



Writing

Literacy Continuum – Cluster 1 -12



Cluster 1

- Engages in writing-like behaviour using scribble or strings of letters.
- Attempts to write own name, e.g. one or two letters, scribble.
- Holds a pencil or crayon effectively to draw and scribble.

Cluster 2

- Clear attempt to write name (may not be correct spelling). OE
- Writes at least one recognisable word (may not be spelled correctly) related to a story book read to them or a picture they have drawn. OE
- 'Writes' from left to right and leaves spaces between words. OE
 - Attempts to form some letters. OE
- Talks about intended 'writing' before attempting to 'write'.
 - Talks about own writing and drawing. OE
 - Experiments with computer mouse and keyboard.





Cluster 3

- Writes first name correctly.
- Writes a recognisable sentence; words may not be spelled correctly, some evidence of sentence punctuation.
 - Draws on both personal and imaginary experiences to 'write' texts.
 - Shows understanding that their 'writing' conveys meaning.
 - Vocalises words to approximate spelling.
- Begins to develop a simple writing vocabulary, including some high frequency words and words of personal significance.
 - Uses simple noun groups and adverbial phrases when writing.
 - Begins to demonstrate understanding of pencil grip, paper placement and posture.
 - Experiments with creating simple texts on the computer.





Cluster 4

- Writes one or more simple sentences; some words spelled correctly, most letters formed correctly and evidence of sentence punctuation. EP
 - Writes to express one or two ideas. EP
 - Reads own text aloud to check that it makes sense to others.
 - Talks about the audience and purpose for texts being written.
 - Attempts to spell high frequency words that have been taught. EP
 - Produces some compound sentences using conjunctions to join ideas. EP
 - Uses simple pronoun references.
 - Forms most letters correctly. EP
 - Uses correct pencil grip, paper placement, posture and knows how to self-correct. EP
 - With support, uses computer software programs to create simple texts.



Cluster 5

- Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text.
- Engages in the joint production of texts using a variety of mediums, e.g. podcasts, digital stories.
- Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.
 - Rereads own text to clarify meaning and make some changes to the text.
 - Uses sentence punctuation and some simple punctuation.
 - Accurately writes simple and compound sentences.
 - Uses a range of adjectives to provide more information about nouns.
- Writes lower/upper case letters of consistent size and formation in Queensland modern cursive script.



Cluster 6

- Creates longer texts supported by visual information, e.g. diagrams, maps, graphs on familiar topics for known audiences.
 - Begins to use text features such as headings and paragraphs to organise information.
- Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right.
 - Accurately spells an increasing number of high frequency and topic words. 1
 - Spells one and two syllable words with common letter patterns. 1
 - Uses simple punctuation, e.g. full stops, exclamation marks and question marks. 1
 - Writes a sequence of thoughts and ideas. 1
 - Experiments with using some complex sentences to enhance writing.
- Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly. 1
 - Uses computer functions to edit texts.





Cluster 7

- Plans texts by making notes, drawing diagrams, planning sequence of events or information.
 - States purpose and intended audience before creating texts.
- Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns.
 - Applies spelling generalisations when writing.
- Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.
- Writes short, connected and sequenced texts to narrate events or convey information.
- Includes different types of verbs using appropriate tense and demonstrates subject verb agreement.
 - Uses a computer to produce texts with graphics.



Cluster 8

- Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences.
- Experiments with producing/publishing texts using an increasing range of mediums and modes.
 - Writing shows evidence of revision, editing and proof-reading. 2
 - Writes for a wider range of purposes, including to explain and to express an opinion.
 - Demonstrates a range of spelling strategies to spell unfamiliar words. 2
- Uses knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words. 2
 - Uses quotation marks for direct speech and commas in lists. 2
 - Produces a range of grammatically accurate sentences. 2
- Fluently writes letters of consistent size and formation in Queensland modern cursive script. 2



Cluster 9

- Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences.
- Experiments with producing/publishing texts using an increasing range of mediums and modes.
 - Writing shows evidence of revision, editing and proof-reading. 2
 - Writes for a wider range of purposes, including to explain and to express an opinion.
 - Demonstrates a range of spelling strategies to spell unfamiliar words. 2
- Uses knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words. 2
 - Uses quotation marks for direct speech and commas in lists. 2
 - Produces a range of grammatically accurate sentences. 2
- Fluently writes letters of consistent size and formation in Queensland modern cursive script. 2



Cluster 10

- Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences.
 - Shows awareness of the need to justify opinions with supporting evidence.
 - Locates resources and accesses information when planning.
- Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.
- Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.
 - Uses sentence and simple punctuation correctly.
- Uses morphemic, visual and phonic knowledge to spell and edit words, e.g. uses knowledge of prefixes and suffixes, a large core of high frequency words and homophones and more complex letter combinations.
- Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.
 - Consolidates handwriting that is consistent in form.



Cluster 11

- Writes coherent, structured texts for a range of purposes and contexts.
- Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts.
 - Shows awareness of accurately acknowledging sources in relevant texts.
 - Refines writing in response to feedback.
- Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive and colloquial.
 - Uses topic sentences and appropriately organises main and subordinate ideas.
 - Experiments with using complex punctuation to engage the reader and achieve purpose.
- Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words.
 - Uses phonic, morphemic, visual and etymological spelling knowledge to spell new words.
 - Writes fluently with appropriate size, slope and spacing.
 - Uses word processing programs confidently and accurately, integrating various functions.
 - Plans and designs more complex multimodal texts.





Cluster 12

- Writes sustained texts for a wide range of purposes.
- Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience.
- Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.
 - Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others.
- Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.
- Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses.
 - Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.
- Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, words with Greek and Latin roots and words adopted from other languages.
- Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.