

## Writing Information Reports: an optional guide for writing moderation

The following teaching statements are taken directly from the NZC English Years 0-6. They outline what needs to be taught - not necessarily what needs to be assessed. You may not see evidence of all of these in a single writing sample. Use teacher judgement of everyday writing in class to inform assessment and next steps.

	Phase 1				Phase 2		
	6 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence structures</b>	Demonstrate understanding that a sentence is a group of words used to communicate an idea.	Use simple sentences in writing.	Use compound sentences using coordinating conjunctions (e.g., and, but, so) in writing.	Use complex sentences using subordinating conjunctions (e.g., although, because, though) in writing.	Use a range of sentence structures and types, to suit the purpose of the writing and enhance its impact.	Use a range of sentence structures and types to suit the purpose of the writing and avoiding repetition of certain structures.	Use a range of sentence structures and types, rearranging the order of clauses and phrases for optimal effect.
<b>Punctuation</b>	Recognise and use a full stop at the end of the sentence.	Correctly use full stops and capital letters, with some support.	Use full stops and capital letters correctly and independently.	Use capital letters, full stops, question marks, and exclamation marks correctly use commas for lists.	Use beginning and ending sentence punctuation correctly and consistently use commas and speech marks with support.	Use beginning and ending sentence punctuation correctly and consistently use commas and speech marks & other punctuation associated with speech with support.	Use beginning and ending sentence punctuation correctly and consistently use commas and speech marks & other punctuation associated with speech independently.
<b>Spelling</b>	<a href="#">Link to spelling in the English curriculum</a>						Spell words with less-common vowel and consonant graphemes. Spell words with apostrophes to show possession.
<b>Information reports: paragraphs vocabulary</b>	Retell learned information about a topic.	Write one or more sentences sharing learned information about a topic.	Write a series of sentences about a topic, including a main idea and some related details.	Write a paragraph about a topic that includes a topic sentence, supporting details, and a concluding sentence.	Draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that: - introduce a topic, and group information together using simple paragraphs - begin to use linking words and phrases (also, another, together with) - use topic-related vocabulary - have a concluding statement	Draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that: - begin to use some simple visuals to support meaning (drawings, photos) - develop the topic with facts and related examples - use precise and domain-specific vocabulary - provide concluding sentences related to the information	Draw on their own experiences and knowledge, as well as acquired knowledge to write texts to inform that: - introduce a topic clearly, and group related information logically into paragraphs - include headings and visual elements to support the meaning of their writing - develop the topic with facts, definitions, details, and examples that support the main idea - use precise language and domain-specific vocabulary - begin to use words and phrases to clarify, illustrate, or compare ideas (e.g., especially, for example, in contrast) - provide concluding sentences related to the information or explanation