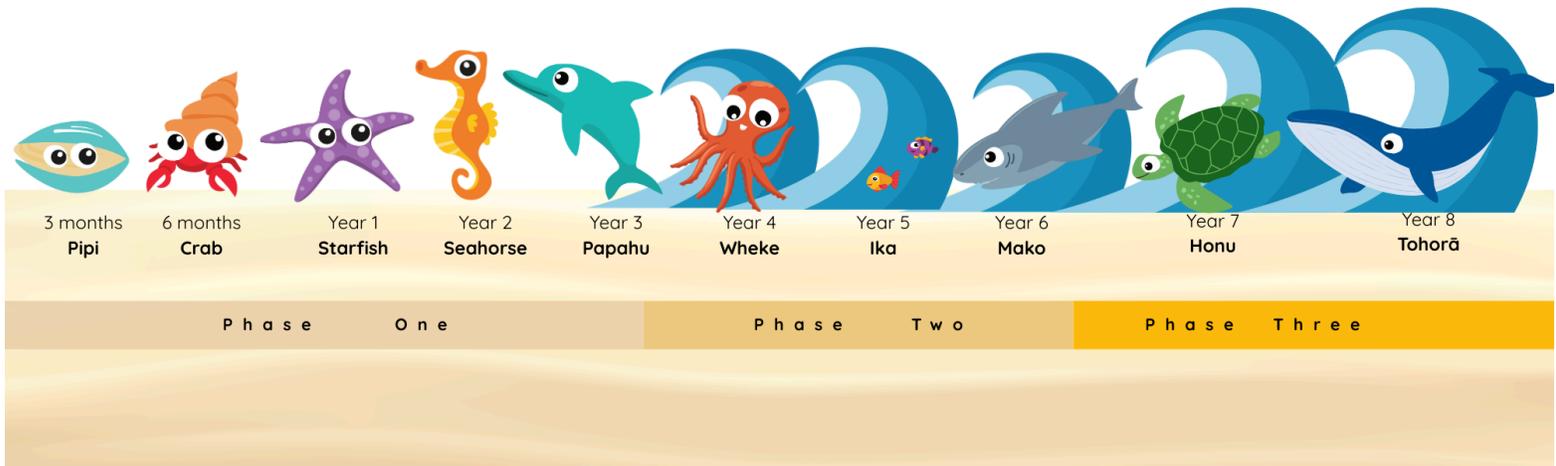


# Blockhouse Bay Writing Pathway

*Te Mātaiaho The New Zealand Curriculum - English*



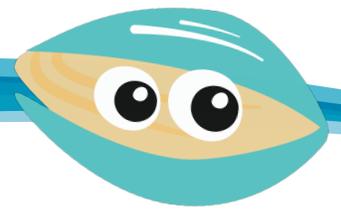
## Writing Pathway



**Credits:** Blockhouse Bay Primary School wrote the Reading Pathway, drawing the content from Te Mātaiaho, New Zealand Curriculum - English 2025. A Reading Pathway has also been written and an Oral Language Pathway is planned for 2026.

The Writing Pathway is designed for children and teachers to access the key knowledge needed at each stage of learning in an engaging and child friendly way.

Teachers will assess the children against the pathway and whānau will be able to see which goals children have achieved and what the children's next steps are. This will be updated on Hero throughout the year.



I am learning to:

Handwriting & Spelling



form and write the letters in my name correctly



grip my pencil correctly with support



say and write the first sound in a word

Writing Features



recognise a full stop

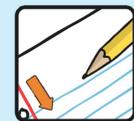
Writing Process



think and talk about an idea



draw a picture about my idea

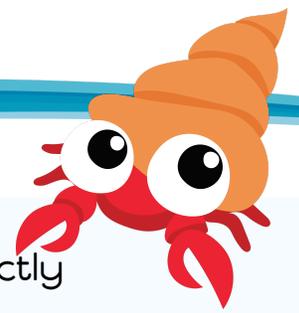


start my writing at the margin



read my sentence with my teacher





I am learning to:

