

Master EYES: Exceeding Across a range of pieces and in other areas of the curriculum:		
M1. My writing is lively and coherent in both fiction and non-fiction and I often use adventurous words for effect.		
M2. My writing shows pace and I select relevant and interesting details to move the writing forward.		
M3. I can make my ideas clear in a range of different text types and for different readers.		
 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 use the correct tense throughout a piece of writing:		
a) present tense		
b) past tense		
c) present perfect tense		
4. I can use fronted adverbials with a comma. (e.g. <i>“Later that day, I heard the bad news.”</i>)		
5. I can open sentences in a wide range of ways for interest and impact.		
6. I can use more sophisticated connectives to show opposition (e.g. <i>although, however, despite, contrary to</i>).		
7. I can use more sophisticated connectives to show addition (e.g. <i>nevertheless, as well as, furthermore</i>).		
8. I can group ideas into paragraphs around a theme.		
9. I can choose nouns or pronouns to avoid repetition		
10. I can correctly punctuate direct speech including a comma after the reporting clause, punctuation within inverted commas and new speaker, new line.		
11. I can use apostrophes to mark plural possession (e.g. <i>“the girl’s name”</i> or <i>“the girls’ names”</i>).		
12. I can expand noun phrases by adding modifying adjectives (e.g. <i>“the teacher”</i> expanded to <i>“the strict maths teacher with curly hair”</i>).		
13. I can select from a range of known adventurous vocabulary and some words are particularly well chosen.		
14. I have legible, joined handwriting of consistent quality.		
15. I can spell (almost) all of the YR3/4 high frequency words.		

