

## Rokeby Primary School Writing Expectations

Year 1		
Developing	Meeting	Exceeding
<ul style="list-style-type: none"> <li>When writing about personal experiences and real events, the writer orally rehearses what they are going to write about.</li> <li>Writing demonstrates single simple sentences, which the writer is able to read back.</li> <li>Writing shows an awareness of capital letters, full stops and question marks, however this is not yet consistent or accurate.</li> <li>Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with appendix 1).</li> <li>Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.</li> <li>Capital letters and digits 0 to 9 are mostly formed and orientated accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows some features of the given text type when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry, but may not always maintain form.</li> <li>Single clause sentences are sequenced to form short narratives.</li> <li>Sequences sentences to form short compositions, using some adjectives.</li> <li>Some use of simple co-ordination is evident using 'and' and 'so' to join clauses.</li> <li>Capital letters, full stops, question marks or exclamation marks demarcate most sentences with different functions.</li> <li>Capital letters are used for some proper nouns and for the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is beginning to demonstrate an understanding of features of different text types, with some choices being made accordingly. Form is increasingly maintained across writing.</li> <li>Is starting to play with punctuation and grammar beyond their PoS, magpied from their wider reading but not yet taught.</li> <li>Ideas are sustained across short narratives.</li> <li>Competent use co-ordination is evidenced in independent writing.</li> <li>Taught punctuation is used accurately and independently.</li> <li>Beginning to apply taught spelling rules in their own writing with increasingly accuracy.</li> </ul>

<ul style="list-style-type: none"> <li>• Writing is read out loud to check it makes sense and changes made with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.</li> <li>• Evidence of increasingly accurate use of the prefix un- and suffixes when adding -ing, -ed, -er, and -est where no change is needed in the spelling of the root word.</li> <li>• Recognise and name the letters of the alphabet.</li> <li>• Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.</li> <li>• Capital letters and digits 0 to 9 are mostly formed and orientated accurately.</li> <li>• There is some consistency in the size and spacing of digits and letters throughout the writing.</li> <li>• Spacing between words is mostly appropriate.</li> <li>• Begin to read writing out loud to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Lower case, capital letters and numbers are formed and orientated accurately. Consistency in the size and spacing of digits and letters is maintained throughout the writing. Spacing between words is mostly appropriate.</li> <li>• Writing is checked to ensure it makes sense.</li> </ul>
---	--	--

Year 2 Writing		
Developing	Meeting	Exceeding
<ul style="list-style-type: none"> <li>• Writing uses some of features of the given text type and form is increasingly maintained across writing.</li> <li>• Writing demonstrates mostly grammatically accurate sentences, sequenced to form longer narratives.</li> <li>• Use of noun phrases and adjectives add description.</li> <li>• Writing demonstrates a variety of simple sentences and use of compound sentences.</li> <li>• Capital letters, full stops, question marks or exclamation marks demarcate most sentences and commas to separate items in a list.</li> <li>• There is some attempted use of apostrophes for contractions, which is not always successful.</li> <li>• An increasing number of common exception words are spelt accurately.</li> <li>• Writing demonstrates the use of an increasing range of spelling rules (appendix 1).</li> <li>• Lower case and capital letters are mostly formed and orientated accurately.</li> <li>• The consistency in the size and spacing is maintained through most of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing maintains form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.</li> <li>• Ideas from their reading are directly drawn into their writing through magpie-ing.</li> <li>• Well sequenced ideas form longer narratives.</li> <li>• Adjectives, adverbs and expanded noun phrases are used to describe.</li> <li>• Mostly appropriate use of present and past tense, including the progressive form to mark actions in progress throughout writing.</li> <li>• Simple sentences are grammatically correct across a range of forms and functions (e.g. statements, questions, exclamations and commands).</li> <li>• Writing shows co-ordination using or/and/but and subordination using when/if/that/ because.</li> <li>• Overall writing is starting to show features of written Standard English.</li> <li>• Punctuation is mostly correct (including: capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries;; and apostrophes for some</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrate an understanding of a wider range of different text types, with some choices being made accordingly.</li> <li>• Writing maintains an appropriate form throughout longer pieces of writing.</li> <li>• Ideas from across their reading influence their writing.</li> <li>• Writing demonstrates a variety of correctly punctuated sentences with different structures and functions.</li> <li>• The present and past tense, including the progressive form, are correctly chosen and used consistently throughout writing.</li> <li>• Is starting to play with punctuation and grammar beyond their PoS, magpied from their wider reading but not yet taught.</li> <li>• Writing is starting to demonstrate a range of more complex sentences and a blend of co-ordination and subordination to extend ideas in different ways.</li> <li>• The use of common punctuation is accurate, including the use of apostrophes, commas to separate items in lists.</li> </ul>

