



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: The facts, concepts, principles, and theories to teach.	Practices: The skills, strategies, and applications to teach.
Outcome 1: Write meaningful texts for different purposes and audiences.	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.		

Performance criteria	Crafting texts	Audience and purpose	<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.
<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>				

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grammar.				
Outcome 2: Use written language conventions to support communication.				
Performance criteria <p>2.1 Construct a variety of complete sentences. Range must include – simple, compound, complex sentences.</p> <p>2.2 Punctuate correctly to support meaning. Range must include but is not limited to – capital letters, full stops, question marks.</p> <p>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</p>	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.

