

# Writing Progress Tracker

## Master EYEs: Exceeding

Across a range of pieces and in other areas of the curriculum:

M1. My writing is lively and thoughtful in a range of fiction and non-fiction forms.

M2. I can develop and sustain my writing in interesting ways.

M3. My writing is organised appropriately and adapted for the reader (e.g. *a formal letter vs. a letter to a friend*).



### Your Targets



Emerging



Expected

1. When I am planning my writing, I can compose and rehearse sentences orally.

2. I can proof read and edit my work to improve the accuracy and impact of my work.

3. I am beginning to use paragraphs.

4. I can use headings and sub-headings to aid presentation in non-narrative writing.

5. I can use conjunctions to express time, place and cause (e.g. *when, before, after, while, so, because*).

6. I can use adverbs to express time, place and cause (e.g. *then, next, soon, thereafter*).

7. I can use prepositions to express time, place and cause (e.g. *before, after, during, in, because of*).

8. I use the present and past tense correctly and the present perfect tense mostly correctly throughout a piece of writing.

9. I can use a range of sentences including:

- a) simple,
- b) compound
- c) complex (sentences with more than one clause).

10. I can correctly use inverted commas for direct speech.

11. I can experiment with adjectives to create impact.

12. I can use interesting and ambitious words (these should be words not usually used by a child of that age and not technical words taught in context e.g. *volcano* or *evaporation*).

13. I have legible, joined handwriting.

14. I can spell more than half of the YR3/4 high frequency words.