<ul style="list-style-type: none"> <li>• Writing is checked for errors in spelling, grammar, punctuation and meaning and improvements being made with support.</li> </ul>	<p>contracted forms and some singular possession in nouns).</p> <ul style="list-style-type: none"> <li>• GPCs, common exception words are spelt correctly.</li> <li>• Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied for more complex spellings.</li> <li>• Uses knowledge of spelling, including homophones, to write both single-syllable and multi-syllabic words.</li> <li>• Handwriting is legible (capital letters and digits are the correct size). Words are almost always appropriately and consistently spaced in relation to the size of the letters. Diagonal and horizontal strokes are beginning to be used to join letters.</li> <li>• Writing is checked for errors in spelling, grammar and punctuation and meaning with improvements then being made.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices.</li> <li>• Spells words with the suffixes -ment, -ness, -less, -ful, -ly correctly.</li> <li>• Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.</li> <li>• Evaluation of the effectiveness of word choice, grammar and punctuation in their own writing leads to changes, often without prompting.</li> </ul>
---	---	---

Year 3 Writing		
Developing	Meeting	Exceeding
<ul style="list-style-type: none"> <li>• Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflect scaffolding or support given.</li> <li>• Plot, settings and characters from their own reading, or given structures are used as the basis of their own narrative writing.</li> <li>• In non-narratives, related information is starting to be presented together.</li> <li>• Writing uses a range of sentences with different structures &amp; functions.</li> <li>• Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing.</li> <li>• Tenses are chosen accurately and used consistently.</li> <li>• Present perfect form is starting to be used, but not always successfully (e.g. He has gone out to play vs. He went out to play).</li> <li>• Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes), however punctuation of direct speech is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing effectively uses features of the given form, as appropriate to audience, purpose and context. Ideas from across their reading influence their writing.</li> <li>• In narratives, simple settings, characters are independently created along with a coherent plot.</li> <li>• Direct speech is used in a simple way.</li> <li>• In non-narratives, paragraphs are beginning to be used to group information and related material, including sub-headings.</li> <li>• Understand the difference between speech language and writing language.</li> <li>• Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although).</li> <li>• Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning.</li> <li>• Where appropriate the present perfect form of verbs instead of the simple past is used accurately and consistently. 'He has gone out to play,' in contrast to 'he went out to play,'</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrates a deep understanding of a range of taught text types, with choices being made appropriate to form, audience, purpose and context.</li> <li>• In narratives, plot, settings and characters are successfully created in more creative ways, supported well by character dialogue.</li> <li>• In non-narratives, paragraphs are used effectively to group information and related material to aid cohesion.</li> <li>• Is starting to play with grammar and devices beyond their PoS as magpied from their wider reading but not yet taught.</li> <li>• Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.</li> <li>• Writing shows conscious choices around adverbs and prepositions for particular effect.</li> <li>• Writing maintains tense and switches tense where appropriate (e.g. flashback).</li> <li>• Use of common punctuation is accurate, including correct punctuation of direct speech within a range of sentence structure (e.g. He said " ", " " John shouted)</li> </ul>

