The writing matrix

	Topic development	Sentence development and language structures	Vocabulary development	Script control	Editing, spelling and punctuation
Foundation stage	− Texts may be exact copies of a model. − Original texts are very short (two or three ideas) with minimal topic development. − Ideas may be presented randomly. − Towards the end of the foundation stage, ideas may be organised in an order appropriate to the text type.	− Sentences show frequent or repeated use of a restricted range of model (learned) structures. − Sentences are simple or compound (linked with 'and'). − 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 lack of agreement of subject and verb ('he go'), incorrect word endings, omitted or overused articles ('the China'), incorrect verb forms or **over-generalised** use of a grammar rule ('I broked it').	− Most words are high frequency and there is little topic-specific vocabulary (unless it has been provided).	− Letter formation is developing but is often variable. − Towards the end of the foundation stage, writing usually shows appropriate use of upper and lower case letters.	− The writing may show evidence of self-correction. − Some words are spelt correctly, and there are attempts to spell words as they sound. − There are often errors in the use of simple punctuation.
Stage 1	− Texts are longer (at least 6 to 8 sentences), with some organisation of the ideas. − The main ideas may be expanded with details.	− Sentences are mainly simple or compound (eg, linked with 'and') − The writing shows a reduced reliance on formulaic structures. − Words like 'because' indicate that the learner is beginning to expand texts by using complex sentence structures. − 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). − Errors in words and structures are likely to be frequent and obvious. − Texts by learners who are literate in their first language may show attempts to use more complex structures but will often have intrusive errors.	− 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 show evidence of **phonemic awareness**. − Texts use some learned topic-specific vocabulary. Words may be chosen to create an effect.	− Script is generally readable.	− There is some evidence of editing, usually teacher directed. − Many high-frequency words are spelt correctly, but there may be intrusive errors. − Writing may show some awareness of additional punctuation features and control over full stops.
Stage 2	− Topics are developed in stages, using appropriate paragraph structure. − Ideas are linked and organised, although they may simply be listed at times.	− Texts include a range of different sentence beginnings and structures (such as use of **relative clauses**). − The writing shows an increasing use of **subordinate clauses**. − The writing may use modal verbs (eg, 'might', 'should'). − A range of errors in language forms and structures is likely to be evident (eg, run-on sentences, or inaccuracies in, or omissions of, elements of a complex verb phrase). − Texts may show overuse of a recently learned structure.	− The writing shows a strong personal voice developing through deliberate choice of appropriate vocabulary. − There may be some evidence of less appropriate language choices, perhaps from direct translation (eg, use of 'companion' instead of 'friend'). − Texts may have insufficient topic-specific or formal vocabulary for the task or context.	− The script is controlled and legible.	− The text shows some evidence of accurate editing. − The writing shows evidence of attention to specific points, such as distinguishing between **homophones** ('their' and 'there'; 'to', 'too' and 'two'; and so on). − Contractions are used appropriately.
Stage 3	− 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 (eg, 'however', 'therefore'). − Texts may follow a model closely.	− Texts include varied and complex sentence structures and/or sentence types appropriate to the writing purpose, often with errors. − Some incorrect structures are still likely to be seen at times, such as inaccurate use of articles or lack of subject and verb agreement.	− 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 (eg, 'things'). − Words are mostly chosen appropriately to meet the purpose for writing and to create specific effects, such as using literary devices for humour or consciously choosing features of persuasive language. − Direct translation may lead to inappropriate word choices.	− The writing style is now established, and there is little likelihood of the learner changing how they form their letters.	− The writing shows evidence of independent, accurate editing. − Surface features are generally controlled consistently, although in unfamiliar topic areas or under time pressure in formal assessments, control may be reduced.
Stage 4	− See NCEA and asTTle websites for descriptors of advanced writing.				