

## Descriptive Writing: 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>Word choice &amp; language features and devices</b>	<p>Suggest words and phrases related to the topic or concept when participating in shared writing.</p> <p>Notice simple language features during shared reading (e.g., onomatopoeia, alliteration, and repetition)</p>	<p>Use words and phrases that show simple relationships and verbs that correctly show different tenses.</p> <p>Identify and discuss the use of simple language features such as onomatopoeia, rhyme, and alliteration in texts that entertain.</p>	<p>Select and use words and phrases, including adjectives and adverbs, that give clear details about an object or action.</p> <p>Correctly use the past tense for irregular verbs identify and use rhyme, alliteration, onomatopoeia, and simile to enhance effect in writing that entertains and engages the reader.</p>	<p>Select and use words and phrases, including adjectives and adverbs, that are increasingly precise in expressing the intended meaning.</p> <p>Identify and use language features to enhance effects in writing, and describe how they can communicate meaning figuratively.</p>	<p>Select and use words and phrases that clearly express where and when things happen.</p> <p>Use figurative language such as simile and metaphor to purposefully create vivid images and effects to engage the reader.</p>	<p>Select and use words and phrases that clearly express actions, feelings, situations, or conditions.</p> <p>Deliberately and carefully select and use literary devices, including simile, metaphor, and personification, to create vivid images and effects to engage the reader.</p> <p>Explain how the devices they have used help create meaning for the intended audience.</p>	<p>Select and use words and phrases that clearly express differences, additions, and other logical connections.</p> <p>Deliberately select and use a range of literary techniques, including imagery, personification, figurative language, alliteration, and idioms, to meet the purpose of the writing and engage the reader.</p> <p>Explain how the devices they have used help create meaning for the intended audience.</p>