Handwriting & Spelling



form most lowercase letters and numbers correctly



use a tripod grip to hold my pencil correctly



say and write beginning, middle and end sounds of a word



write some Kākano words correctly

Writing Features



use a full stop at the end of my sentence

Writing Process



draw a picture plan about my idea



say a sentence about my idea



remember and write my sentence



leave spaces between words

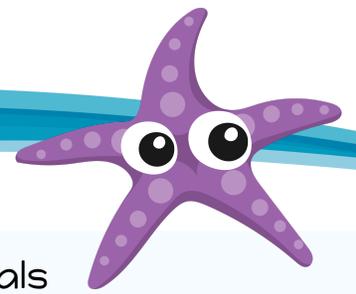


read my sentence to my teacher or friend to check it makes sense



fix up punctuation such as missing capital letters and fullstops, with support





form most letters and numbers correctly (capitals and lowercase)



automatically use a tripod grip to hold my pencil correctly



say and write the sounds I hear in words, including digraphs e.g. sh, th, ch, -ng, -ck



write most Kākano words and some Tupu words correctly



use past, present and future-tense words and verbs correctly E.g. I walked home. I am walking home. I will be walking home.



say a simple sentence that includes a noun and a verb e.g. Nat taps on the drum.



write one or more simple sentences about my idea



use a capital letter at the start and a full stop at the end of each sentence, with some support



independently think and talk about my idea to a buddy



plan my writing with a quick 2 or 3 picture plan



say a sentence for each picture before I write it



write one or more sentences each day



independently remember to leave spaces between words



reread my sentence as I write to check that it makes sense



listen to feedback and fix up spelling and punctuation mistakes, with support



# Writing Phase 1: Year 2 Seahorse



I am learning to:

Handwriting & Spelling



form all letters and numbers correctly by thinking about size, placement and spacing



break words into syllables to then sound out and spell. E.g. in-sect



spell words with long vowel patterns e.g. bike/cake, ay/ai, ou/ow



write Kākano and Tupu words correctly



write words with suffixes -s, -ed and -ing

Writing Features



plan and write for an audience and purpose



use interesting words, including adjectives and adverbs, to add details



identify and use language features e.g. rhyme and alliteration, to engage my audience



say and write compound sentences by joining two simple sentences with conjunctions e.g. 'and', 'but' or 'so'



use a capital letter at the start and a full stop at the end of each sentence independently



think and talk about an idea to write about



plan my idea with a 2 or 3 picture plan and some key words



write sentences to match my plan



underline words I am unsure of



reread each sentence, make corrections and check it makes sense

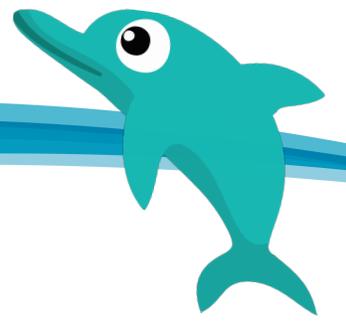


listen to feedback and add or delete words to clarify meaning



fix up some spelling and punctuation mistakes





I am learning to:

Handwriting & Spelling



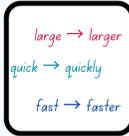
write all letters and numbers correctly and smoothly



spell multisyllable words by saying the syllables and sounds before writing them



spell words with vowel patterns including 'oy/oi', 'ee/ea', 'oa/ow' and 'ar', 'or', 'er', 'ir' and 'ur'



spell words with suffixes '-er' and '-ly' correctly



spell contractions correctly e.g. he's, don't, she'll

Writing Features



write for an intended audience and purpose, using appropriate language e.g. formal or informal



use words and phrases, including adjectives and adverbs to make my writing clear and interesting



identify and use language features such as onomatopoeia (e.g. crash) and simile (e.g. as fast as a cheetah)



say and write a complex sentence by joining two simple sentences with a subordinating conjunction (e.g. although, because, until)



use capital letters, full stops, question marks and exclamation marks correctly



use commas for lists



use keywords and graphic organisers to plan my writing



follow and use my plan when I am writing



reread my sentences out loud and make corrections if they do not make sense or sound right



add, delete or change words to make my writing more effective



improve my writing by separating sentences that are too long or joining shorter sentences



edit my writing by checking and fixing punctuation and spelling, using spelling patterns I know





