some complex punctuation (e.g. semicolons, colons, parentheses)	Select from a repertoire of planning strategies Deliberately use their writing to develop their ideas and to explain ideas, concepts etc that are relevant to the writing task Use language, text structures and media that are appropriate for their purpose Use features and structures that are appropriate to specific text types Understand and know how to write for an audience selecting appropriate tone, voice and register Use clearly marked sections, paragraphs, headings, subheadings and other organising devices
<b>Editing and Proofreading skills</b>	Reread what they write as they are writing, and read or retell to themselves or others	Use wall charts and picture dictionaries to check spelling Respond to feedback by adding or deleting details	Revise their text and edit for clarity and accuracy of meaning Proofread writing for punctuation and spelling of known words	Revise and edit own writing for sense and impact and give peers feedback on their writing Proofread writing for punctuation, grammar and spelling using own knowledge and classroom resources	Reread their writing at various stages to check for meaning and fitness of purpose Revise and edit their writing for clarity, impact and fitness of purpose Proofread for accuracy of punctuation, spelling and grammar	Independently revise and edit work to clarify meaning and add impact Proofread for accuracy of punctuation, spelling and grammar	Craft and re-craft text by revising and editing Proofread for accuracy of punctuation, spelling and grammar	Review and revise text to ensure it meets its purpose Edit and proofread to conform to any expected standards
<b>ASSESSMENT TOOLS</b>	Analysis of writing samples Word detective games – assessment guidelines (download from <a href="http://www.spelling.co.nz">www.spelling.co.nz</a> )	Analysis of writing samples Word detective games – assessment guidelines (download from <a href="http://www.spelling.co.nz">www.spelling.co.nz</a> ) Switch on to Spelling, Assessment 2	Analysis of writing samples Word detective games – assessment guidelines (download from <a href="http://www.spelling.co.nz">www.spelling.co.nz</a> ) Switch on to Spelling, Assessment 3 Switch on to Spelling, Assessment 4, parts 1 or 2, Assessment 5 Part 2	Analysis of writing samples Switch on to Spelling, Assessment 3 Switch on to Spelling, Assessments 5-8	Analysis of writing samples Switch on to Spelling, Assessment 9 OR Switch on to Spelling, Assessments 5-8	Analysis of writing samples Spelling Under Scrutiny, Gap Analysis Assessment 1 Spelling Under Scrutiny, Pseudoword Assessment (if necessary)	Analysis of writing samples Spelling Under Scrutiny, Gap Analysis Assessment 2 Spelling Under Scrutiny, Pseudoword Assessment (if necessary)	Analysis of writing samples Spelling Under Scrutiny, Gap Analysis Assessment 3 Spelling Under Scrutiny, Pseudoword Assessment (if necessary)
<b>TEACHING RESOURCES</b>	Word Detective Game Level 1 Family Word Detective Games Switch on to Spelling – Sound Scrapbook A3 Class Sound Dictionary Posters Sound Frieze	Word Detective Game Level 1 Family Word Detective Games Switch on to Spelling teacher's guide and student activities – Stage 1 A3 Class Sound Dictionary Posters Sound Frieze My Sound Spelling Dictionary	Switch on to Spelling teacher's guide and student activities – Stages 1 / 2 A3 Class Sound Dictionary Posters Sound Frieze or Sound/Spelling Patterns Poster My Sound Spelling Dictionary Sounds for spelling/words for writing card	Switch on to Spelling teacher's guide and student activities – Stage 2 A3 Class Sound Dictionary Posters Sound Frieze or Sound/Spelling Patterns Poster My Sound Spelling Dictionary Sounds for spelling/words for writing card	Switch on to Spelling teacher's guide and student activities – Stage 2/3 A3 Class Sound Dictionary Posters Sound Frieze or Sound/Spelling Patterns Poster My Sound Spelling Dictionary Sounds for spelling/words for writing card	Switch on to Spelling teacher's guide and student activities – Stage 3 OR Spelling Under Scrutiny teacher's guide and student activities SUS Sound/Spelling Patterns Posters (2) SUS English Spelling Dictionary Sounds for spelling/words for writing card	Spelling Under Scrutiny teacher's guide and student activities SUS Sound/Spelling Patterns Posters (2) SUS English Spelling Dictionary Sounds for spelling/words for writing card	Spelling Under Scrutiny teacher's guide and student activities SUS Sound/Spelling Patterns Posters (2) SUS English Spelling Dictionary Sounds for spelling/words for writing card

# READING: LITERACY LEARNING PROGRESSIONS

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<b>Vocabulary and oral language skills</b>	Wide vocabulary knowledge Talk about present, past and future events Retell experiences, events, known texts	Apply vocabulary knowledge to understand words as they decode them	Apply vocabulary knowledge to understand words as they decode them	Know synonyms for and multiple meanings of many common words Apply knowledge of word families, collocations, sentence and phrase structures to find meanings of unknown words	Discuss responses to a variety of texts Work out the meanings of unknown words using known roots and affixes Use reference sources to find meanings of unknown words (dictionaries, thesauruses)	Discuss responses to a variety of texts Find and learn the meanings of unknown words using strategies such as knowledge of how words work or through seeking explanations in text or illustrations Understand that some words have different meanings depending on context	Use growing academic and content-specific vocabulary to understand texts Interpret metaphor, analogy and connotative language Make links across text by recognising connectives and adverbial clauses	Use a large vocabulary connected to their own knowledge of the world including academic, subject specific and technical vocabulary
