

		Piece of writing reference:	A	B	C	D	E	F
Working Towards the Expected Standard	I can write for a range of purposes and audiences:							
		using paragraphs to organise ideas						
		describing settings and characters						
		using some cohesive devices within and across sentences and paragraphs (e.g. conjunctions, repetition of key words, using pronouns to replace nouns)						
		using different verb forms mostly accurately (I will be, I am being, I have been)						
		using coordinating conjunctions (for, and, nor, but, or, yet, so)						
		using subordinating conjunctions (but, although, if, while, when)						
		using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions (mostly correctly)						
		spelling most words correctly (from years 3 and 4)						
		spelling some words correctly (from years 5 and 6)						
		producing clear, joined handwriting						

		Piece of writing reference:	A	B	C	D	E	F
Working At the Expected Standard	I can write for a range of purposes and audiences (including writing a short story):							
		creating atmosphere (metaphors, similes, description, short sentences etc.)						
		including dialogue to tell the reader about the character and to move the action on						
		choosing vocabulary and grammatical structures for the correct level of formality for the text type, mostly correctly						
		using a range of cohesive devices (including adverbial phrases, repetition of key phrases) within and across sentences and paragraphs						
		using passive voice mostly appropriately						
		using modal verbs (could, will, should, might)						
		using a wide range of clauses at different parts of the sentence (beginning, end, embedded clauses)						
		using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision						
		using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly						
		making some correct use of semi-colons, dashes, colons and hyphens						
		spelling most words correctly* (years 5 and 6)						
	keeping careful, fluent and speedy in handwriting through choosing whether or not to join special letters.							

		Piece of writing reference:	A	B	C	D	E	F
Greater Depth within the Expected	I can write for a range of purposes and audiences:							
		managing shifts between levels of formality by choosing vocabulary precisely and by adapting sentence structures for effect						
		selecting verb forms for meaning and effect						
	using the full range of punctuation taught at KS 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.							

* Spelling is a limiting judgement as must be secure to be assessed at 'Working at the expected standard'.