|  |  |  |
| --- | --- | --- |
| http://pix.iemoji.com/images/emoji/apple/8.3/256/direct-hit.png  **Writing Progress Tracker**  **Year 6 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 often engaging and sustains reader’s interest in both fiction and non-fiction.** |  |  |
| 1. **I can choose the most appropriate text features and writing styles for different audiences and purposes.** |  |  |
| 1. **I can sustain a convincing viewpoint throughout a piece of writing (e.g. authoritative expert, convincing character portrayal).** |  |  |
| 1. I can plan by noting down and developing my ideas before writing the text in full. |  |  |
| 1. I can proofread and edit to improve the accuracy and impact of my work, with evidence of using a dictionary in this process. |  |  |
| 1. I can correctly select, and consistently use, a range of verb tenses (past, present and future) across my writing (including within pieces, where appropriate - e.g. a flashback in a story). 2. past 3. present 4. future |  |  |
|  |
|  |
| 1. I use a wide range of clause structures, sometimes varying their position within the sentence. |  |  |
| 1. I can structure my writing using subjunctives to create a formal style (e.g. “*Were they to come…*” instead of “*If they came…*”). |  |  |
| 1. I can use passive verbs (e.g. *“The window in the greenhouse was broken.”* Instead of “*I broke the window in the greenhouse.*”). |  |  |
| 1. I can use connectives to: 2. emphasise (e.g. *above all, especially, indeed, in particular, notably, significantly*), 3. qualify (e.g. *except, however, unless, although, if, as long as*) |  |  |
|  |

|  |  |  |
| --- | --- | --- |
| 1. I can use a range of cohesive devices within and across sentences and paragraphs such as: 2. determiners and pronouns which refer back to earlier words, 3. sophisticated connectives (often to open sentences), 4. adverbials to make the relationship between words clear (e.g. *on the other hand, in contrast, as a consequence*), 5. ellipsis. |  |  |
|  |
|  |
|  |
| 1. I can use a wide range of punctuation appropriately within one piece of writing. |  |  |
| 1. I can use commas correctly: 2. for lists 3. for fronted adverbials 4. to separate clauses |  |  |
|  |
|  |
| 1. I can use hyphens to join words and make interesting adjectives (e.g. *sport-mad, custom-built, bad-tempered, quick-thinking, sugar-free)* |  |  |
| 1. I can make some correct use of: 2. semi-colons to connect two independent clauses which are closely linked (e.g. *My dog is naughty; he is always stealing my shoes.*) 3. colons to introduce a list after an independent clause (e.g. *The magic potion included some strange ingredients: bats’ eyes, frogs’ legs and a lot of garlic.*) |  |  |
|  |
| 1. I can integrate dialogue to convey character and advance the action. (It must be correctly punctuated.) |  |  |
| 1. I can select stylistic features to create effect in both fiction and non-fiction such as: rhetorical questions; repetition of a word or phrase; figurative language; elaboration. |  |  |
| 1. I can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age). |  |  |
| 1. I can use the vocabulary of formal writing (e.g. use “*request*” instead of “*ask for*”). |  |  |
| 1. I can spell (almost) all the words from the YR5/6 spelling list. |  |  |
| 1. I can maintain legibility in joined handwriting when writing at speed. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key:** | KS2 Teacher Assessment Framework - WTS | KS2 Teacher Assessment Framework - EXS | KS2 Teacher Assessment Framework - GDS |

**In order to get Greater Depth**: [There are no additional statements for spelling or handwriting]

|  |  |  |
| --- | --- | --- |
| 1. write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) EYE 1, 2 and 3 are strong |  |  |
| 1. distinguish between the language of speech and writing\* and choose the appropriate register. \*Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar. |  |  |
| 1. exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. (linked to EYE 6, 8, 18 and 19) |  |  |
| 1. use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^ (linked to EYE 14 and 15) |  |  |