

1. Grammar	A. Expand noun phrases by use of prepositional phrases and relative clauses (including or omitting the relative pronoun) to add detail, qualification and precision.			
	B. Use adverbials, including prepositional phrases, to add detail, qualification and precision.			
	C. Use adverbs (e.g. perhaps, surely), and modal verbs to indicate degrees of possibility.			
	D. Use the passive voice to affect the presentation of information in a sentence.			
	E. Use a wide range of clause structures, sometimes varying their position within a sentence.			
2. Punctuation	A. Punctuate simple, compound and complex sentences accurately with commas and full stops.			
	B. Use hyphens to avoid ambiguity.			
	C. Use brackets, dashes or commas to indicate parenthesis.			
	D. Use semi-colons, colons or dashes to mark boundaries between independent clauses.			
	E. Use a colon to introduce a list.			
	F. Punctuate bullet points consistently.			
3. Writing Process	A. Plan and draft writing making choices about: Audience, Purpose and Form.			
	B. Develop ideas at the planning stage taking account of research and text models.			
	C. Make choices in drafting and revising writing, showing understanding of how these enhance meaning.			
	D. Proof read for spelling punctuation and grammatical errors (e.g. subject/verb agreements, tense use).			
4. Structure & Organisation	A. Extend and elaborate ideas within paragraphs.			
	B. Use a wide range of devices to build cohesion within paragraphs and between paragraphs. For example: connecting adverbs, synonyms/phrases to avoid repetition and generalise, pronouns, ellipsis, verb tense/form choices.			
	C. Use a range of organisational and presentational devices to structure text, appropriate to purpose and audience.			
5. Writing Composition	A. Write for a wide range of purposes and audiences.			
	B. In narrative demonstrate growing ability to create effective settings, characters, atmosphere and plots.			
	C. Integrate dialogue effectively.			
	D. In non -narrative maintain an appropriate style and vocabulary to maintain the reader's interest throughout.			
	E. Develop ideas in depth.			
	F. Use thesauruses to develop vocabulary.			
6. Spelling & Handwriting	A. Spell accurately in general including spelling increasingly complex words correctly (see word list for exemplification).			
	B. Word endings - cious, tious, ant, ance, ancy, ent, ence, ency, ible, able, ibly, ably, cial, tial.			
	C. Letter string ough, silent letters, 'i before e except after c'.			
	D. Spell common homophones correctly.			
	E. Use knowledge of word structure to spell and to check spelling.			
	F. Learn more challenging words where necessary.			
	G. Write fluently and legibly with increasing speed.			
	H. Spell words on statutory word list.			

0 = Below

2 = Emerging

4 = Developing

6 = Secure

8 = Mastery