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| http://pix.iemoji.com/images/emoji/apple/8.3/256/direct-hit.png **Writing Progress Tracker** **Year 5 Targets 2018-2019** | http://emojipedia.org/wp-content/uploads/2013/07/4-smiling-face-with-smiling-eyes.png**Seen** | http://pix.iemoji.com/images/emoji/apple/8.3/256/smiling-face-with-open-mouth-and-smiling-eyes.png**Secure** |
| **Master EYEs:****Across a range of pieces and in other areas of the curriculum:**1. **My writing is varied and interesting and I have a confident and established voice in both fiction and non-fiction.**
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| 1. **I am aware of the purpose and audience for my writing and am beginning to select the appropriate style.**
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| 1. **I can use a more formal style where appropriate.**
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| 1. I can plan by noting down and developing my ideas before writing the text in full.
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| 1. I can proof read and edit my work to improve its accuracy and impact using a dictionary, thesaurus or other classroom resources.
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| 1. I can demonstrate the correct use of past, present and future verb tenses throughout a piece of writing.
2. past tense,
3. present tense,
4. future tense.
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| 1. I can vary sentence length and word order to sustain interest (e.g. “*Having achieved your goals at such an early age, what motivates you to continue? Why fight on?*”)
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| 1. I can integrate dialogue to convey character (must be correctly punctuated).
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| 1. I use relative clauses beginning with who, which, where, when, whose, that (e.g. *My brother, who was usually mean to me,* *gave me his sweets.)*
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| 1. I can use modal verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps, surely*) to show degrees of possibility.
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| 1. I can use adverbials to create cohesion within and across sentences and paragraphs:
2. time (e.g. *later, on Wednesday, during the night, all day, since 2004, usually, sometimes*)
3. place (e.g. *nearby, by the table, at the bottom of the page, past the bank*)
4. number/order (e.g. *secondly*)
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| 1. I can use colons to introduce a bullet point list.
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| 1. I can add extra information to my writing, punctuated (mostly correctly) by:
2. a pair of commas
3. brackets
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| 1. I can use layout devices to structure text (e.g. headings, sub-headings, columns, bullets, tables).
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| 1. I can select from a wide range of known imaginative and ambitious vocabulary and use precisely (should be words that are not usually used by a child of that age).
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| 1. I can spell more than half of the YR 5/6 list.
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| 1. My handwriting is joined and I can write legibly and fluently at speed.
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| **Key:** | KS2 Teacher Assessment Framework - WTS | KS2 Teacher Assessment Framework - EXS | KS2 Teacher Assessment Framework - GDS |