

A resource for teachers

Aligning the NCEA Co-requisite and the refreshed NZC

Writing:

US 32405

Write texts to communicate ideas and information

The Co-requisite Common Assessment Activities (CAA's) assess when students have control of Phase 3 and have begun to work at Phase 4 of the New Zealand Curriculum (NZC). If students are not at this level, they are not ready for the CAA's.

It is expected that the prior knowledge students gain from Phase 1-3 of the NZC is carried over and informs their learning to support the alignment with the Co-requisite.

NCEA Co-requisite standard 32405	Refreshed English Curriculum	Phase 4	
	Strand: Language Studies	Knowledge: <i>The facts, concepts, principles, and theories to teach.</i>	Practices: <i>The skills, strategies, and applications to teach.</i>
<p>Outcome 1: Write meaningful texts for different purposes and audiences.</p> <p>Range a minimum of two pieces of writing of different text types, and for different purposes and audiences; text types may include but are not limited to – instructions, information reports, descriptions, narratives, argument, or persuasion. text forms may include but are not limited to – magazine articles, editorials, pānui, letters, emails, social media posts. one text must be in a formal register; one text must be a continuous text of at least 250 words.</p>			

<p>Performance criteria</p> <p>1.1 Select and use content that is appropriate to purpose and audience. Range may include but is not limited to – ideas, information, examples, details.</p> <p>1.2 Use text structures in ways that are appropriate to purpose and audience.</p> <p>1.3 Make language choices that are appropriate to purpose and audience. Range may include but is not limited to – vocabulary, register, the way phrases and sentences are composed, tense.</p> <p>1.4 Write text that demonstrates sufficient technical accuracy to communicate meaning, without intrusive errors in spelling, punctuation, or</p>	<p>Crafting texts</p>	<p>Audience and purpose</p>	<ul style="list-style-type: none"> • Considering an audience involves analysing its characteristics (e.g. age, interests, background knowledge) and anticipating its expectations, which informs decisions about tone, content, structure, and mode of delivery. • Clarifying purpose means recognising the communicative intention of a text (e.g. to argue a position, analyse a literary text, narrate an experience) and making deliberate choices about structure, language, and style that suit the form and disciplinary context. • Text conventions vary across forms, modes and disciplines, and writers use specific combinations of language, structure, and style to engage their audience and achieve their intended purpose. • Planning strategies (e.g. brainstorming, outlining, storyboarding, flow charts) can be purposefully selected and adapted to enhance clarity and coherence, depending on the form and purpose of the writing. • Language features, structural features, and stylistic features shape how ideas are conveyed and how readers engage with texts of different types. 	<ul style="list-style-type: none"> • Determining the audience and purpose for their writing and using this to guide planning. • Using planning techniques to organise ideas effectively in relation to form and purpose. • Applying language, structural, and stylistic features of different text forms to create texts for different purposes and audiences. • Reflecting on the effectiveness of their texts in achieving their intended purpose and making adjustments as needed. • Using appropriate language, structural, and stylistic features for a selected audience and purpose.
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grammar.				
Outcome 2: Use written language conventions to support communication.				
Performance criteria 2.1 Construct a variety of complete sentences. Range must include – simple, compound, complex sentences. 2.2 Punctuate correctly to support meaning. Range must include but is not limited to – capital letters, full stops, question marks. 2.3 Use grammatical conventions within sentences and paragraphs with sufficient technical accuracy to communicate meaning. Range must include but is not limited to – tense, subject-verb agreement, pronoun reference, word	Crafting texts	Grammar, punctuation, and vocabulary	<ul style="list-style-type: none"> • Accurate grammar is essential for creating clear, structured, and effective communication. • Accurate grammar includes the correct use of: <ul style="list-style-type: none"> ○ clauses ○ tenses ○ different sentence types, including simple, compound, complex, and compound-complex sentences ○ active and passive voice. • Accurate punctuation provides clarity in writing and can be used to help readers navigate text smoothly, emphasise key ideas, and control pacing. • Accurate punctuation includes the correct use of: <ul style="list-style-type: none"> ○ apostrophes for showing ownership and contractions ○ commas for lists and other purposes ○ colons for lists and explanations ○ semicolons to link related sentences ○ quotation marks for dialogue and titles ○ parentheses 	<ul style="list-style-type: none"> • Using different sentence types, including simple, compound, complex, and compound-complex sentences. • Identifying and accurately using clauses, tenses, and the active and passive voice. • Using apostrophes correctly for showing ownership and contractions. • Applying commas, colons, and semicolons appropriately in their writing. • Using quotation marks for dialogue and titles. • Correctly incorporating parentheses, dashes, and hyphens. • Choosing words effectively to convey the right meaning and tone. • Identifying and accurately using prefixes, suffixes, synonyms,

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<p>form.</p> <p>2.4 Use and spell everyday high frequency vocabulary with technical accuracy.</p> <p>2.5 Make simple changes to improve text coherence and the organisation of the content.</p>			<ul style="list-style-type: none"> ○ dashes ○ hyphens. • Effective vocabulary choices support writers to convey their intended meaning and tone. • Effective vocabulary choices include the correct use of: <ul style="list-style-type: none"> ○ synonyms and antonyms to avoid repetition or to provide the appropriate level of formality for the purpose and audience of their writing ○ common idiomatic expressions. • Words have specific connotations, and selecting words with these connotations allows writers to subtly influence a reader's emotions, perceptions, and interpretations. 	<p>antonyms, idiomatic expressions, and connotation.</p> <ul style="list-style-type: none"> • Adjusting the level of formality in their writing to suit different situations and audiences. • Editing draft texts to improve their accuracy, checking for errors in spelling, punctuation, grammar, and structure, and correcting inconsistencies. • Editing digital texts using word-processing software, including spelling and grammar checkers, making informed choices about the suggestions provided by these tools.



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