I am learning to:

Spelling



spell words with long vowel patterns including 'igh', 'oe' and 'ue'



spell words with prefixes (un-, dis-, re-) and suffixes (-est, -ful, -less)



spell words with an apostrophe to show possession e.g. the dog's bowl

Writing Composition



write for an audience and purpose, choosing specific words to communicate my meaning



use words and phrases that are appropriate to my writing purpose



use figurative language such as simile and metaphor to create images and to make my writing interesting



use a range of sentence structures orally and in writing, to suit the purpose of my writing



use beginning and ending punctuation correctly and consistently



use commas correctly for complex sentences, with support



use speech marks and commas correctly for direct speech, with support



use graphic organisers to plan my writing



make notes using key words and phrases



use the key ideas from my planning in my writing



write non-fiction paragraphs that have a topic sentence, detail sentences, and a concluding sentence



write fiction texts or poetry that has a clear focus and uses descriptive or figurative language



reread to to check my sentences, my paragraphs and my whole piece of writing



make simple revisions to my writing to make it clear for my audience and purpose



use a word card or simple dictionary to find the spellings of unknown words



give feedback to others and receive feedback on my writing from my peers





## I am learning to:



spell words with long vowel patterns including 'eigh', 'ough' and 'ue'



spell words with prefixes (semi-, sub-, mis-, multi-, pre-) and suffixes (-tion, -sion, -cion)



spell words with apostrophes to show singular and plural possession



write for an intended audience and purpose, choosing specific words and explaining my choices



use words and phrases that show actions, feelings and situations



use a range of figurative language such as simile, metaphor and personification to create images and to make my writing interesting



use a range of sentence structures orally and in writing, avoiding repetition of structures



use beginning and ending punctuation correctly and consistently throughout the day



use commas correctly for complex sentences, with support



use speech marks and commas correctly for direct speech, with some support

Spelling

Writing Composition



use suitable graphic organisers to plan my writing



make notes organising key information



take my ideas from my planning to use in my paragraphs



write multi-paragraph texts that include an introduction, a body, and a conclusion



write poetry that may include stanzas to separate ideas, images or emotions



reread while I am writing to check my writing makes sense and meets my purpose



make revisions to my writing to make it clear and focused for my audience and purpose



notice mistakes in my writing and make corrections as I write with support from others



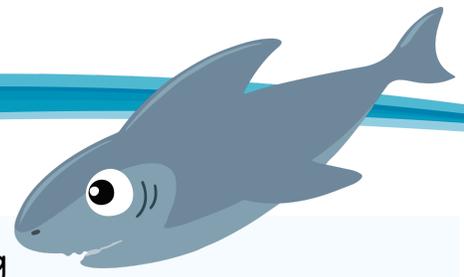
edit my writing to improve my spelling and punctuation



use a simple or online dictionary to find the spellings of unknown words



look for and respond to feedback on my writing from my peers and audience



## I am learning to:



increase my speed and accuracy when typing

Spelling & Keyboarding



understand and spell words with prefixes indicating number (e.g., uni-, bi-, tri-, dec-) and suffixes that change words into a noun (e.g., -logy, -ism, -ment)



spell words with apostrophes to show possession e.g. the dog's bowl, my parents' house, the children's books



write for an audience and purpose, choosing and explaining the text type, style and word choices selected

Writing Features



choose the best words and phrases to express my exact meaning clearly



deliberately use a range of figurative language including imagery, personification and idioms, to make my writing interesting and engaging



use a range of sentence structures orally and in my writing to make it effective



use commas correctly for complex sentences, independently

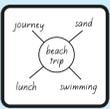


use speech marks, commas and other punctuation correctly for direct speech, independently