<ul style="list-style-type: none"> <li>• Common exception words are spelt correctly and more complex spellings are phonetically plausible.</li> <li>• Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate.</li> <li>• Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.</li> <li>• Writing is self-checked for errors in spelling, grammar and punctuation and meaning.</li> <li>• With support simple improvements to grammar and vocabulary in others' writing are suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the determiners 'a' or 'an' accurately according to whether the next word begins with a consonant or vowel.</li> <li>• Common punctuation is almost always accurate, including some use of inverted commas to indicate direct speech.</li> <li>• Common exception words are spelt correctly and more complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble).</li> <li>• The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).</li> <li>• Writes dictated sentences correctly that include spellings and punctuation taught.</li> <li>• Handwriting is legible with increasing consistency when joining.</li> <li>• Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling is mostly accurate, including that of more ambitious vocabulary choices.</li> <li>• Handwriting is increasingly legible and consistent, including fluent joining.</li> <li>• Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to content, grammar and vocabulary.</li> </ul>
--	---	---

Year 4 Writing		
Developing	Meeting	Exceeding
<ul style="list-style-type: none"> <li>• Writing effectively uses features of the given form, as appropriate to audience, purpose and context.</li> <li>• In narratives increasingly detailed settings, characters are created around a coherent plot.</li> <li>• Paragraphs are beginning to be used to group related ideas. In places writing lacks cohesion.</li> <li>• In non-narratives, paragraphs group related information.</li> <li>• With support further devices are used to aid presentation of information.</li> <li>• Basic grammar is accurate, but sometimes reflects local spoken forms.</li> <li>• Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.</li> <li>• A range of word and phrase choices enhance meaning and avoid repetition.</li> <li>• Tenses are chosen accurately and used consistently.</li> <li>• Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrates an understanding of a range of taught text types.</li> <li>• Writing is appropriate to audience, purpose and context, and shows increasing cohesion.</li> <li>• In narratives, more detailed settings, characters are created along with a coherent plot.</li> <li>• Conjunctions, adverbs and prepositions are used to express time, place or cause.</li> <li>• Fronted adverbials add detail.</li> <li>• Paragraphs are used to group related ideas.</li> <li>• In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.</li> <li>• Basic grammar is accurate reflecting written Standard English instead of local spoken forms.</li> <li>• Use of plurals and possessive -s is mainly accurate.</li> <li>• Writing often demonstrates a range of conjunctions, including when, if, because, although, to write sentences containing more than one clause.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrates a deep understanding of a range of taught text types, with choices being made appropriate to form, audience, purpose and context.</li> <li>• Writing maintains an appropriate form and cohesion throughout.</li> <li>• In narratives detailed description and strong word choices add detail and create atmosphere. Effective use of paragraphing adds cohesion and aides the reader.</li> <li>• Non-narratives are structured in a logical way, ensuring cohesion across the piece.</li> <li>• Well-chosen detail and presentation engages the reader throughout.</li> <li>• Is starting to play with grammar, devices and structure beyond their PoS as magpied from their wider reading but not yet taught.</li> <li>• Grammar is accurate reflecting written Standard English.</li> <li>• Word and phrase choices, including competent use of fronted adverbials, bring the writing to life.</li> </ul>

<p>and inverted commas). Corrections are made with support.</p> <ul style="list-style-type: none"> <li>• Spelling is increasingly accurate and more complex spellings are phonetically plausible.</li> <li>• There is some evidence of root words being used to spell longer words.</li> <li>• Homophones are sometimes confused.</li> <li>• Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left unjoined.</li> <li>• Writing is self-checked for errors in spelling, grammar and punctuation and meaning.</li> <li>• With support simple improvements to ideas and content in others' writing are suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• Noun phrases modified by adjectives add cohesion and avoid repetition, using pronouns.</li> <li>• Fronted adverbials are used accurately.</li> <li>• Tense choice is accurate and maintained.</li> <li>• Tenses change where appropriate.</li> <li>• Common punctuation is accurate, including commas after fronted adverbials. Errors are often self-corrected at the redrafting stage.</li> <li>• Inverted commas and other punctuation is used correctly to indicate speech.</li> <li>• Places the apostrophe correctly in words with regular and irregular plurals.</li> <li>• Spelling is increasingly accurate including prefixes and suffixes, spelling of common homophones and some words that are often misspelt.</li> <li>• Writes dictated sentences accurately that include spelling and punctuation taught so far.</li> <li>• Spells correctly words with prefixes: super-, anti-, auto-, inter-; suffixes: -ation, -ous</li> <li>• Handwriting is increasingly legible and consistent, including fluent joining.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrates fluent use of common punctuation.</li> <li>• Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.</li> <li>• Handwriting is legible and consistent, including fluent joining with increasing speed.</li> <li>• Constructive evaluation is backed by reasons for their suggestions.</li> </ul>
--	---	---



