

Working towards the expected standard	Expected standard	Greater depth
In narratives, describe settings, characters and atmosphere	In narratives, describe settings, characters and atmosphere to consciously engage the reader.	Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
In narratives, begin to use dialogue to convey a character and advance the action	In narratives, integrate dialogue to convey characters and advance the action with increasing confidence.	In narratives, regularly integrate dialogue to convey characters and advance the action.
Use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, etc.	Select and use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining, etc.	Select vocabulary to clarify and enhance meaning
Select appropriate grammar and vocabulary for a given genre; use some adverbs and modal verbs to indicate degrees of possibility e.g. surely, perhaps, should, might	Create paragraphs that are usually suitably linked; use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials	Consistently link ideas across paragraphs; to use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials
Create paragraphs using adverbials of time that are suitably linked; use a wider range of linking words/phrases between sentences and paragraphs to build cohesion	Proofread and make necessary corrections and improvements; begin to proof-read work to precis longer passages by removing unnecessary repetition or irrelevant details	
	Use features that reflect different levels of formality mainly accurately including vocabulary.	Choose verb forms and tenses appropriately within a piece of writing using a mixture of simple, progressive and perfect verbs.
Write a balance of single and multi-clause sentences; begin to experiment with relative clauses	Use the passive voice occasionally when writing formally; Use adverbs and modal verbs to indicate degrees of possibility	Use a range of passive and modal verbs mostly accurately
Proofread and make necessary changes	Use relative clauses starting with a relative pronoun (who, which, where, when, whose, that)	Use a wide range of clauses, including embedded relative clauses with confidence
Punctuation of sentences is accurate. Use the full range of punctuation from previous year groups; begin to use commas to clarify meaning or to avoid ambiguity	Use a range of punctuation correctly including commas after fronted adverbials, possessive apostrophes for plural nouns and inverted commas for speech; use commas to clarify meaning/avoid ambiguity; use brackets, dashes or commas to begin to indicate parenthesis	Use a range of punctuation accurately including brackets, dashes or commas for parenthesis; commas to clarify meaning/avoid ambiguity; semi-colons; and colons for lists
Spell most words from Y3/4 list; spell some words from the Y5/6 list; apply spelling rules for adding prefixes and suffixes mainly correctly; spell some complex homophones	Spell many words from Y5/6 list; use a dictionary to check spellings of ambitious vocabulary; apply spelling rules when adding prefixes and suffixes; spell complex homophones correctly	Spell most words from Year 5/6 list; use a dictionary to check spellings of ambitious vocabulary; apply spelling rules when adding prefixes and suffixes; spell most complex homophones correctly
Produce legible joined handwriting in some pieces of written work	Write joined, legibly, fluently and with increasing speed.	