



Working at the Expected Standard					
Vocabulary, grammar and punctuation		Composition		Spelling	Handwriting
<p><b>*Select vocabulary and grammatical structures that reflect what the writing requires mostly using;</b></p>	Contracted forms	<p><b>*Write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader (1<sup>st</sup> person diary, direct address in persuasive writing)</b></p>		<p><b>*Correctly spell common exception words from Years 1-6</b></p>	<p><b>*Write using a joined style, maintaining legibility when writing at speed.</b></p>
	Active/passive verbs				
	Modal verbs	<p><b>*Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action eg 'Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, 'It's not fair'</b></p>		<p><b>*Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</b></p>	
	Sentence structure				
<p><b>*Use a range of devices to build cohesion using;</b></p>	Appropriate vocabulary	<p><b>*In narratives describe settings, character and atmosphere using:</b></p>	similes		
	Conjunctions		metaphors		
	Adverbials (narrative)		Range of openers		
	Adverbials (non-fiction)		Appropriate vocabulary		
	Pronouns		prepositions		
Synonyms	Expanded noun phrases				
<p><b>*To use correct verbs tenses consistently and correctly throughout writing</b></p>		<p>Use active and passive voice to achieve intended effects eg formal reports, explanations and mystery narrative.</p>			
<p><b>*Use the range of punctuation taught at Key Stage 2 mostly correct:</b></p>	Inverted commas	<p>Evaluate, select and use a range of organisation and presentational devices to structure texts for different purposes and audiences eg headings, sub-headings, columns, bullet points, tables.</p>			
	Commas for clarity				
	punctuation for parentheses	<p>Reflect on the effectiveness of writing in relation to audience and purpose, suggesting making changes to enhance effects and clarify meaning</p>			
	Contracted forms	<p><b>*Proof read for grammatical, spelling and punctuation errors</b></p>			

	Brackets			
	Punctuation for direct speech			
	Colons/Semi colons (GDS)			
<b>Greater Depth</b>				
<b><u>Vocabulary, grammar and punctuation</u></b>		<b><u>Composition</u></b>		
<b><u>*Use range of punctuation taught at KS2 correctly and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.</u></b>	Colons	<b><u>*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 (literary language, characterisation, structure)</u></b>		
	Semi- colons			
	Hyphens			
	Dashes			
<b><u>*Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this</u></b>		<b><u>*Distinguish between the language of speech and writing and choose the appropriate structure.</u></b>		