|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | |
| Working **TOWARDS** the **Year 6** expected standard | |  |  |  |  |
| • use **paragraphs** to organise my ideas | |  |  |  |  |
| • **describing settings** and **characters** using **noun phrases** | |  |  |  |  |
| • use **fronted adverbials** | |  |  |  |  |
| • stay in the **correct tense** | |  |  |  |  |
| • use **co-ordinating** and **subordinating conjunctions** | |  |  |  |  |
| • **correctly use** | **capital letters/ full stops** |  |  |  |  |
| **question marks** |  |  |  |  |
| **exclamation marks** |  |  |  |  |
| **commas for lists** |  |  |  |  |
| **apostrophes for contraction** |  |  |  |  |
| • **spell words correctly** (year 3/4 and year 5/6 List) | |  |  |  |  |
| • write in **clear joined** handwriting. | |  |  |  |  |
| • **edit for errors** and **edit to improve** my writing | |  |  |  |  |
| Working **AT** the **Year 6** expected standard | |  |  |  |  |
| • write stories **describing settings**, **characters** and **create atmosphere** with **high-quality vocabulary** choices. | |  |  |  |  |
| • write **dialogue between characters** to convey character and **advance the action.** | |  |  |  |  |
| • select vocabulary and grammatical structures that reflect the **level of formality** required. | |  |  |  |  |
| • use **a variety of** **conjunctions** and **fronted adverbials** within sentences and paragraphs to achieve **cohesion** | |  |  |  |  |
| • use **modal verbs** | |  |  |  |  |
| • use **passive voice** | |  |  |  |  |
| • use different clauses – **relative clauses and subordinate clauses** | |  |  |  |  |
| • use **adverbs** and **expanded noun phrases** to add detail | |  |  |  |  |
| • correctly use | **inverted commas** |  |  |  |  |
| **commas for clarity** |  |  |  |  |
| **apostrophes** for **possession** and **contraction** |  |  |  |  |
| **punctuation for parenthesis**  commas, brackets and dashes |  |  |  |  |
| • make some correct use of | **semi-colons** |  |  |  |  |
| **colons** |  |  |  |  |
| **dashes** |  |  |  |  |
| **hyphens** |  |  |  |  |
| • **spell words correctly** (year 5 and 6 list) | |  |  |  |  |
| • write in **clear, joined** handwriting. | |  |  |  |  |
| • **edit for errors** and **edit to improve** my writing | |  |  |  |  |
| Working **ABOVE** the **Year 6** expected standard | |  |  |  |  |
| • **shift between levels of formality** through selecting vocabulary precisely and using grammatical structures | |  |  |  |  |
| • select **powerful and ambitious words and phrases** for meaning and effect | |  |  |  |  |
| • use the **full range of punctuation** taught at key stage 2 correctly. | |  |  |  |  |
| • make use of **colloquialisms** and **grammatical informality** in speech | |  |  |  |  |
| • have a **clear author’s voice** and **control of the piece as a whole.** | |  |  |  |  |
| • **edit and improve** my writing | |  |  |  |  |