

### English Writing Target Related Expectations (TReE)

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

### English Writing Target Related Expectations (TReE)

WRITING	SKILL SET	PATHWAY 1 (Target Grade 1-3)		PATHWAY 2 (Target Grade 4-6)		PATHWAY 3 (Target Grade 7-8)	
		Emerging	Secure	Emerging	Secure	Emerging	Secure
	<b>Sentences and Punctuation</b>	<ul style="list-style-type: none"> <li>Forms most letters correctly.</li> <li>Occasional confusion between upper case and lower case letters.</li> <li>Shows awareness of occasional full stops and capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>Straightforward sentences usually contain clear full stops and capital letters.</li> <li>Limited use of punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation is generally accurate.</li> <li>Commas may be used with some success but not always accurately.</li> <li>Sentences are punctuated accurately, make sense and have capital letter and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of sentence lengths and types provide clarity and emphasis.</li> <li>Wider range of connectives used.</li> <li>Some features of sentence structure used to build up detail/convey meaning.</li> <li>Consistent use of Standard English with control of agreement.                             <ul style="list-style-type: none"> <li>A range of punctuation used accurately to demarcate sentences.</li> <li>Syntax and punctuation within the sentence generally accurate.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Secure use of a variety of sentence types to achieve purpose and contribute to overall effect.</li> <li>Uses Standard English appropriately.</li> <li>Syntax and a range of punctuation are generally accurate in a variety of sentence types, with occasional errors in ambitious structures.</li> </ul>	<ul style="list-style-type: none"> <li>Variety of sentences types used across the text to achieve purpose and overall effect, with rare loss of control.</li> <li>A range of punctuation is used accurately for specific effects.</li> <li>Use standard English effectively.</li> </ul>
	<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Simple use of certain words that might be appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Simple and appropriate vocabulary used but limited in range.</li> <li>Some words may have been selected for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of deliberate vocabulary chosen to have an effect on the reader.</li> <li>Some expansion of general vocabulary to match topic.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary chosen for effect.</li> <li>Reasonably wide vocabulary used.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary chosen generally appropriate to purpose and audience.</li> <li>Range of vocabulary generally varied and often ambitious, even though choices not always apt.</li> </ul>	<ul style="list-style-type: none"> <li>Confident and assured control of vocabulary, often imaginatively well matched to purpose and audience.</li> <li>Vocabulary is generally varied and ambitious.</li> </ul>
	<b>Spelling</b>	<ul style="list-style-type: none"> <li>Can spell basic, high frequency words – simple spellings may not be consistent.</li> </ul>	<ul style="list-style-type: none"> <li>Some common words are spelt correctly.</li> <li>Some compound words may be spelt correctly but not with consistent success.</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of common words is accurate.</li> <li>Correct spellings of plurals and words in different tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Generally correct spelling throughout, including some ambitious, uncommon words.</li> </ul>	<ul style="list-style-type: none"> <li>Correct spelling of grammatical function words.</li> </ul>	<ul style="list-style-type: none"> <li>High level of accuracy in spelling including some ambitious vocabulary.</li> </ul>