

WRITING

AT SCHOOL

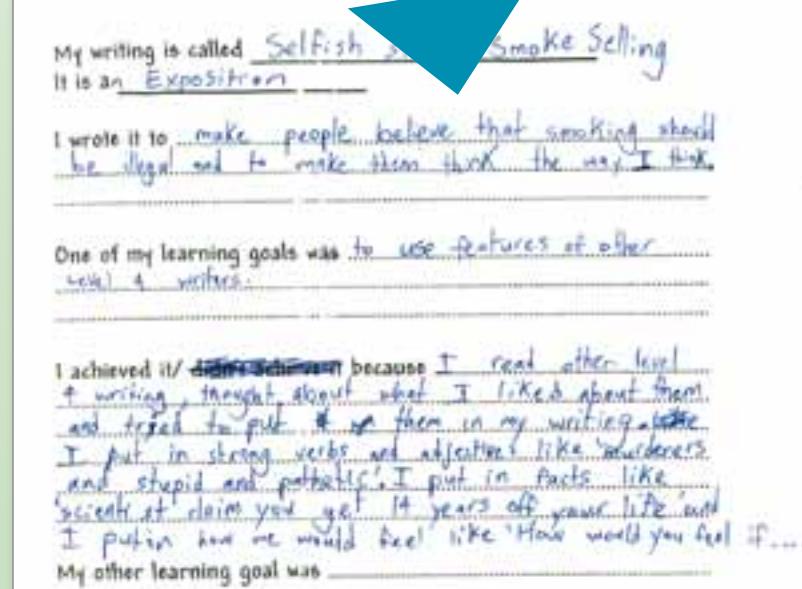
If your child is meeting the Writing Standard by the end of Year 8...

...they will be writing at curriculum level 4.

To meet the standard
your child will be learning to:

- write on their own, choosing language and a clear and logical structure that fits the purpose for writing
- use information they have found through reading, to write in their own words about a topic or theme
- write stories that are clear, short and fit the curriculum task – often including detail and/or comment supporting or explaining the main points
- create paragraphs where the ideas are clearly related and link to other paragraphs
- use complex sentences that are grammatically correct
- use basic punctuation correctly and attempt to use some complex punctuation; e.g., semi-colons, colons, brackets
- use words and phrases that fit the topic, audience, occasion and purpose
- understand that they are writing for a variety of purposes and know how to do this.

Writing at this level *might look like this:*



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In this writing, the child has shown they:

- planned to write for a purpose
- are aware of their audience and what they want the reader to think about the topic
- are able to describe how they planned their writing to achieve their purpose, including the use of facts and emotional descriptions
- are able to choose words and phrases that will help them to achieve their writing purpose.

Work together...

Help support your child's learning by building a good relationship with your child's teacher, finding out how your child is doing and working together to support their learning.



WRITING AT HOME

Write for a reason

Help your child to:

- write a letter or an email to a newspaper editor, radio announcer or television broadcaster sharing your child's opinion on a topic of interest in the news
- start a blog/wiki on the Internet and record thoughts about your child's day to share with their friends and family
- write a proverb, family motto or pepeha and illustrate it with images from the Internet or photo albums
- develop a spreadsheet on the computer to record the progress of your child's sports team or kapa haka (or one they follow), including games played, performances given, penalties, scores, player/performer of the day
- start a writing journal to record trips and weekend activities
- take some photos using a digital camera and write a picture book for a younger child using the photos
- write a comic using drawings and graphic design to present an idea or story
- make some birthday cards, thank you notes or letters to friends and family.



Support your child...

As parents, family and whānau you play a big part in your child's learning every day, and you can support and build on what they learn at school too.

Make writing fun

Get together with your child to:

- play strategy games and do word puzzles like wordfinds and crosswords
- make the weekly shopping list using supermarket flyers and finding all the bargains and savings to fit the budget
- write some descriptions for items you may wish to sell using the Internet
- find out about some of your family history (whakapapa) and/or family stories (pakiwaitara) and record these stories to share with other family/whānau members.



Make writing fun and use any excuse you can think of to encourage your child to write about anything, anytime.

Talk about writing with your child

Be a role model. Show your child that you write for lots of reasons, e.g., replying to an email, writing a shopping list, invitation or letter, writing a story about your early life for your child to read.

- Ask them about a piece of writing they are doing at school and/or for their homework.
- Tell them about some writing you are currently doing – a letter, a poem, a list for the holidays, a scrapbook, something you are doing for work or study.
- Help them to use dictionaries and thesaurus (both paper and Internet versions).

Talk about what your child writes. Be interested. Use it as a way of starting conversations. Listen to your child's opinion, even if you don't agree with it.