Writing Process



choose the most appropriate graphic organisers to plan my writing



make notes organising key information from a range of sources



take my ideas from my planning and use in my paragraphs and make sure there are links between my paragraphs



write multi-paragraph texts for a range of purposes, organising my information and ideas effectively



write poems and organise them to achieve the intended impact



reread while I am writing to check my writing makes sense and meets my purpose across all learning areas



make revisions to my writing at the word, sentence and text level, with my audience and purpose in mind



notice mistakes in my writing and independently make corrections as I write



edit my writing to improve my spelling and punctuation so my message is clear

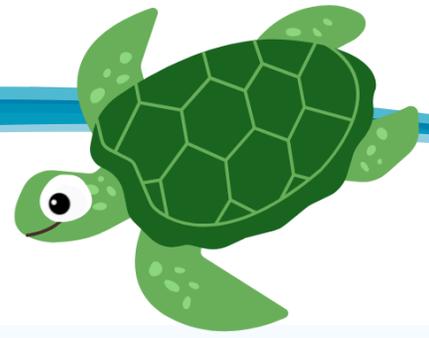


use a dictionary (physical or online) to find the spellings of unknown words



act on or reject feedback on my writing from my peers and audience and justify my decisions





## I am learning to:

### Spelling & Keyboarding



increase my speed and accuracy when typing



spell words with two-syllable prefixes (e.g., inter-, over-, ambi)



spell words with suffixes (e.g., '-able', '-ible', and '-ure')

### Writing Features



plan and write for an audience and purpose, choosing and explaining the form, genre and style used to communicate meaning



choose and use a range of language features (e.g. listing, repetition, rhetorical questions) to meet the purpose of my writing



choose and use words that clearly express my intended meaning



use a thesaurus (physical or online) to locate synonyms



write complex sentences with more information that describe or modify the main part of the sentence



write using different complex sentence structures that effectively communicate my ideas



use colons for introducing a list after a complete sentence



use appropriate planning and note-taking strategies for writing tasks



take notes using key words and phrases to develop my ideas



organise planning notes into paragraphs, sections or stanzas before drafting



transfer my ideas from planning into my writing, including the main ideas into topic sentences



write multi-paragraph texts for specific purposes, organising my information and ideas that best suit my purpose and audience



make revisions to my draft writing: adding, deleting, and changing words and sentences to make it clear, logical and easy to understand



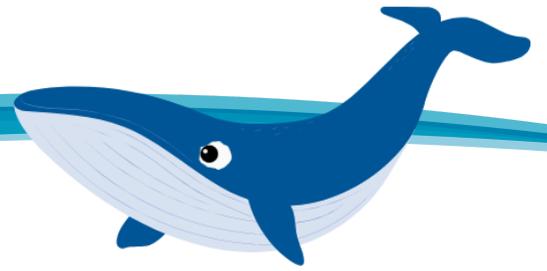
ask for and use feedback on my writing from my peers



edit my draft writing, checking for errors in spelling, punctuation, and formatting



# Writing Phase 3: Year 8 Tohorā



## I am learning to:

### Spelling & Keyboarding



type efficiently with fluency and accuracy



use the correct spelling for advanced homophones (e.g. patients-patience, cite-site-sight)



spell words where the consonant changes when adding the suffix (e.g. 'mischievous' → 'mischievous') and where the vowel changes when adding the suffix (e.g. 'explain' → 'explanation')

### Writing Features



deliberately choose and use a range of language features (e.g. hyperbole, cliché, contrast, pun) to shape meaning and affect my audience



deliberately choose and use words and phrases that clearly express my intended meaning and express my personal voice



use a thesaurus (physical or online) to locate synonyms for a range of purposes



write using different complex sentence structures that effectively communicate my ideas and show connections between ideas



use semicolons to separate two independent clauses (e.g. 'The weather was perfect for a hike; the sun was shining and the sky was clear')

### Writing Process



use appropriate planning and note-taking strategies for writing tasks taking into account the purpose and type of writing



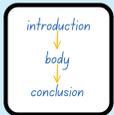
take notes using key words, phrases and annotations to develop my ideas



organise planning notes into cohesive sections before drafting



transfer my ideas from planning into my writing, including the main ideas into topic sentences independently



write multi-paragraph texts for specific purposes, organising my information and ideas that best suit my purpose and audience independently



independently make revisions to my draft writing: adding, deleting, and changing words and sentences to make it clear, logical and easy to understand



ask for and use feedback on my writing from my peers, and justify my decision when I don't use the feedback



edit my draft writing, checking for errors in spelling, punctuation, and formatting to ensure it is error free

