

Working towards the expected standard (6.1/6.2)			
I can write for a range of purposes			
•I can use paragraphs to organise ideas			
•I can describe settings and characters			
•I can use simple devices to structure my writing (<i>eg. Headings, sub-headings, bullet points</i>)			
•I can use some cohesive devices to make my writing make sense (<i>pronouns and time adverbials</i>)			
•I can use different verb forms mostly accurately (<i>consistent past and present tense</i>)			
•I can use co-ordinating conjunctions (<i>for, and, nor, but, yet, or, so</i>)			
•I can use subordinating conjunctions (<i>because, while, until, just in case, although, etc.</i>)			
•I can use (mostly correctly)	capital letters		
	full stops		
	question marks ?		
	exclamation marks !		
	commas for lists		
	apostrophes for contraction (<i>can't, won't, doesn't, etc.</i>)		
•I can spell most words correctly from the year 3 and 4 word list (<i>different, through, probably, etc.</i>)			
•I can spell some words correctly from the year 5 and 6 word list (<i>desperately, mischievous, etc.</i>)			
I can write legibly			
Working at the expected standard (6.3)			
•I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i>)			
•In narratives, I can describe settings, characters and atmosphere			
•I can integrate dialogue to convey character and advance the action			
• I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</i>)			
•I can use a range of cohesive devices to make my writing flow, (<i>eg, conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs.			
•I can use a wide range of clause structures, sometimes varying their position within the sentence (<i>relative clauses, short sentences for impact, etc.</i>)			
•I can use verb tenses consistently and correctly throughout my writing			
•I can use adverbs effectively to add detail, qualification and precision			
•I can use preposition phrases effectively to add detail, qualification and precision			
•I can use expanded noun phrases effectively to add detail, qualification and precision			
•I can use a wide range of punctuation, mostly correctly	inverted commas (<i>"How are you?" asked the nurse.</i>)		
	commas for clarity (<i>clauses, openers and ambiguity</i>)		
	punctuation for parenthesis () , , --		
	semi-colons ;		
	dashes -		
	colons :		
	hyphens - (<i>man-eater, sugar-free, sport-mad, etc.</i>)		
•I can spell most words correctly from the year 5 and 6 word list (<i>thorough, familiar, immediate, etc.</i>) and use a dictionary to check the spelling of ambitious vocabulary			
•I can keep my handwriting legible when writing at speed.			