

English ARBs and key writing focus

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These *writing* assessment resources from the ARBs have been mapped to the key foci from the *Literacy Learning Progressions*.

Focus	Level 1	Level 2	Level 3	Level 4	Level 5
Ideas	[ideas-1]	[ideas-2]	[ideas-3]	[ideas-4]	[ideas-5]
Structure and language	[structure-language-1]	[structure-language-2]	[structure-language-3]	[structure-language-4]	[structure-language-5]
Organisation	[organisation-1]	[organisation-2]	[organisation-3]	[organisation-4]	[organisation-5]
Vocabulary	[vocabulary-1]	[vocabulary-2]	[vocabulary-3]	[vocabulary-4]	[vocabulary-5]
Sentence structure	[sentence-structure-1]	[sentence-structure-2]	[sentence-structure-3]	[sentence-structure-4]	[sentence-structure-5]
Punctuation	[punctuation-1]	[punctuation-2]	[punctuation-3]	[punctuation-4]	[punctuation-5]
Spelling	[spelling-1]	[spelling-2]	[spelling-3]	[spelling-4]	[spelling-5]
Grammar use	[grammar-use-1]	[grammar-use-2]	[grammar-use-3]	[grammar-use-4]	[grammar-use-5]
Grammar knowledge	[grammar-knowledge-1]	[grammar-knowledge-2]	[grammar-knowledge-3]	[grammar-knowledge-4]	[grammar-knowledge-5]

Ideas Year 1-2 (Level 1)

<p>After one year at school, students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>	<p>After two years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>
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Ideas Year 3-4 (Level 2)

After three years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Relevant Literacy Learning Progression/s

After Three Years at School

When students at this level create texts, they:

- Create content, mostly relevant, that conveys several experiences, items of information, and/or ideas relating to the topic or task and that sometimes includes details and/or comment

They draw on knowledge and skills that include:

- Using increasingly specific words and phrases (e.g., adjectives and more precise nouns and verbs) that are appropriate to the content of the text.

By the End of Year 4

When students at this level create texts, they:

- Create content that is mostly relevant to the curriculum task, covers a range of ideas, experiences or items of information, and often includes details and/or comment that supports the main points

They draw on knowledge and skills that include:

- Using vocabulary (in particular, nouns, verbs, adjectives, and adverbs) that clearly conveys ideas, experiences, or information

Ideas Year 5-6 (Level 3)

Resources

- Describe the character

By the end of Year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

By the end of Year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Relevant Literacy Learning Progression/s

By the End of Year 6

When students at this level create texts, they:

- Generate content that is usually relevant to the task, supporting or elaborating their main ideas with detail that has been selected with care

They draw on knowledge and skills that include:

- Selecting vocabulary that is appropriate to the topic, register, and purpose (e.g., academic and subject-specific vocabulary appropriate for specific learning areas or precise and descriptive words to create a mental image)

Ideas Year 7-8 (Level 4)

Resources

- Describe

By the end of Year 7, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

By the end of Year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Relevant Literacy Learning Progression/s

By the End of Year 8

When students at this level create texts, they:

- Create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main points

They draw on knowledge and skills that include:

- Using language that is appropriate to the topic, audience, and purpose (e.g., expressive, academic or subject-specific vocabulary) and discussing these language choices using appropriate terms, such as register and tone
- Deliberately using written language features (e.g., rhetorical questions and metaphors) and visual language features to engage the audience and/or convey meaning

Ideas Year 9-10 (Level 5)

Resources

- Express and argue a point of view
- Blurbs

Structure and language

Resources

- Describing kittens
- Describing dogs
- Describing Hot-Air Balloons
- Describing Kites
- Describing Chinese Dragons
- Describing Racing Cars

- Describing butterflies

<p>After one year at school, students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>	<p>After two years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p>
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Structure and language Year 3-4 (Level 2)

Resources

- Invitation
- Rona and the Moon
- Bike for sale
- Selling a kayak
- Make a pūrerehua (Spinner)
- Bookshop letter
- Postcard
- Thank you letter
- Balloon throwing I
- Describe this person
- Describe this scene
- A canoe story
- Describing kittens
- Describing dogs
- A pumpkin story
- Building a deck
- Describing Hot-Air Balloons
- Describing Kites
- Describing Chinese Dragons

