



Working at the expected standard								Met
- 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 and persuasive writing)								
- in narratives, describe settings, characters and 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 (e.g. 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 (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs								
- use verb tenses consistently and correctly throughout their writing								
- Using mostly correct	Inverted commas and speech punctuation							
	Commas for clarity							
	Punctuation for parenthesis							
- Making some use of	Semi Colons							
	Dashes							
	Colons							
	Hyphens							
- spells most words correctly (Years 5/6 list)								
- maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters								

Working at a greater depth within the expected standard								Met
- 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 writing (e.g. literary language, characterisation, structure)								
- distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register								
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this								
- use the full range of punctuation taught at key stage 2								
	Semi colons							
	Colons							