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| Working Towards the Expected Standard | |  |  |
| Paragraphs | | *Change paragraphs for different times/places* |  |
| Synonyms/pronouns/adverbials for cohesion | | *He noticed in the corner there were screwed up papers. These strange lumps of mass were surrounded by discarded juice cartons and scattered stationery and they contributed to the scene of chaos around him. Adjacent to this area, there were…* |  |
| Verbs make sense | | *NOT He trudging past – He trudged past* |  |
| Use co-ordinating and subordinating conjunctions | | *Co-ordinating Conjunctions: FANBOYS – for and nor but or yet so*  *The sky loomed overhead, a stormy grey, for the night was drawing in.*  *Sticky juice dripped from every crevice yet the boy didn’t seem to notice.*  *Subordinating Conjunctions: When/If*  *When he ventured past the secretary’s office, she slammed the door.* |  |
| Use mostly correctly | Capital letters |  |  |
| Full stops |  |  |
| Question marks | *How could he survive for much longer in this bleak depressing abyss?* |  |
| Commas in a list | *Glancing around, he noticed: mud splatters, clumps of earth and auburn-tinged leaves.* |  |
| Apostrophes for contractions | *Couldn’t wouldn’t he’d* |  |
| Spell most words correctly (Year 3 and 4) | | *Century favourite extreme separate* |  |
| Spell some words correctly (Year 5 and 6) | | *Desperate cemetery especially* |  |
| Produce legible, joined handwriting | |  |  |

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| Working at the Expected Standard | |  |  |
| create atmosphere, and integrate dialogue to convey character and advance the action. | | *Gloomy mist shrouded the deserted forest*  *“I wish I was anywhere but here,” he shivered softly to himself.* |  |
| select vocabulary and grammatical structures that reflect the level of formality required mostly correctly | | *He could no longer feel the intense glare of the truck’s headlights.* |  |
| use a range of cohesive devices, including adverbials, within and across sentences and paragraphs, conjunctions, pronouns and synonyms | | *And – also, in addition to, also*  *Because – due to/the fact*  *So – Consequently, as a result, therefore*  *But – however, although, nevertheless, despite the fact*  *Time – simultaneously, concurrently, prior to, later, afterwards, several hours later* |  |
| Use passive and modal verbs mostly appropriately | | *The toys were made to hover by the boy’s paranormal powers.*  *Could would should might* |  |
| use a wide range of clause structures, sometimes varying their position within the sentence | | *It was silent, except for the exhausted sigh of the weary officers. Staring anxiously, in the gloomy darkness, the boy waited for glints of light to appear. They washed over him. He was bathed in a fiery glow, like a blazing log burner on a cosy night.* |  |
| use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision | | *Cautiously, anxiously, timidly, brashly,*  *Under the forest’s canopy, towards the corner*  *The flame-coloured, crunchy leaves* |  |
| use verb tenses consistently and correctly throughout their writing | | *The boy raced home, pedalling as rapidly as he could pump his legs.* |  |
| Use mostly correctly | Commas for clarity | *The police vehicle, which was parked in the midst of the forest , provided some light in the darkness* |  |
| Punctuation for parenthesis | *The lone figure (who was trmebling uncontrollably) steadily walked down the devastated corridor* |  |
| Make some use of | Semi colons | *The ground was unkempt and squelchy; it was covered in a veil of mud and dirt.* |  |
| Colons | *He passed: Joggers, school children on their journey home and elderly people having a chat.* |  |
| Dashes | *His uniform – once smart – was grubby and worn.* |  |
| Hyphens | *Well-used brick-like scarlet-coloured* |  |
| Spell most words correctly (Year 5 and 6) | | *Desperate cemetery especially* |  |
| Very neat handwriting | |  |  |
| Working at Greater Depth | |  |  |
| Precise vocabulary | | *Unfurling unkempt occurrence incinerated* |  |
| Include chatty speech with an accent into more formal writing | |  |  |
| Edit in good detail | |  |  |
| Use the full range of punctuation mostly correctly | | *. ABC , ?! “ “ – ( ) ‘ : ;* |  |