|  |  |
| --- | --- |
| Learner stage  Writing | 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |

My target:

I am good at: