

**Working towards**

1. write for a range of purposes
2. use paragraphs to organise ideas
3. in narratives, describe settings and characters
4. in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings)
5. use capital letters
6. use full stops
7. use question marks
8. use commas for lists
9. use apostrophes for contraction
10. spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
11. write legibly.

Working at the expected standard

12. write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
13. in narratives, describe settings, characters and atmosphere
14. integrate dialogue in narratives to convey character and advance the action
15. select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
16. use a range of cohesive devices* (e.g. conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs
17. use verb tenses consistently and correctly throughout their writing
18. use inverted commas
19. use commas for clarity
20. use punctuation for parenthesis
21. use semi-colons
22. use dashes
23. use colons
24. use hyphens
25. spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
26. maintain legibility in joined handwriting when writing at speed.

Working at greater depth within the expected standard

27. 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
28. distinguish between the language of speech and writing and choose the appropriate register
29. exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
30. use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and 'when necessary', use such punctuation precisely to enhance meaning and avoid ambiguity.