

WRITING

WRITE TO COMMUNICATE - STEP ONE

I write shopping lists, to-do lists and notes with simple details eg location and time of an appointment.

I can spell words like *the, are, has, have was, were* and *you*.

I know how to write the word cat, *c-a-t* so *mat* must be *m-a-t*.

I don't email much but I can when I need to.

I know to start a sentence with a capital letter and end with a full stop.

Some forms are okay; I can fill in a bank deposit slip.

I want to know if what I have written is right!



STEP TWO

It's good to talk about what I write first and then jot down ideas.

At home, I've started writing a diary - personal thoughts and ideas mainly.

I am beginning to use adjectives and adverbs.

I know when a word doesn't look right eg. *through* and *though, where* and *were*.

I write simple sentences with support if necessary.

I read what I've written to fix up spelling and check capital letters, full stops and question marks.

I've got a dictionary to check my spelling. I think that learning longer words is a good idea - words of three or four syllables like *information* and *hospital*.



STEP THREE

I am pretty clear about what I am writing and who I am writing for.

If I'm presenting on Powerpoint, I'll use bullet points and graphs.

I like to plan my writing. I might use mind-maps or brainstorm with my mates. I get my ideas down on paper and organise them.



STEP THREE CONTINUED

I can write two or three linked paragraphs. I know how to add supporting details and/or examples.

I proofread to check spelling, punctuation and grammar and sometimes select a better word or expression.

I have strategies to spell longer words like information and hospital. But then, there's always Google!

I check if my writing flows by reading my work aloud.

STEP FOUR

I think about my audience as I write.

I understand that there are different types of writing like essays, reports and summaries.

My choice of language and structure sets the tone. I also know how to adapt my writing style to express the voice I choose to use.

I know how to punctuate; I use commas, colons and semi-colons, too!

Reading and revising is an essential part of writing. Sometimes I change words, reorganise sentences or shift paragraphs around so it all sounds better.



STEP FIVE

I know who I am writing for, and choose my language and tone to suit.

I know how to spell a wide range of academic and specialised words, and use strategies such as spelling patterns, sounds and visual memory to spell new words.

I know how to set out my assignments: introduction, body, conclusion, with coherent paragraphing and accurate referencing.

A quality of writing is coherent text. I make use of signpost words, phrases and grammar such as pronouns and connectives to link and hold my text together.

I make time to revise and edit. Peer-editing is also helpful.



WRITING

LITERACY AND NUMERACY PERSONAL PROGRESS RECORD

Use this card to keep a record of your progress and your scores as you improve in the subjects of Numeracy, Writing and Reading.

You will be able to see how much improvement you have made between each assessment. Please talk to your tutor if you need any more information.

NUMERACY

MAKING SENSE OF NUMBER - STEP TWO



I can work out $27 - 8$ by counting back in ones, and $62 + 20$ by counting in tens.

I can work out 6×2 by counting 2, 4, 6, 8, 10, 12.

I can find $1/3$ of a twelve pack by sharing out equally.

STEP THREE

I can work out $23 + 9$ and $52 - 7$ without counting on my fingers.

I know $3/4$ is greater than $1/4$.

I know that $990 + 10 = 1000$ and $990 - 100 = 890$.



STEP FOUR

I can work out $248 - 317$ and $972 - 86$.

I can work out 27×3 without a calculator.

I can work out $4/5$ of 20 grams.

I know that one less than a million is 999,999.



STEP FIVE

I can work out $1.92m + 2.463m$ and $3kg - 256g$.

I know that 56×38 is about 2400 and I use my calculator if I want an accurate answer.

I know $6789 \div 65$ is about 100 and I use my calculator if I want an accurate answer.



STEP SIX

I can work out $2/3 + 3/4$.

I can work out $4.8 \div 0.6$
 $1/2$ of $3/4$ and 40% of \$900.

I can convert \$NZ300 into \$US at a rate of 0.7254.

I can change 36 out of 48 to a percentage.



READING

READ WITH UNDERSTANDING - STEP ONE



I know that *at*, *cat* and *chat* rhyme.

Words start with different sounds like /t to, /k/ *cat*, /s/ *Sammy*.

I can read two-syllable words like **rab-bit**.

a-e-i-o-u

Short or long vowel sounds? I can see there are rules such as 'e' on the end makes a long sound: *mad - made*, *fad - fade*, *sit - site*, *hop - hope*, *not - note*, *dot - dote*.

I can say words that start with *ch*, *sh*, *th* like *child*, *share* and *think*.

2 consonants blend together like /b/ *black*, /r/ *frog* and /st/ *stone*.

STEP TWO

I can read short texts like job ads, work notices, and so on.

Long words are hard and long sentences are tricky.

I'm happy to read things again slowly just to be sure of the meaning.

I can read texts. My friends and I text each other all the time.

Emails are easy, too.

Anything official like my employment contract & legal papers are too hard. I get help with those.



STEP THREE

I feel pretty confident about reading. Even longer words are OK!

I can usually work out what a word means. If not, I know how to use a dictionary.

I love reading magazines!

Technical and specialised words are hard sometimes though.

It's not easy when I don't know much about the topic to start with.

It takes a while to figure out how to compare information from different sources.



STEP FOUR



I read books on technical subjects a lot.

Long words like *eruption* *magma* and *composite cones* are no problem!

I work out meanings by breaking a word into parts. The word *tripod* for example - *tri* - means 3. Also knowing prefixes like *re-*, *un-*, *pre-*, *anti-* make it easier. I know a lot of suffixes and root words and that helps too.

I need more practice at getting key details and information from books and articles.

The really specialised vocabulary like *legislation* and *hygienic* can be hard to understand and hard to spell, too.

STEP FIVE

I understand just about everything I read.

I understand specialised vocabulary such as *discourse*, *cognitive* and *rhetorical*.

I can also read words with unusual spelling like *choir*, *exhausted* and *schedule*.

I need to read some complex material more than once before I fully understand.

I can critically reflect on most things but it's still quite challenging.



“ THERE IS NO ELEVATOR TO SUCCESS... BUT THERE IS A STAIRCASE.”

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Name: _____

NUMERACY

Date of Assessment One: _____

Scale Score: _____

Step achieved: _____

Step needed for course: _____

Date of Assessment Two: _____

Scale Score: _____

Step achieved: _____

