



Working towards the expected standard:		
Demarcating most sentences with capital letters and full stops correctly		
Using paragraphs to organise ideas		
Using mostly correctly:	Capital letters	
	Full stops	
	Question marks	
	Exclamation marks	
Describing settings and characters		
Working at the expected standard:		
Using inverted commas to mark direct speech mostly correctly		
Beginning to include –ed sentences		
Beginning to use stylistic features like similes or alliteration		
Using some cohesive devices within and across sentences and paragraphs		
Using punctuation for speech mostly correctly, including new speaker, new line		
Producing legible, joined handwriting		
Use brackets, commas or dashes to indicate parenthesis		
Use a range of sentence types including:	Embedded clauses	
	Adverb openers	
	Direct speech sentences	
	Short, sharp sentences	
Spelling most words correctly (years 3 and 4)		
Spelling some words correctly (years 5 and 6)		
Using coordinating conjunctions		
Using subordinating conjunctions		
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		
Use a colon to begin a list		
Use modal verbs or adverbs to indicate degrees of possibility		
Working at greater depth within the expected standard:		
Use preposition phrases effectively to add detail, qualification and precision		
Use expanded noun phrases effectively to add detail, qualification and precision		
Spelling most words correctly (year 5 & 6)		
Use a wide range of clause structures, sometimes varying their position within the sentence		
Begin to use semi-colons in an extended list		