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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.** |  |  |
| 1. **I am aware of the purpose and audience for my writing and am beginning to select the appropriate style.** |  |  |
| 1. **I can use a more formal style where appropriate.** |  |  |
| 1. I can plan by noting down and developing my ideas before writing the text in full. |  |  |
| 1. I can proof read and edit my work to improve its accuracy and impact using a dictionary, thesaurus or other classroom resources. |  |  |
| 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?*”) |  |  |
| 1. I can integrate dialogue to convey character (must be correctly punctuated). |  |  |
| 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.)* |  |  |
| 1. I can use modal verbs (e.g. *might, should, will, must*) or adverbs (e.g. *perhaps, surely*) to show degrees of possibility. |  |  |
| 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). |  |  |
| 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). |  |  |
| 1. I can spell more than half of the YR 5/6 list. |  |  |
| 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 |