

First Steps Writing Stages of Development

Proficient Phase	
Key Indicators	<p>Proficient writers demonstrate control over all components of the writing process. They understand how purpose and audience impact on writing and are able to craft and manipulate texts to suit. They compose texts such as research papers, newspaper articles, expositions, and hypertexts. Proficient writers can convey detailed information and explore different perspectives. They have developed an extensive vocabulary and use a multi strategy approach to spelling.</p>
Key Indicators	<p>USE OF TEXTS</p> <ul style="list-style-type: none"> -Controls the crafting of a large repertoire of texts. -Critiques own texts by evaluating the information retrieved, recorded and organised. <p>CONTEXTUAL UNDERSTANDING</p> <ul style="list-style-type: none"> -Makes critical choices about the composition of a text to suit different purposes and to influence audiences. -Consciously provokes positive or negative responses through the representation of characters and events in literary texts. -Consciously provokes positive or negative responses through the representation of people and ideas in informational texts. -Selects devices designed to enhance impact or to influence a particular audience. <p>CONVENTIONS</p> <ul style="list-style-type: none"> -Selects vocabulary for its shades of meaning and effect. -Has accumulated an extensive bank of known words that are spelt and used correctly. -Is aware of the many letter patterns that are characteristic of the English spelling system. -Uses grammatically complex sentences appropriately and correctly. -Organises paragraphs logically to form a cohesive text. <p>PROCESSES AND STRATEGIES</p> <ul style="list-style-type: none"> -Consciously adds to semantic, graphophonic and syntactic knowledge as required, when writing. -Selects appropriate strategies to use throughout the writing process. -Accurately spells, using a multistrategy approach. -Plans for writing in efficient and effective ways. -Refines writing to enhance impact. -Makes critical choices about the publication of texts to suit different purposes and to create impact.

ENVIRONMENT AND ATTITUDE

- Create a supportive classroom environment that nurtures a community of writers.
- Foster students' enjoyment of writing.
- Encourage students to experiment with different facets of writing, e.g. creating hybrid texts, refining texts.
- Encourage students to value writing as a social practice.

USE OF TEXTS

- Encourage students to explore and discuss a wide range of literary and informational texts.
- Encourage students to craft a range of literary and informational texts for authentic purposes and audiences.
- Encourage students to manipulate elements to craft a range of texts, e.g. hybrid texts, multimodal texts.
- Foster students' sense of 'personal voice' and individual writing style.
- Encourage students to independently use the metalanguage associated with writing.

CONTEXTUAL UNDERSTANDING

- Continue to provide opportunities for students to discuss the choices they have made when crafting texts, such as: – text form – devices used to influence – the representation of people and ideas – the representation of characters and events.
- Encourage students to use writing to influence change about social issues that concern them.
- Explore how the ideologies of the writer and the reader combine to create an interpretation of the text.

CONVENTIONS

- Encourage students to take responsibility for extending, refining and using new vocabulary.
- Reinforce to students their obligation to use spelling and grammar that is appropriate to the context.
- Continue to teach students how to compose cohesive paragraphs and coherent texts.
- Encourage students to build their knowledge of different text forms as required.
- Continue to explore texts where combinations and adaptations of conventions have been used.

PROCESSES AND STRATEGIES

- Continue to build students' semantic, grapho-phonetic and syntactic knowledge.
- Consolidate strategies used throughout the writing process.
- Consolidate spelling strategies.
- Encourage students to be selective in the way they plan for writing.
- Encourage students to refine their texts holistically to ensure they are effective.
- Encourage students to be selective in their choice of publication formats.
- Continue to encourage students to evaluate the effectiveness in retrieving, recording and organising information from texts and to critique own texts.
- Model how to reflect on the writing process and products and encourage students to do the same.

