

English Writing Target Related Expectations (TReE)

	PATHWAY 1 (Target Grade 1-3)		PATHWAY 2 (Target Grade 4-6)		PATHWAY 3 (Target Grade 7-8)	
Skill set:	Emerging	Secure	Emerging	Secure	Emerging	Secure
Content, form and register	<ul style="list-style-type: none"> Can write using simple words and phrases that relate to the task. 	<ul style="list-style-type: none"> Simple appropriate ideas and for the task included. Attempts to write in the correct/appropriate style with limited success. Simple awareness of purpose. Some features of writing type are included (EG. Addresses in letter writing or headlines in an article). 	<ul style="list-style-type: none"> Some attempt to choose and develop ideas with some detail. Main purpose of writing attempted but not always consistently maintained. Main conventions of selected form attempted, sometimes appropriately. Writing style is generally matched to purpose. 	<ul style="list-style-type: none"> Ideas and material clearly expressed with appropriate detail. Appropriate style and register maintains the reader's interest. Regular use of the conventions of the task. 	<ul style="list-style-type: none"> Writing is developed and generally relevant. Writing contains conventions of the form suitable for the audience/purpose. A range of stylistic devices used to achieve effects. 	<ul style="list-style-type: none"> Communication is sustained and effective. Successful use of conventions to suit the purpose of the task. Writing is well judged and sustained throughout. A varied range of stylistic devices used.
Text Structure and Organisation	<ul style="list-style-type: none"> Sometimes arranges ideas into sentences/ paragraphs (not always accurately). 	<ul style="list-style-type: none"> Some sentences and ideas link to each other. Limited attempt to organise ideas logically/ clearly (May use paragraphs). 	<ul style="list-style-type: none"> Ideas are organised logically with some ideas related to each other. Ideas are organised, mostly with success. Evidence of paragraphs. 	<ul style="list-style-type: none"> Material is structured clearly, with sentences organised into appropriate paragraphs. Paragraphs clearly structure main ideas across text to support purpose, e.g. clear chronological or logical links between paragraphs. 	<ul style="list-style-type: none"> Ideas are controlled and sequenced. Construction of paragraphs supports meaning and purpose. Usually coherent paragraphs with a range of discourse markers. Within paragraphs, devices contribute to emphasis and effect. 	<ul style="list-style-type: none"> Paragraphing across the text is coherent with integrated discourse markers. Information and ideas are skilfully shaped with effective use of typically expected structural features.

Sentences and Punctuation	<ul style="list-style-type: none"> Forms most letters correctly. Occasional confusion between upper case and lower case letters. Shows awareness of occasional full stops and capital letters. 	<ul style="list-style-type: none"> Straightforward sentences usually contain clear full stops and capital letters. Limited use of punctuation. 	<ul style="list-style-type: none"> Punctuation is generally accurate. Commas may be used with some success but not always accurately. Sentences are punctuated accurately, make sense and have capital letter and full stops. 	<ul style="list-style-type: none"> A variety of sentence lengths and types provide clarity and emphasis. Wider range of connectives used. Some features of sentence structure used to build up detail/convey meaning. Consistent use of Standard English with control of agreement. A range of punctuation used accurately to demarcate sentences. Syntax and punctuation within the sentence generally accurate. 	<ul style="list-style-type: none"> Secure use of a variety of sentence types to achieve purpose and Uses Standard English appropriately. Syntax and a range of punctuation are generally accurate in a variety of sentence types, with occasional errors in ambitious structures. 	<ul style="list-style-type: none"> Variety of sentence types used across the text to achieve purpose and overall effect, with rare loss of control. A range of punctuation is used accurately for specific effects. Use standard English effectively.
Vocabulary	<ul style="list-style-type: none"> Simple use of certain words that might be appropriate to the task. 	<ul style="list-style-type: none"> Simple and appropriate vocabulary used but limited in range. Some words may have been selected for effect. 	<ul style="list-style-type: none"> Some evidence of deliberate vocabulary chosen to have an effect on the reader. Some expansion of general vocabulary to match topic. 	<ul style="list-style-type: none"> Vocabulary chosen for effect. Reasonably wide vocabulary used. 	<ul style="list-style-type: none"> Vocabulary chosen generally appropriate to purpose and audience. Range of vocabulary generally varied and often ambitious, even though choices not always apt. 	<ul style="list-style-type: none"> Confident and assured control of vocabulary, often imaginatively well matched to purpose and Vocabulary is generally varied and ambitious.
Spelling	<ul style="list-style-type: none"> Can spell basic, high frequency words – simple spellings may not be consistent. 	<ul style="list-style-type: none"> Some common words are spelt correctly. Some compound words may be spelt correctly but not with consistent 	<ul style="list-style-type: none"> Correct spelling of common words is accurate. Correct spellings of plurals and words in different tenses. 	<ul style="list-style-type: none"> Generally correct spelling throughout, including some ambitious, uncommon words. 	<ul style="list-style-type: none"> Correct spelling of grammatical function words. 	<ul style="list-style-type: none"> High level of accuracy in spelling including some ambitious vocabulary.