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| Learner stageWriting | What I should know, understand, be able to explain or do |
| Exceptional Mastery (E) | * My writing is flawless and always shows a complete understanding and engagement with the task and topic.
* My work is well planned, and my use of interesting and varied connectives helps it to flow and maintain interest.
* I use paragraphs deliberately for effect, sequencing my work in a way that engages the reader and guides them through my writing.
* My vocabulary is flawlessly chosen, and pieces are never over-written.
* In my writing, sentences are crafted for maximum effect.
* There are no mistakes in my spellings, even highly complex words and homophones.
* I use sophisticated punctuation accurately to shape my sentences. There are no punctuation errors, even when using semicolons.
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| Advancing mastery (A) | * My writing is engaging and interesting and always shows an understanding and engagement with the task and topic.
* My work is well planned, and my use of connectives helps it to flow and maintain interest.
* I use paragraphs deliberately for effect.
* My vocabulary is consistently well-chosen, and I can exercise judgement when using more complex language choices.
* I can use a full variety of sentence lengths for impact, to engage and manipulating the reader.
* Mistakes are rare within my spelling, few lapses even with more complex spellings.
* I use sophisticated punctuation accurately to shape my sentences, few lapses even with more complex punctuation marks.
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| Secure mastery (S) | * I use features of the set writing form in my writing.
* I engage my reader through the choice of topic and tone.
* My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed, and I use connectives to help guide my reader.
* I use a wide and always relevant vocabulary. I do not overuse a thesaurus to make my writing ‘flowery’ (unless I am trying to do it deliberately for effect).
* I confidently and deliberately chose sentences for purpose and impact, to engage my target reader.
* Spelling including words that are not commonly used is nearly always accurate and carefully checked-through and edited.
* I never make mistakes with capital letters.
* I can use full stops, capital letters, commas, question marks, exclamation marks and speech marks accurately and ellipsis, colons and apostrophes to make my writing clear or clever.
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| Developing mastery (D) | * I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.
* Writing is paragraphed and in a logical order.
* I often use connectives accurately.
* The words I choose are nearly always carefully chosen for the task, purpose and audience.
* I use simple, compound and complex sentences for effect.
* I am able to vary the starts of my sentences, for example starting with an adverb.
* Commonly used words are spelt correctly all the time. I don’t make many mistakes with common homophones.
* I never make mistakes with capital letters.
* I can use full stops, capital letters, commas, question marks, exclamation marks and speech marks accurately.
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| Emerging mastery (F) | * Part of my writing is in the correct form and with an awareness of who it is for and what it should look like.
* Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and end.
* Some of the words I use are the right ones for the task. But sometimes I use slang when I shouldn’t and it sounds like I am talking.
* I am able to use a range of longer and shorter sentences.
* Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.
* I use full stops and capital letters correctly. Sometimes I use punctuation inside my sentences, like commas, to help people understand my sentences.
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| Step up (SU) | * With help, I am able to write down my own ideas.
* With help, I am sometimes able to write more than once sentence, one after the other, on the same topic.
* With help, I can choose the right words to use.
* I am able to write simple sentences.
* Sometimes I spell short, simple words correctly.
* My writing usually makes sense but sometimes I forget to use punctuation to show where sentences finish.
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My target:

I am good at: