



Working at the Expected Standard			
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
Create complex sentences by using relative clauses with relative pronouns eg <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on top of the hill. – who, which, where, whose, when, that</i>	Identify the audience and purpose, selecting the appropriate language and structures.	<u>Correctly spell common exception words from Years 1-5</u>	Write fluently using a joined style as appropriate in independent writing.
Create and punctuate complex sentences using ‘ed’ opening clauses eg <i>Exhausted from the race, Sam collapsed in a heap.</i>	In narratives, blend action, dialogue and description within and across paragraphs		
Create and punctuate complex sentences using ‘ing’ openings clauses eg <i>Grinning with anticipation, Paul launched himself from the diving board.</i>	<u>Use organisation and presentational devices eg underlining, bullet points, headings</u>		
Demarcate complex sentences using commas in order to clarify meaning.	<u>Use different sentences structures with increasing control</u>		
Identify and use commas to indicate parenthesis eg <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>	<u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning/Proofread and edit spelling and punctuation errors.</u>		
Identify and use brackets to indicate parenthesis eg in formal writing: The cheetah (Acinonyx jubatus) inhabits open grassland in Africa.	Ensure consistent subject and verb agreement		
Consistent and correct use of tenses throughout a piece of writing.			
<u>Use devices to build cohesion within a paragraph eg firstly, then, presently, this, subsequently.</u>			
<u>Link ideas across paragraphs using adverbials for time, place and numbers eg later, nearby, secondly</u>			
Use expanded noun phrases to convey complicated information concisely eg <i>carnivorous predators with surprisingly weak jaws and teeth.</i>			

Explore collect and use modal verbs to indicate degrees of possibility eg <i>might, could, shall, will, must</i>			
Explore, collect and use adverbs to indicate degrees of possibility eg <i>surely, perhaps, maybe, definitely, certainly, probably.</i>			
Deeper Learner			
Create complex sentences where the relative noun is omitted eg Tina standing at the bus stop, pondered the day ahead			
Create and punctuate sentences using simile starters eg <i>Like a fish out of water, she conversed awkwardly with the other guests.</i>			
Use commas to avoid ambiguity eg <i>'Let's eat Grandma'</i> and <i>'Let's eat, Grandma'</i>			
Identify and use dashes to indicate parenthesis eg in less formal writing: The cake was lovely-delicious in fact-so I had another slice.			