

# IDEAS

Knowledge of ideas, content, and purpose

- My purpose is clear.
- I remain on topic.
- I show deep knowledge of the idea.
- I can put my thoughts into words.
- I develop my ideas.
- I build or elaborate to help readers understand.
- I narrow in on important details.
- I only include relevant details.
- I may create a plan to activate knowledge and guide my thinking.



# ORGANISATION

Knowledge of sequence and structure

- My sequence is logical.
- I have a clear beginning, middle and end.
- I have an interesting or memorable introduction and conclusion.
- My body paragraphs are well-ordered.
- The sentences within my paragraphs are well-sequenced.
- I transition smoothly between paragraphs.
- I may have used a plan to guide my thinking.

ORGANISATION



# VOICE

Knowledge of tone and purpose

- The idea or topic matters to me.
- My attitude or opinion is clear.
- The audience can sense how I feel.
- My message feels important.
- I have a perspective or point of view.
- I show different perspectives.
- I connect with my audience.
- I select words, phrases and punctuation which create a tone, mood, or flavour.



# WORD CHOICE

Knowledge of vocabulary

- I select the most meaningful words.
- I include words which:
  - provide rich detail ('lush')
  - provide multisensory information: how things look, sound, taste, feel or smell
  - show feelings or emotions
  - are complex or topic-specific
- I select energetic verbs which help readers images ('skipped').
- I use groups of words for effect.
- I choose specific words, over general words ('immediately').



# SENTENCE FLUENCY

Knowledge of the rhythm and flow of language

- I vary sentence beginnings.
- I vary sentence types for effect.
- I arrange words or position noun and verb groups to create natural rhythm and flow within and across sentences.
- I add dialogue to break up long passages and modify the pace and rhythm.
- I use language, text features and dialogue to control or improve the rhythm and pace.
- I read my writing back to check it is easy for others to read.



# CONVENTIONS

Knowledge of principles and rules

- My text is easy to read.
- I have punctuated accurately.
- I have capitalised where necessary.
- My sentences are grammatically correct.
- I have checked spelling.
- I have used bold, italics or underscoring for emphasis.
- My paragraphs are clearly evident.
- I use conventions skilfully to help my audience use suitable expression (pitch, tone, stress, and volume) as they read.

