

Master EYEs: Exceeding

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

M1. My writing is often engaging and sustains reader's interest in both fiction and non-fiction.

M2. I can choose the most appropriate text features and writing styles for different audiences and purposes.

M3. I can sustain a convincing viewpoint throughout a piece of writing (e.g. authoritative expert, convincing character portrayal).



Your Targets



Emerging



Expected

1. I can plan by noting down and developing my ideas before writing the text in full.

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

3. I can use verb tenses correctly throughout a piece of writing including:

a) past perfect tense,

b) present perfect tense,

c) future perfect tense.

4. I use a wide range of clause structures, sometimes varying their position within the sentence.

5. I can structure my writing using subjunctives to create a formal style (e.g. "Were they to come..." instead of "If they came...").

6. I can use passive verbs (e.g. "The window in the greenhouse was broken." Instead of "I broke the window in the greenhouse.").

7. I can use connectives to:

a) emphasize (e.g. *above all*),

b) qualify (e.g. *except*),

c) show results (e.g. *as long as*).

8. I can use a range of cohesive devices within and across sentences and paragraphs such as:

a) determiners and pronouns which refer back to earlier words,

b) sophisticated connectives (often to open sentences),

c) adverbials to make the relationship between words clear (e.g. *on the other hand, in contrast, as a consequence*),

d) ellipsis.

9. I can use a wide range of punctuation appropriately within one piece of writing.		
10. I can use commas for clarity.		
11. I can make some correct use of hyphens to link words and make my meaning clear. e.g. " <i>man-eating shark</i> " or " <i>man eating shark</i> "		
12. I can make some correct use of:		
a) semi-colons,		
b) dashes,		
c) colons.		
13. I can integrate dialogue to convey character and advance the action.		
14. I can select stylistic features to create effect in both fiction and non-fiction such as:		
a) rhetorical questions,		
b) repetition of a word or phrase,		
c) figurative language,		
d) elaboration.		
15. 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).		
16. I can use the vocabulary of formal writing (e.g. use " <i>request</i> " instead of " <i>ask for</i> ").		
17. I can spell (almost) all the words from the YR5/6 spelling list.		
18. I can write legibly, fluently and at speed, deciding whether or not to join specific letters.		