

Writing - Using writing to think and organise for learning

Students use their reading and writing to organise their ideas and information for different learning purposes. They develop their ability to use their writing to clarify and develop their ideas as well as to reflect on their learning. They develop their expertise in selecting, noting down and organising ideas and information, using appropriate formats. They collate, analyse and classify the content they need for a variety of curriculum tasks.

Set 1

The students draw or use simple teacher-provided templates to help them record and/or organise their ideas.

Set 2

The students use more structured drawings, diagrams or sketches, along with simple teacher-provided frameworks, to identify and record ideas, drawn from texts or experiences, to support different learning activities. The students can add new ideas to their plan or sketch over several days in order to extend and clarify their writing purpose.

Set 3

The students are supported by the teacher to use simple literacy processes, strategies and/or frameworks to record ideas from text or lived experiences, to support different learning purposes.

The students generate questions before, during and after specific learning tasks, record and organise ideas and information, and evaluate specific information in terms of its relevance to their learning purpose.

Set 4

The students use a widening range of scaffolded literacy processes, strategies and frameworks to clarify their thinking and/or to support specific learning purposes. They generate and refine questions to guide their research, and use frameworks, including visual representations, to record, organise and integrate ideas and information relevant to their learning task. The students make notes by synthesising key ideas and information from different media.

Set 5

The students independently apply appropriate literacy processes, strategies and frameworks to clarify their thinking and/or to support specific learning purposes.

The students articulate what they know and what they want to find out in relation to a specific learning purpose, and they generate and order questions in relation to that learning purpose. They use their writing to clarify ideas and information, adapting or creating frameworks and other relevant strategies for supporting specific learning tasks.

The students reflect on and evaluate learning processes and outcomes.



*Nāu te rourou, nāku te rourou, ka ora ai te iwi.
With your basket and my basket, we will feed the people*