


<p>After 1 year at School</p>	<p>Express an idea, response or opinion</p> <p>Several sentences, including compound sentences eg using 'and'</p> <p>Attempting to write words the child can say or read</p>	<p>After 1 Year</p> <p>Transcript: On the weekend</p> <p>On the weekend I went to the sokciste. I saw Page. It was so so Fun my dad came with me. I didnt want too go at theye end. But I had to my dad sedid come on Letss go But I sedid no.</p>	<p>After 2 Years</p>  <p>Tonight my mother is haveing thea tupaaver party. A tupaaver party is not for children thea tupaaver party goes like this the adolts sit down and tok about plastic stuff in the kitchen. It is not like a kids party.</p>
<p>After 2 years at School</p>	<p>Child uses own experiences and Information to write about school subjects</p> <p>Some variation in sentences</p> <p>Correct use of simple conjunctions – eg and/but</p> <p>Attempts to use a range of nouns, verbs and adjectives</p>		
<p>After 3 years at School</p>	<p>More use of detail/comment</p> <p>Use both long and short sentences</p> <p>Attempt complex sentences (eg who/because)</p>	<p>After 3 Years</p> <p>Maria a smoothie</p> <p>The morning I got to go to the spae it to do a fun task. I don't nearly go to class space it but when I walked in, it was going to be fun because we was going to make our own smoothies. First we had to wash our hands I didn't wash my hand I just used hand sanitiser. Next we all had to do some jobs I got to had not because with Lauren we had to read the books then put it to everybody in class.</p> <p>Then the boys went first to choose there smoothie, Nelson got a very dark smoothie.</p>	<p>End of Year 4</p> <p>"Manea please go and feed your rabbit!" Mum called from the hallway. "Ohay!" I said back and got a bucket to put some grass in for Maria my rabbit. So there I was getting grass for Maria and as I was about to leave I saw a ram. It was approaching me. I saw it stare at me a scary look like it was going to hunt me. I dropped the bucket and ran. I glanced back and it was chasing me. I was so close to the fence so I started climbing it. The ram caught my pants when I was almost over. I screamed as it pulled me to the ground. But it finally let go so I jumped up grabbed the bucket, chucked it over the fence then I climbed over the fence before the ram could get me. I lay on the grass relieved that I was safe. I looked in the bucket nothing. "Oh well!" I said. "I'll just have to put up with no grass tonight". As I walked back home I glanced back. I saw the ram. It was staring at me. I quickly turned away. I was later.</p>
<p>End of Year 4</p>	<p>Use correct grammar and mostly correct punctuation</p> <p>Spell common words correctly</p> <p>Edit and proofread as they write</p>		
<p>End of Year 5</p>	<p>Group ideas in paragraphs</p> <p>Correct grammar for simple and compound Sentences (eg who/because)</p> <p>Mostly correct grammar for complex sentences</p> <p>Use of right vocabulary for the subject (eg science)</p>	<p>Year 5 Transcript</p> <p>Transcript: Jellyfish</p> <p><u>Opening Statement</u></p> <p>Jellyfish are invertebrates, that means that they don't have any bones! Also they are cnidarians. As you all know, jellyfish have tentacles with a bunch of stinging cells. Guess what; the scientific name for the Antarctic jellyfish is Desmonema glaciale!</p> <p><u>Appearance</u></p> <p>All jellyfish are in a shape of a ball or a dome. They have transparent bodies and in the water they look invisible to other animals...</p> <p>All jellyfish's tentacles trail along in the water while they are moving...</p>	<p>Year 6 Transcript</p> <p>Transcript: 'Bottle Submarine'</p> <p>In groups of 3 or 4 room 27 had approximately 3 weeks to build and design a prototype (submarine) that will explore the under water world and be airtight. It will also suspend in mid-water and when we are done we will test them in a tank of water.</p> <p>Each group started out with a draft with all of the group's ideas put into it. The groups then all agreed on one decision each and decided to build that decision. Each bottle (submarine) had to have numerous details on it.</p>
<p>End of Year 6</p>	<p>As for Year 5, but children are expected to:</p> <p>Write more accurately and fluently</p> <p>Use more complex ideas and language</p>		
<p>End of Year 7</p>	<p>Concise, relevant content with detail and/or comment</p> <p>Linking paragraphs, each with clearly related ideas</p> <p>Grammatically correct sentences</p>	<p>Year 7 Transcript</p> <p>Transcript: The Grey Wolf!</p> <p>The colour and thickness of their coat varies depending on their environment.</p> <p>There are many different Grey wolves and they have adapted to their environment and their climates. For Example the Grey wolves in Greenland and Siberia live on tundra (tree-less plains), when Grey wolves in Canada and the USA live in forests.</p> <p>Since wolves are not on the top of the food chain (We are) they are hunted as well.</p>	<p>Year 8 Transcript</p> <p>Transcript: Selfish stupid smoke Selling</p> <p>My writing is called Selfish stupid smoke Selling</p> <p>It is an exposition</p> <p>I wrote it to make people believe that smoking should be illegal and to make them think the way I think.</p> <p>One of my learning goals was to use features of other Level 4 writers.</p> <p>I achieved it because I read other level 4 writing, thought about what I liked about them and tried to put them in my writing. I put in strong verbs and adjectives like murderers and stupid and pathetic! I put in facts like 'scientists claim you get 24 years off your life' and I put in how we would feel like 'How would you feel if.</p>
<p>End of Year 8</p>	<p>As for Year 7, but children are expected to:</p> <p>Write more fluently and accurately</p> <p>Work out for themselves the best way of writing for each topic</p>		