

Working at the Expected Standard				
Learning Intentions	Evidence			Notes
Punctuation				
<p><u>Consistently uses:</u></p> <ul style="list-style-type: none"> capital letters and full stops exclamation and question marks commas for lists apostrophes for contraction inverted commas for speech 				
<p>Uses the following <u>mostly correctly:</u></p> <ul style="list-style-type: none"> commas for clarity parenthesis (brackets, a pair of commas, a pair of dashes) apostrophes for possession <p><u>Some correct use of:</u></p> <ul style="list-style-type: none"> semi-colons colons dashes hyphens 				
Organisation of ideas				
<p>Uses paragraphs to organise ideas. Establishes cohesion across sentences and paragraphs with adverbials.</p>				
Sentence construction				
<p>Uses a variety of sentences including:</p> <ul style="list-style-type: none"> simple compound complex sentences <p>Use a range of clause structures such as:</p> <ul style="list-style-type: none"> relative clauses subordinate clauses <p>Varies the position of clauses within a sentence.</p>				
Vocabulary				
<p>Chooses vocabulary to reflect the formality of the writing. Uses:</p> <ul style="list-style-type: none"> adverbs, adverbial phrases prepositional phrases expanded noun phrases <p>Uses:</p> <ul style="list-style-type: none"> coordinating and subordinating conjunctions <p>Selects different verb forms for meaning and effect, including modal verbs. Uses past, present and future tenses accurately.</p>				
Context				

Develops ideas for writing appropriate to the form/genre. Creates atmosphere with figurative language, specific vocabulary. Uses dialogue in narratives to advance the action and convey character.				
Spells most Year 5 and 6 words correctly (National Curriculum) Maintains legibility, fluency, and speed in handwriting with a neat, cursive script.				
Working at <u>Greater Depth</u> Within the Expected Standard				
Learning Intentions (in addition to all of the standards at the expected level)	Evidence		Notes	
Punctuation				
Uses the <u>full range</u> of punctuation <u>mostly correctly</u> – including: <ul style="list-style-type: none"> • ellipsis • semi-colons to mark the boundary between independent clauses • colons to mark the boundary between independent clauses 				
Organisation of ideas				
Uses paragraphs that: <ul style="list-style-type: none"> • are varied in length and structure • have clear links between them • have a clear focus • may be organised for effect. <p>Writing is well structured and shows sophisticated use of the form/genre.</p>				
Sentence construction				
Uses complex sentences to achieve different effects. Uses a variety of simple and complex sentences with control. Uses sentences with a variety of fronted adverbials, complex noun phrases and prepositional phrases.				
Vocabulary				
Selects vocabulary that is varied, precise and ambitious. Uses modifiers to create shades of meaning. Uses literary features such as simile, metaphor, personification, alliteration. Manipulates word order for effect or emphasis.				
Context				
Manages shifts between levels of formality by selecting vocabulary carefully and by manipulating grammatical structures. Establishes and mostly controls a convincing, individual voice or point of view. Engages with the reader. Ensures elements of dialogue, action and description are interwoven. Sustains the reader’s interest by managing the detail and sequence of events. Subtly develops characterisation through action and dialogue, as well as through characters’ relationships. Maintains appropriate pace throughout the writing.				