POETIC WRITING (PERSONAL EXPERIENCE AND CHARACTER): MATRIX OF DEEPER FEATURES

	LEVEL 1i	LEVEL 1ii	LEVEL 1iii	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Audience Purpose	**Impact** Gains some audience interest through recording personal experiences or observations of character. **Voice*** Records simple, honestly expressed personal experiences or observations of character.	**Impact** Begins to show awareness of audience interest in a personal experience or a character. **Voice** Records personal experiences or observations of character, which may include a personal response.	**Impact** Shows awareness of audience interest in a personal experience or a character. Records thoughts, feelings, and ideas with some clarity. **Voice** Records personal experiences or observations of character, showing sincerity of personal voice.	**Impact** Attempts to gain audience interest in a personal experience or a character through a variety of means, e.g., humour, selected anecdotes, choice of language. Records thoughts, feelings, and ideas clearly. Demonstrates the deliberate choice of appropriate language features to enhance writing. **Voice** Records personal experiences or observations of character with some sincerity.	**Impact** Often gains audience interest in a personal experience or a character through a variety of means, e.g., humour, selected anecdotes, choice of language. Records thoughts, feelings, and ideas clearly. Demonstrates the deliberate choice of appropriate language features to enhance writing. **Voice** Conveys personal views, feelings, and responses to experiences or character sincerely and honestly.	**Impact** Maintains audience interest in a personal experience or a character through a variety of means, e.g., humour, selected anecdotes, choice of language. Records thoughts, feelings, and ideas clearly. Demonstrates the deliberate choice of appropriate language features to enhance writing. **Voice** Conveys thoughts, feelings, and ideas about and responses to experiences with some perception; sustains sincerity of voice in the portrayal of a character.	**Impact** Engages audience interest in a personal experience or a character through a variety of means, e.g., humour, selected anecdotes, choice of language. Records thoughts, feelings, and ideas clearly. Demonstrates the deliberate choice of appropriate language features to enhance writing. **Voice** Confidently conveys personal thoughts, feelings, and ideas about and responses to experiences or characters. Expresses experiences with perception. Sustains personal voice convincingly.
Content Ideas	**Ideas** Forms ideas and attempts to express them.	**Ideas** Forms and expresses ideas about a personal experience or a character.	**Ideas** Selects thoughts, feelings, and ideas that are personally meaningful in relation to an experience or a character and begins to support them with some detail.	**Ideas** Selects thoughts, feelings, and ideas that are personally meaningful in relation to an experience or a character and begins to add detail and comments, showing some selectivity in the process.	**Ideas** Develops thoughts, feelings, and ideas that are personally meaningful in relation to an experience or a character, adding detail and comment, and showing some selectivity in the process.	**Ideas** Selects and explores ideas that are significant in regard to the experience or character. Focuses clearly on developing the main points and specific, interesting events in a personal experience or on developing the main attributes and specific, interesting aspects of a character. Supports the main points and sequence of events in a personal experience or a character description with substantial illustrations, interpretive comments, evaluations, or observations.	**Ideas** Develops and sustains a strong central idea. Supports the main points of and sequence of events in a personal experience and the main points in a character description with interesting and substantial illustrations, interpretive comments, evaluations, and observations. Begins to convey a sense of the significance of a personal experience or a character.
Structure Organis-ation	**Sentences** Attempts simple* sentences.	**Sentences** Uses mainly simple sentences and some compound* sentences.	**Structure** Demonstrates some sense of sequence. Begins to use simple conjunctions* to join thoughts, feelings, and ideas, e.g., "and", "but". **Sentences** Uses simple sentences with some variation in beginnings. May attempt compound and complex* sentences.	**Structure** Sequences most thoughts, feelings, and ideas logically and with some confidence. **Sentences** Uses mainly simple and compound sentences. Attempts complex sentences. Begins to vary sentence beginnings and lengths.	**Structure** Attempts to shape thoughts, feelings, and ideas for effect. Begins to organise some thoughts, feelings, and ideas into paragraphs. **Sentences** Uses a variety of sentence structures, beginnings, and lengths.	**Structure** Confidently shapes ideas for a particular effect or purpose. Organises ideas into paragraphs and usually makes logical links within and sometimes between paragraphs. Achieves some sense of coherence or wholeness. **Sentences** Uses a variety of sentence structures, beginnings, and lengths for effect.	**Structure** Links main and supporting ideas within and between paragraphs, using a range of connectives*. Manages or experiments with structure for a particular effect or purpose, e.g., repetition, flashback. Conveys a sense of coherence and wholeness. **Sentences** Uses a variety of sentence structures for effect and impact.
Language	**Vocabulary** Attempts to use some key personal content* words. Uses some high-frequency words appropriately. **Language features** (*Character*) May focus descriptions on physical qualities or behaviour, e.g., "Nana is bony."	**Vocabulary** Uses some key personal content words and high-frequency words. **Language features** (*Character*) May attempt to elaborate descriptions of physical or behavioural qualities and to appeal to the senses, e.g., "Nana is really skinny and bony. She smells funny."	**Vocabulary** Extends the use of key personal content words and high-frequency words. Begins to use varied and precise adjectives, verbs, and nouns. **Language features** Begins to use some language features, e.g., similes* and onomatopoeia*.	**Vocabulary** Uses varied and precise adjectives, verbs, and nouns with some confidence. **Language features** To add interest, begins to use some language features, e.g., similes, alliteration*, and onomatopoeia. May attempt direct speech*.	**Vocabulary** Uses a range of vocabulary with increasing confidence, e.g., varied and precise adjectives, verbs, and nouns. **Language features** If appropriate, uses language features to add interest and appeal, e.g., similes, metaphor, and personification*. If appropriate, uses direct speech.	**Vocabulary** Confidently uses a range of vocabulary to suit the audience and purpose. **Language features** Uses language features if appropriate to amplify the content or to engage the audience. If appropriate, uses dialogue and stream of consciousness* to enhance the writing.	**Vocabulary** With increasing control, selects a wide range of vocabulary to suit the audience and the purpose of the writing and to make an impact. **Language features** If appropriate, uses language features and dialogue for impact. (*Character*) May give subtle clues to character by implication.