<b>Concepts about Print</b>	Book knowledge For example: hold book the right way up, turn pages, look at pictures	Print carries the message Print is read from left to right Text should make sense and sound right One-to-one matching Use appropriate language about books – e.g. title, illustration, author	Understand that texts have purposes and are written for audiences	Identify writer's purpose and use evidence from text to explain this	Identify writer's purpose and evaluate the effectiveness of the text for the purpose	Identify and reflect on writers purposes and on ways language and ideas are used to suit the purpose	Identify and evaluate writers' purposes and the ways they use language and ideas to suit purposes	Evaluate writers' purposes and the ways they use language and ideas to suit purposes
<b>Phonological and phonemic awareness skills</b>	Awareness of rhyme, alliteration and sounds of language	Aurally identify and distinguish phonemes in words Blend and segment simple words	Aurally identify and distinguish phonemes in words Blend and segment words					
<b>Phonics knowledge and decoding skills</b>	Recognise the first letter of their name and some other letters	Identify all letters by name Produce an associated sound for each letter Identify common graphemes (e.g. sh, ch, oa, i, b, tt) and produce an associated sound for them Apply knowledge that graphemes can be pronounced in different ways (apron, and, about, chips, chef, school) Apply strategies such as sounding out words using grapheme-phoneme knowledge and analogy to other familiar patterns	Use increasing knowledge of grapheme-phoneme relationships to identify consonant and vowel sounds Apply strategies such as sounding out words using grapheme-phoneme knowledge and analogy to other familiar patterns	Articulate and use a variety of decoding strategies (e.g. recognise syllables and regular and irregular spelling patterns)	Automatically select appropriate decoding strategy when encountering unfamiliar words	Decode texts fluently and accurately using a range of reliable strategies	Decode texts with automaticity	Decode texts with automaticity
<b>High-frequency word recognition</b>	Read own name and recognise familiar signs and symbols in the environment	Automatically recognise 100-200 high-frequency words	Automatically recognise more than 300 high-frequency words	Automatically read all high-frequency words				
<b>Comprehension strategies</b>	Respond to texts in ways that show engagement e.g. laugh at funny bits, ask questions	Understand that we read to get meaning Apply problem-solving strategies to get meaning from text Monitor own reading and self-correct when necessary – for example rereading text	Take appropriate action when meaning is lost – at sentence and text level Locate and interpret ideas and information that is directly or explicitly stated – in text or illustrations Respond to ideas, plots, characters Think critically about ideas, themes	Monitor their reading Draw on a variety of strategies at sentence, paragraph and whole-text level Make connections between prior knowledge and ideas in text Track and make connections between ideas and information in text	Select from a cross-section of strategies to monitor their reading Identify and summarise main ideas Make and justify inferences Make connections between text and prior knowledge to interpret figurative language	Understand how to select and use a repertoire of comprehension strategies: Make connections between prior knowledge and concrete examples in text to understand abstract ideas in text Locate and summarise ideas (using skimming, scanning, key words, topic sentences, key questions, subheadings) Infer and interpret text using several related items of information	Flexibly use and control a range of comprehension strategies: use prior knowledge and information in text to interpret abstract ideas, complex plots and sophisticated themes Gather, evaluate and synthesise information across small range of texts Apply criteria to evaluate texts	Have control of a repertoire of comprehension strategies that can be used deliberately and flexibly to locate, evaluate, analyse and summarise ideas and information Use strategies such as skimming, scanning, note-taking, annotating, mapping, coding information, rephrasing Monitor understanding and adjust strategies to address any problems
<b>Knowledge of morphology</b>		Use some knowledge of morphology (e.g. word endings -s, -ing, -ed) to decode unfamiliar words	Use developing knowledge of morphology (such as prefixes and suffixes) to decode words	Know the meanings of some common prefixes and suffixes and understand how they affect the meanings of words	Apply the meanings of most common prefixes and suffixes to work out unknown words		Work out complex, irregular and/or ambiguous words using knowledge of word structure, inferring the unknown from the known	
<b>Text features</b>		Understand the meaning of basic punctuation features (full stops, speech marks, exclamation marks)	Understand expanding range of punctuation features such as parentheses Understand print features such as bold and italics	Look for information in visual language features (e.g. text boxes) Understand the purpose of basic punctuation	Recognise the features and purposes of some common text types and use this to navigate and understand texts Use visual language features to support understanding	Identify the specific language features and structures of various text types Interpret illustrations, photographs, text boxes, diagrams, maps, charts and graphs	Recognise and understand the features and structures of a wide variety of continuous and non-continuous text types and forms	Apply their knowledge of the features of a wide variety of text types and forms
<b>ASSESSMENT TOOLS</b>	Word Detective Games – assessments can be downloaded from <a href="http://www.spelling.co.nz">www.spelling.co.nz</a> Switch on to Spelling, Assessment 1	Word Detective Games – assessments can be downloaded from <a href="http://www.spelling.co.nz">www.spelling.co.nz</a> Switch on to Spelling, Assessment 1, Parts 1 and 2 Activities that accompany Word-level readers, levels 1-8	Activities that accompany Word-level readers, levels 9-24	Activities that accompany Word-level readers, levels 9-24				
<b>TEACHING RESOURCES</b>	Word Detective Games Search for Sounds book /posters Alphabet book Word level readers Sounds Around CD	Word Detective Games Search for Sounds book/posters Word-level readers, Levels 1-16 Switch on to Spelling Stage 1 Sounds Around CD Sounds Around interactive DVD	Word-level readers, Levels 6-24 Switch on to Spelling Stages 1 & 2	Word-level readers, levels 9-24				