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punctuation mark must be evident.) Dashes Colons To separate items in a list Dashes Independent clauses	+
evident.) Dashes Colons To introduce a list Independent clauses	_
Colons To introduce a list Independent clauses	
Independent clauses	
Hyphens	
Spelling most words correctly (years 5 and 6)	
Use a dictionary to check the spelling of uncommon or more ambitious	
vocabulary. Maintaining legibility in joined handwriting when writing at speed.	_
Working at greater depth	
The pupil can:	
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 (e.g. literary language, characterisation,	
structure) Distinguish between the language of speech and writing and choose the	
appropriate register.	\bot
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve	
this.	
Use the full 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.	

Working towards the expected s	tandard		А	В	С	D	E	F	G	Н
The pupil can:										
To write for a range of purpos	es.									
Using paragraphs to organise i	deas.									
In narratives Describe settin	gs and character	s.								
In non-narrative writing, use and support the reader (e.g. h	-									
Using mostly correct: Capital Letters										
	Full Stop	s								
	Question	Marks								
	Commas fo	r lists								
	Apostroph	es for contractions								
Spelling most words correctly	(year 3 and 4)									
Spelling some words correctly	(year 5 and 6)									
Producing legible handwriting										
Working at the expected standa	ırd									
The pupil can:			1	ı	1	T	T	T		ı
Write effectively for a ran language and shows good awarer person in a diary, direct writing).	ness of the read address in ins	er (e.g. the use of first structions and persuasive								
In narratives, describe setting										
Integrate dialogue to convey character and advance the action										
Selecting vocabulary and gram writing requires, doing this forms in dialogue in narrat information in presented; possibility).	s mostly appropi <i>ive; using pass</i>	priately (e.g. contracted sive verbs to affect how								
Using a range of devices to buparagraphs. Adverbials of time and place,	conjunctions, pr	conouns and synonyms								
		correctly throughout their writing.								
To use:	Adverbs									
Prepositional phrases										
	Expanded noun phrases									
		wide range of clauses structures that ry the position within the sentence.								
Use the range of punctuation	s									
taught at Key Stage 2 mostly correct:	Commas for cla	rity								
(Pupils are expected to be	Comma after a	fronted adverbial								
able to use the range of punctuation shown here in	Punctuation fo									
their writing, but this does not mean that every single	Semi-colons	Independent clauses								
punctuation mark must be		To separate items in a								
evident.)	Dach	list								
	Dashes	I m- i 1								
	Colons	To introduce a list								
		Independent clauses								
Hyphens										
Spelling most words correctly										
Use a dictionary to check the vocabulary. Maintaining legibility in join										
Working at greater depth										
The pupil can:										
Write effectively for a range appropriate form and drawing i models for their own writing (structure)	ndependently on	what they have read as								
Distinguish between the langua appropriate register.	ge of speech and	d writing and choose the								
appropriate register. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.										
Use the full range of punctuat e.g. semi-colons, dashes, colo such punctuation precisely to	ons, hyphens) and	d, when necessary, use								

Working towards the expected st	А	В	C	D	E	ਜ	G	н		
The pupil can:										
To write for a range of purposes.										
Using paragraphs to organise ideas.										
In narratives Describe settings and characters.										
In non-narrative writing, use simple devices to structure the writing										
and support the reader (e.g. headings, sub-headings, bullet points) Using mostly correct: Capital Letters										
	Full Stops									
	Question M					1		-	-	
	Commas for									
C-11:		s for contractions								
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Spelling some words correctly	(year 5 and 6)									
Producing legible handwriting										
Working at the expected standar The pupil can:	<u>rd</u>									
Write effectively for a rang	ge of purposes	and audience, selecting								
language and shows good awaren										
person in a diary, direct writing).										
In narratives, describe setting	gs, characters a	nd atmosphere.								
Integrate dialogue to convey ch	naracter and adv	ance the action								
Selecting vocabulary and gram										
writing requires, doing this mostly appropriately (e.g. contracted forms in dialogue in narrative; using passive verbs to affect how										
information in presented; using modals to suggest degrees of										
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	ently and correctly throughout their writing.									
To use:	Adverbs									
	Prepositional phrases									
	Expanded noun phrases									
	A wide range of	A wide range of clauses structures that								
Use the range of nunctuation	vary the position within the sentence.									
taught at Key Stage 2 mostly						1		-	-	
correct: (Pupils are expected to be	correct: Commas for clarity									
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punctuation shown here in their writing, but this does										
not mean that every single punctuation mark must be evident.)	Semi-colons	Independent clauses								
		To separate items in a list	L							
	Dashes									
	Colons	To introduce a list								
		Independent clauses								
Hyphens										
Spelling most words correctly (years 5 and 6)										
Use a dictionary to check the spelling of uncommon or more ambitious						<u> </u>				
vocabulary. Maintaining legibility in joined handwriting when writing at speed.						 				
Working at greater depth										
The pupil can:										
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 (e.g. literary language, characterisation,										
structure) Distinguish between the language of speech and writing and choose the										
appropriate register.										
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve										
this.										
Use the full range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use										
such punctuation precisely to	I	1		1	l	1	1	1		