TRANSACTIONAL WRITING AND POETIC WRITING: MATRIX OF SURFACE FEATURES

	LEVEL 1i	LEVEL 1ii	LEVEL 1iii	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Spelling	Attempts to identify some letter sounds, generally initial letter sounds. Approximates common spellings.	Identifies most initial letter sounds. Identifies dominant sounds in words and records some of these accurately. Spells some high-frequency words correctly (*Spell-Write* lists 1–2).	Records dominant sounds in order. Begins to use some common spelling patterns. Spells most high-frequency words correctly (*Spell-Write* lists 1–2).	Shows knowledge of consonant sounds, blends, and vowel sounds. Shows some knowledge of common spelling patterns and can transfer these between words. Spells most high-frequency words correctly (*Spell-Write* lists 1–4).	Demonstrates good understanding of all basic sounds and patterns in written English. Spells most high-frequency words correctly (*Spell-Write* lists 1–6).	Demonstrates good understanding of all basic sounds and patterns in written English, with few intrusive errors. Spells most high-frequency words correctly (*Spell-Write* lists 1–7).	Uses the writing conventions of grammar (e.g., correctly formed sentences, consistent use of tense, subject-verb agreement, consistent use of pronouns, and correct use of prepositions); spelling; and punctuation with few intrusive errors.
Punctuation	Experiments with capital letters and full stops.	With support, understands and uses capital letters and full stops.	With support, understands and uses capital letters and full stops.	Uses capital letters, full stops, commas, question marks, and speech marks with some consistency.	Punctuates with increasing independence, e.g., uses capital letters, full stops, question marks, speech marks, and apostrophes.	Uses appropriate punctuation independently, e.g., brackets, dashes, colons, and the ellipsis*.	
Grammar	Writes simple sentences that make sense.	Writes sentences that make sense.	Writes simple sentences correctly.	Uses most grammatical conventions with support, e.g., correctly formed sentences, consistent use of tense, subject-verb agreement, consistent use of pronouns, and correct use of prepositions. Attempts at more complex sentences may include errors.	Uses most grammatical conventions correctly, e.g., correctly formed sentences, consistent use of tense, subject-verb agreement, consistent use of pronouns, and correct use of prepositions. Writing may include some errors.	Uses most grammatical conventions accurately, e.g., correctly formed sentences, consistent use of tense, subject-verb agreement, consistent use of pronouns, and correct use of prepositions.	
Layout	Leaves space between some words. Demonstrates some consistency in directionality.	Leaves some space between words. Displays a strong sense of directionality.					

