

Name: _____ Date of assessment.1: _____ 2: _____ 3: _____ 4: _____

The Writing Matrix

Best fit:

Best fit:

Best fit:

Best fit:

FOUNDATION STAGE	STAGE 1	STAGE 2	STAGE 3
TOPIC DEVELOPMENT	TOPIC DEVELOPMENT	TOPIC DEVELOPMENT	TOPIC DEVELOPMENT
<p>Texts may be exact copies of a model.</p> <p>Original texts are very short (two or three ideas) with minimal topic development.</p> <p>Ideas may be presented randomly.</p> <p>Towards the end of the Foundation Stage ideas may be organised in an order appropriate to the text type.</p>	<p>Texts are longer (at least 6-8 sentences), with some organization of the ideas.</p> <p>The main ideas may be expanded with details.</p>	<p>Topics are developed in stages, using an appropriate paragraph structure.</p> <p>Ideas are linked and organised, although they may be simply listed at times.</p>	<p>Topics are developed according to the purpose of the task. Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (e.g. 'however', 'therefore').</p> <p>Texts may follow a model closely.</p>
Sentence development and language structures	Sentence development and language structures	Sentence development and language structures	Sentence development and language structures
<p>Sentences show frequent or repeated use of a restricted range of modelled (learned) structures.</p> <p>Sentences are simple or compound (e.g. linked with "and").</p> <p>There may be a range of different errors, some attributable to the learner's age and some to their proficiency in English. These errors may include a lack of agreement of subject and verb ('he go'), incorrect word endings, omitted or overused articles (eg "the China'), incorrect verb forms or overgeneralised use of a grammar rule ("I broked it').</p>	<p>Sentences are mainly simple or compound (e.g. linked with 'and').</p> <p>The writing shows a reduced reliance on formulaic structures.</p> <p>Words like "because" indicate that the learner is beginning to expand texts by using complex sentence structures.</p> <p>Texts include linking words to signal the development of ideas (such as markers of time in a narrative or of cause and effect in an explanation).</p> <p>Errors in words and structures are likely to be frequent and obvious.</p> <p>Texts by learners who are literate in their first language may show attempts to use more complex structures but will often have intrusive errors.</p>	<p>Texts include a range of different sentence beginnings and structures (such as the use of relative clauses).</p> <p>The writing shows an increasing use of subordinate clauses.</p> <p>The writing may use modal verbs (e.g. 'might', 'should').</p> <p>A range of errors in language forms and structures is likely to be evident (e.g. run-on sentences or inaccuracies in, or omissions of, elements of a complex verb phrase).</p> <p>Texts may show overuse of a recently learned structure.</p>	<p>Texts include varied and complex sentence structures and /or sentence types appropriate to the writing purpose, often with errors.</p> <p>Some incorrect structures are still likely to be seen at times, such as inaccurate use of articles or lack of subject-verb agreement.</p>

FOUNDATION	STAGE 1	STAGE 2	STAGE 3
<p>VOCABULARY DEVELOPMENT</p> <p>Most words are high frequency and there is little topic-specific vocabulary (unless it has been provided).</p>	<p>VOCABULARY DEVELOPMENT</p> <p>Texts use a greater range of vocabulary. Most familiar vocabulary is likely to be accurately spelt or show phonemic awareness. Attempts to use unfamiliar vocabulary shows evidence of phonemic awareness.</p> <p>Texts use some learned topic-specific vocabulary. Words may be chosen to create an effect.</p>	<p>VOCABULARY DEVELOPMENT</p> <p>The writing shows a strong personal voice developing through deliberate choice of appropriate vocabulary.</p> <p>There may be some evidence of less appropriate language choices, perhaps from direct translation, e.g. use of 'companion' instead of 'friend'.</p> <p>Texts may have insufficient topic-specific or formal vocabulary for the task or context.</p>	<p>VOCABULARY DEVELOPMENT</p> <p>Words are chosen from an expanding bank of general, technical and academic vocabulary in a range of curriculum and topic areas. In less familiar topic areas, the vocabulary may revert to more general or vague word choices (e.g. "things").</p> <p>Words are mostly chosen appropriately to meet the purpose for writing and to create specific effects, such as using literacy devices for humour or consciously choosing features of persuasive language.</p> <p>Direct translations may lead to inappropriate word choices.</p>
<p>SCRIPT CONTROL</p> <p>Letter formation is developing but is often variable.</p> <p>Towards the end of the Foundation Stage, writing usually shows appropriate use of upper and lower case letters.</p>	<p>SCRIPT CONTROL</p> <p>The script is generally readable.</p>	<p>SCRIPT CONTROL</p> <p>The script is controlled and legible.</p>	<p>SCRIPT CONTROL</p> <p>The writing style is now established, and there is little likelihood of the learner changing how they form their letters.</p>
<p>EDITING, SPELLING AND PUNCTUATION</p> <p>The writing may show evidence of self-corrections.</p> <p>Some words are spelt correctly and there are attempts to spell words as they sound.</p> <p>There are often errors in the use of simple punctuation.</p>	<p>EDITING, SPELLING AND PUNCTUATION</p> <p>There is some evidence of editing, usually teacher-directed.</p> <p>Many high-frequency words are spelt correctly, but there may be intrusive errors.</p> <p>Writing may show some awareness of additional punctuation features and control over full stops.</p>	<p>EDITING, SPELLING AND PUNCTUATION</p> <p>The text shows some evidence of accurate editing.</p> <p>The writing shows evidence of attention to specific points, such as distinguishing between homonyms ("their' and 'there', 'to', 'too', and 'two'; and so on).</p> <p>Contractions are used appropriately.</p>	<p>EDITING, SPELLING AND PUNCTUATION</p> <p>The writing shows evidence of independent, accurate editing.</p> <p>Surface features are generally controlled consistently, although in unfamiliar topic areas or under time pressure in formal assessments control may be reduced.</p>