

**WORKING TOWARDS**

- Using paragraphs to organise ideas
- Describing settings and character
- Using some cohesive devices\* within and across sentences and paragraphs
- Using different verb forms mostly accurately
- Using co-ordinating and subordinating conjunctions
- Using mostly correctly
 

Capital letters
Full stops
Question marks
Exclamation marks
Commas for lists
Apostrophes for contraction
- Spelling most words correctly\* (Year 3&4)
- Spelling some words correctly\* (Year 5&6)
- Producing legible joined handwriting

**WORKING AT THE EXPECTED STANDARD**

- Creating atmosphere, and integrating dialogue to convey character and advance the action
- Selecting vocabulary and grammatical structures that reflect the level of formality required mostly
- Using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- Using passive and modal verbs mostly appropriately
- Using a wide range of clause structures, sometimes varying their position within the sentence
- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualifications and
- Using mostly correctly
 

Inverted commas
Commas for clarity
Punctuation for parenthesis
- Making some correct use of
 

Semi-colons
Dashes
Colons
Hyphens
- Spelling most words correctly\* (Year 5&6)
- Maintaining legibility, fluency and speed in handwriting through choosing whether if not to join specific

**WORKING AT GREATER DEPTH**

- Managing shifts between levels of formality thought selecting vocabulary precisely and by manipulating
- Selecting verb forms for meaning and effect
- Using the full range of punctuation taught at Key Stage 2 mostly correctly, including:
 

Semi-colons to mark the boundary between independent clauses
Colons to mark the boundary between independent clauses