

<u>Working Towards the Expected Standard</u>	1	2	3	4	5	6	Achieved and Evidenced
The pupil can:							
Write for a range of purposes							
Use paragraphs to organise ideas							
In narratives, describe settings and characters.							
In non-narrative writing, use simple devices to structure and support the reader (e.g. headings, sub-headings, bullet points)							
I can use mostly correctly:							
<ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Commas for lists • Apostrophes for contraction 							
Spell correctly most words from the Year 3 and 4 spelling lists							
Spell some words from the Year 5 and 6 spelling list							
Write legibly							

<u>Working at the Expected Standard</u>							
The pupil can:							
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.							
Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas, and other punctuation to indicate direct speech)							
Spell correctly most words from Year 5 and 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
Maintain legibility in joined handwriting when writing at speed.							

<u>Working at Greater Depth</u>							
The pupil can:							
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 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 range of punctuation taught at Key Stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.							