

Name:									
• write for a range of purposes			Working towards the expected standard						
• use paragraphs to organise ideas									
• in narratives, describe:	settings								
	characters								
• in non-narrative writing, use simple devices to structure the writing and support the reader, for example:	headings								
	sub-headings								
	bullet points								
• use mostly correctly:	capital letters/ full stops								
	apostrophes for contraction								
	question marks								
	commas for lists								
• spell correctly most words from Y3/4, and some words from the Y5/6 lists									
• write legibly (doesn't need to be joined)									
• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions/ persuasive writing)			Working at the expected standard						
• in narratives, describe:	settings								
	characters								
	atmosphere								
• integrate dialogue in narratives to convey character and advance the action									
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately eg.	using contracted forms in dialogues in narrative								
	using passive verbs to affect how information is presented								
	using modal verbs to suggest degrees of possibility								
• use a range of devices to build cohesion within and across paragraphs eg.	conjunctions								
	adverbials of time and place								
	pronouns								
	synonyms								
• use verb tenses consistently and correctly throughout writing									
• use the range of punctuation taught at KS2 mostly correctly (e.g.) Not ALL needed.	inverted commas and other punctuation to indicate direct speech								
	Other examples – commas, dashes, brackets, colons, semi-colons, hyphens								
• spelling:	• spell correctly most words from the year 5 / 6 list								
	• use a dictionary to check the spelling of uncommon or more ambitious vocabulary								
• maintain legibility in joined handwriting when writing at speed; understand which letters, when adjacent to one another, are best left unjoined									
• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own work (e.g. literary language, characterisation, structure)			Working at greater depth						
• distinguish between the language of speech/writing and choose the appropriate register - contracted verbs, informality, colloquial expressions									
• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this									
• use the range of punctuation taught at KS2 correctly and, when necessary, use precisely to enhance meaning and avoid ambiguity . Examples:	• semi-colons								
	• dashes								
	• colons								
	• hyphens								