- Describing Racing Cars
- Describing butterflies

After three years at school, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

By the end of Year 4, students will create texts in order to meet the writing demands of the New Zealand curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Relevant Literacy Learning Progression/s

After Three Years at School

When students at this level create texts, they:

- Create content, mostly relevant, that conveys several experiences, items of information, and/or ideas relating to the topic or task and that sometimes includes details and/or comment

By the End of Year 4

When students at this level create texts, they:

- Create content that is mostly relevant to the curriculum task, covers a range of ideas, experiences, or items of information, and often includes detail and/or comment that supports the main points

They draw on knowledge and skills that include:

- using language and a simple text structure that are appropriate for the purpose, e.g., an orientation, sequenced events described in the past tense, and linking words to show sequence (for a recount)
- using vocabulary (in particular, nouns, verbs, adjectives, and adverbs) that clearly conveys ideas, experiences, or information

Structure and language Year 5-6 (Level 3)

Resources

- Making an advertisement
- Writing a report
- Grow your own crystals
- Yucky soup
- Notable New Zealanders
- Describe the character

- Balloon throwing II

By the end of Year 5, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

By the end of Year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Relevant Literacy Learning Progression/s

By the End of Year 6

When students at this level create texts, they:

- Generate content that is usually relevant to the task, supporting or elaborating their main ideas with detail that has been selected with care

They draw on knowledge and skills that include:

- Using an overall text structure that is appropriate for their purpose, e.g., an orientation, a problem, a climax and a satisfying resolution (for a narrative) and an introduction, a series of main points, and a logical conclusion (for a report)
- Selecting vocabulary that is appropriate to the topic, register, and purpose (e.g., academic and subject-specific vocabulary appropriate for specific learning areas or precise and descriptive words to create a mental image)

Structure and language Year 7-8 (Level 4)

Resources

- I want a dog
- The school stationery shop
- Haiku
- Bike for sale
- Selling a kayak
- Job application
- Coke
- Postcard
- Thank you letter
- School Uniforms
- How to maintain hauora (well-being)
- Food for

- health
- Writing a biography of a New Zealander
- Describe what you're experiencing
- Balloon throwing II

By the end of year 7, students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

By the end of year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

Relevant Literacy Learning Progression/s

By the End of Year 8

When students at this level create texts, they:

- Create content that is concise and relevant to the curriculum task, often including carefully selected detail and/or comment that supports or elaborates on the main points

They draw on knowledge and skills that include:

- Deliberately choosing a clear and logical text structure to suit their purpose and audience, sometimes innovating in order to achieve this
- Using language that is appropriate to the topic, audience, and purpose (e.g., expressive, academic or subject-specific vocabulary) and discussing these language choices using appropriate terms, such as register and tone

Structure and language Year 9-10 (Level 5)

Resources

- Applying for a job
- Blurbs
- Rugby brawl story
- Organ donation
- Single Sex Education
- P.E. - is it worth it?
- School Uniforms
- How to

maintain
hauora (well-
being)

- Food for health
- Is rugby given too much importance in New Zealand?

Organisation Year 1-2 (Level 1)

Organisation Year 3-4 (Level 2)

Resources

- Dogs

Organisation Year 5-6 (Level 3)

Resources

- Paragraphs
- Keeping a pet rabbit
- Using paragraphs

Organisation Year 7-8 (Level 4)

Resources

- Skinks and Geckos
- The school stationery shop
- Writing news headlines
- Coke
- How to maintain hauora (well-being)
- Food for health
- Writing a biography of a New Zealander
- Paragraphs 1
- Paragraphs 2
- Paragraphs 3
- Paragraphs 4
- Paragraphs 5

Organisation Year 9-10 (Level 5)

Resources

- Rugby brawl story
- P.E. - is it worth it?
- How to maintain hauora (well-being)
- Food for health
- Is rugby given too much importance in New Zealand?
- Paragraphs 1
- Paragraphs 2
- Paragraphs 3
- Paragraphs 4
- Paragraphs 5

Vocabulary Year 1-2 (Level 1)

Resources

- Describing kittens
- Describing dogs
- Describing Hot-Air Balloons
- Describing Kites
- Describing Chinese Dragons
- Describing Racing Cars
- Describing butterflies
- Where do they go?

Vocabulary Year 3-4 (Level 2)

Resources

- Balloon throwing I
- Describe this person

- Describe this scene
- Describing kittens
- Describing dogs
- Describing Hot-Air Balloons
- Describing Kites
- Describing Chinese Dragons
- Describing Racing Cars
- Describing butterflies
- Using adjectives
- Using adjectives 2
- Using adjectives 3
- Where do they go?

Vocabulary Year 5-6 (Level 3)

Resources

- Ginger
- Two short poems
- Poems with verbs, nouns and adjectives
- Verbs
- Finding adjectives

Vocabulary Year 7-8 (Level 4)

Resources

- Describe what you're experiencing

Vocabulary Year 9-10 (Level 5)

Resources

- Using a thesaurus
- Extended

metaphors

- Verbs II
- The history of words

Sentence structure Year 1-2 (Level 1)

Resources

- Let's Build Sentences 1
- Let's Build Sentences 3

Sentence structure Year 3-4 (Level 2)

Resources

- Robo's work
- Library research
- Filling in speech bubbles
- Speech bubbles
- Let's Build Sentences 1
- Let's Build Sentences 3

Sentence structure Year 5-6 (Level 3)

Resources

- Caring for pets
- Writing sentences

Sentence structure Year 7-8 (Level 4)

Resources

- I want a dog
- The school stationery shop
- Nouns and verbs
- Sentences II
- Prepositions

Sentence structure Year 9-10 (Level 5)

Resources

- Express and argue a point of view

Punctuation Year 1-2 (Level 1)

- Ambiguous sentences

Resources

- Getting to know you 2
- Getting to know you 1

Punctuation Year 3-4 (Level 2)

Resources

- Late again
- Write a conversation
- All about myself
- Filling in speech bubbles
- Speech bubbles
- Adding punctuation
- Editing a letter
- Getting to know you 2
- Getting to know you 1

Punctuation Year 5-6 (Level 3)

Resources

- Apostrophes
- Writing a conversation
- Punctuation
- Using capital letters II
- Writing sentences
- Using Capital Letters in Titles 1
- Writing to a pen pal
- Using Capital Letters in Titles II
- Speechmarks
- The monster

- Contractions
- Writing a letter
- Using apostrophes
- Writing a conversation II
- Using commas
- Contractions II
- Using commas II
- Summer holidays
- Bike ride on the beach

Punctuation Year 7-8 (Level 4)

Resources

- Brackets
- Sentences II
- Creating an advertisement
- A school of fish
- Describing an aurora
- Summer holidays
- Bike ride on the beach

Punctuation Year 9-10 (Level 5)

Resources

- Colons and Semi-colons

Spelling Year 1-2 (Level 1)

Spelling Year 3-4 (Level 2)

Resources

- Spelling mistakes
- Which word is right?

Spelling Year 5-6 (Level 3)

Resources

- Contractions

- There or their
- Writing a letter to Uncle Sam
- Contractions II
- Alphabetical order II

Spelling Year 7-8 (Level 4)

Resources

- Proofreading Sam's writing
- Apples
- Henare's Try

Spelling Year 9-10 (Level 4)

Grammar use Year 1-2 (Level 1)

Grammar use Year 3-4 (Level 2)

Resources

- Robo's work

Grammar use Year 5-6 (Level 3)

Resources

- Writing a conversation II
- Contractions II
- Alphabetical order II

Grammar use Year 7-8 (Level 4)

Grammar use Year 9-10 (Level 5)

Resources

- Ambiguous sentences

Grammar knowledge Year 1-2 (Level 1)

Grammar knowledge Year 3-4 (Level 2)

Grammar knowledge Year 5-6 (Level 3)

Resources

- Ginger
- Two short poems
- Poems with verbs, nouns and

- adjectives
- Contractions
- Verbs
- Nouns and Proper Nouns
- Finding adjectives

Grammar knowledge Year 7-8 (Level 4)

Resources

- Haiku
- Nouns and verbs
- Parts of speech
- Adjectives
- Types of nouns
- Sentences II
- Prepositions

Grammar knowledge Year 9-10 (Level 5)

Resources

- Using a thesaurus
- Pronouns
- Grammar
- Verbs II

Category:
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