TRANSACTIONAL WRITING (EXPLANATION AND ARGUMENT) AND POETIC WRITING (PERSONAL EXPERIENCE AND CHARACTER): MATRIX FOR THE WRITER – CONTEXT AND PROCESS

LEVEL 1i	LEVEL 1ii	LEVEL 1iii	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Realises that writing carries a message. Acknowledges that he or she has had an experience, or has an explanation or opinon, that can be expressed in writing. Can verbalise his or her writing, showing some connection with the topic. Uses illustrations to support meaning. Makes some attempt at one-to-one matching in reading his or her writing back.	Understands that print is constant. Understands that writing must make sense. Achieves one-to-one matching, with general consistency, when reading his or her writing back.	Understands that there are different purposes for writing. Achieves one-to-one consistency when reading his or her writing back. Is keen to share his or her writing with an audience. Recognises the need to plan his or her writing. Begins to revise and edit his or her writing, particularly for spelling and basic punctuation. Begins to develop dictionary skills.	Understands the purpose of the writing. Recognises that his or her writing will be read by others but does not always recognise that the reader may not share the same knowledge. Recognises that different audiences and purposes require different language features. Experiments with vocabulary to achieve an intended effect. Draws on his or her own experiences readily for reflection or recording. Comments on his or her own and others' writing. Uses modelled ideas effectively and adapts these for his or her own purposes. Uses writing spontaneously for thinking. Attempts to plan writing. Uses a variety of resources to locate words or clarify unknown words. With some independence and consistency, begins to revise and edit writing to improve its clarity and meaning. Uses some dictionary skills to accomplish this.	Writes independently for a sustained period. Plans writing. Responds to and appreciates his or her own and others' work. Uses and responds to feedback. Articulates the language strategies used. With guidance and assistance, extracts criteria from models of written text. Uses a dictionary and begins to use a thesaurus. Revises and edits his or her work with growing independence. Competently uses dictionary skills to accomplish this. **Poetic writing** Uses language and a writing style that are generally appropriate for recording a past happening or describing a character. Seeks opportunities to explore and reflect on his or her experiences or on personal response to character. **Transactional writing** Uses language and writing style that are generally appropriate to the audience and the explanation or argument.	Writes independently for a sustained period. With guidance, extracts criteria from models of written text. Plans writing, often carefully. Uses and responds confidently to feedback. Uses a thesaurus or dictionary to extend vocabulary. Independently revises and edits work for greater effect. **Poetic writing** Seeks opportunities to explore and reflect on experiences or on personal response to a character. Uses language and a writing style appropriate to recording a past happening or describing a character. Uses written language confidently as a tool to communicate responses and reflections on personal experience or a character. Articulates the elements of personal style, language use, and voice when reviewing the work of other writers. **Transactional writing** Seeks opportunities to explain a selected phenomenon, occurrence, or process or to persuade the reader. Uses language and writing style confidently to explain a selected phenomenon, occurrence, or process or to persuade the reader. Articulates the elements of explanatory writing or persuasive language when reviewing the work of other writers.	Writes independently for a sustained period. Plans writing carefully. Uses exemplars and progress indicators to evaluate and improve his or her own writing and the writing of others. Uses a thesaurus or dictionary to extend vocabulary use. Independently revises and edits his or her work for greater effect. **Poetic writing** Seeks opportunities to explore and reflect on experiences or on personal response to a character. Uses language and a writing style that are appropriate to recording a past happening or describing a character. Uses written language confidently as a tool to communicate responses and reflections on personal experience or a character. Articulates the elements of personal style, language use, and voice when reviewing the work of other writers. **Transactional writing** Seeks opportunities to explain a selected phenomenon, occurrence, or process or to persuade the reader. Uses language and writing style confidently to explain a selected phenomenon, occurrence, or process or to persuade the reader. Identifies and discusses confidently the features and purposes of explanatory or persuasive writing.