

Drafting

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Transferring ideas from planning to writing, including transferring main ideas to topic sentences										
Using structural features such as linking words across the whole text to support cohesion										
Writing multi-paragraph texts for specific purposes, organising the information and ideas using structures that best suit the purpose and audience (e.g. chronological order, cause and effect, compare and contrast, or narrative sequencing)										

Planning

Class / group: _____ Term / dates: _____

Student names → Practice Statements below										
Using appropriate planning and note-taking strategies for specific writing tasks										
Taking notes using key words and phrases to support idea development										
Organising ideas logically into paragraphs, sections, or stanzas										
Setting, working towards, and self-evaluating against specific writing goals based on analysis of writing content and processes										

Revising and editing

Class / group: _____ Term / dates: _____

Student names Practice Statements below										
Making revisions to the content, style, features, and tone of draft texts and adding, deleting, and re-sequencing words and sentences to improve clarity, focus, grammar, and coherence for the intended audience and purpose										
Requesting and selectively using peer feedback to determine where revision is needed, justifying their decision when the feedback is not used										
Editing draft texts, checking for errors in spelling, punctuation, and formatting										