	<ul style="list-style-type: none"><li>• Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content.</li></ul>	
--	---	--

Year 5 Writing		
Developing	Meeting	Exceeding
<ul style="list-style-type: none"> <li>• Writing demonstrates an understanding of a range of taught text types.</li> <li>• Writing is appropriate to audience, purpose and context, and shows cohesion.</li> <li>• Structure and organisation is starting to be informed purpose and context with support</li> <li>• In narrative writing settings, characters and plot are created successfully.</li> <li>• Ideas are linked within paragraphs (e.g. then, after, later)</li> <li>•</li> <li>• With support, non-narrative writing is beginning to use a wider range of further organisational and presentational devices to guide the reader.</li> <li>• Basic grammar is accurate reflecting written Standard English instead of local spoken forms.</li> <li>• Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description.</li> <li>• A range of sentences containing more than one clause is used.</li> <li>• Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing demonstrates understanding of a range of text types. Writing maintains form and shows cohesion.</li> <li>• Writing uses progressively varied and rich vocabulary and a range of sentence structures.</li> <li>• Structure and organisation of writing is informed by its audience, purpose and context.</li> <li>• In narrative writing settings, characters and plot are created successfully; tension and atmosphere created in narrative and poetry.</li> <li>• Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby)</li> <li>• In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining).</li> <li>• Ideas are linked across paragraphs.</li> <li>• Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.</li> <li>• Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.</li> <li>• Relative clauses successfully add detail and description.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing uses varied and rich vocabulary and a range of sentence structures.</li> <li>• Structure and organisation of writing is carefully and independently chosen to reflect audience, purpose and context,</li> <li>• Across a range of genres rich settings, atmosphere, characters and plot are created successfully and consistently.</li> <li>• Independent non-narrative writing demonstrates well-chosen devices to present information and guide the reader.</li> <li>• Across writing conscious control of paragraphing helps shape the overall pieces.</li> <li>• Is starting to play with grammar, devices and structure beyond their PoS as magpied from their wider reading but not yet taught.</li> <li>• Writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood.</li> <li>• Writing demonstrates fluent and appropriate use of punctuation, including some attempts to create effect.</li> </ul>

<ul style="list-style-type: none"> <li>• Punctuation is mostly accurate.</li> <li>• Use of possessive apostrophes for plural nouns (e.g. the boys' arrival) is not always accurate.</li> <li>• Spelling is usually accurate.</li> <li>• A range of strategies are used to spot possible inaccuracies in their spelling.</li> <li>• Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.</li> <li>• Writing is self-checked for errors in spelling, grammar and punctuation and meaning.</li> <li>• With support simple improvements to structure and organisation of others' writing are suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses commas to clarify meaning or avoid ambiguity such as with relative clauses.</li> <li>• Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could).</li> <li>• Fronted adverbials are used to vary sentence structure.</li> <li>• Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).</li> <li>• Ensures consistent and correct use of tense throughout a piece of writing.</li> <li>• A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.</li> <li>• Uses more sophisticated conjunctions to build cohesion within a paragraph and to link ideas.</li> <li>• Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes.</li> <li>• Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.</li> <li>• Spells words endings: -ant, -ance, -ancy, -ent, -ence, -ency correctly</li> <li>• Converts nouns or adjectives into verbs using suffixes (eg. -ate, -ise, ify)</li> <li>• Handwriting is legible and fluent, including appropriate choice of letter shape, and whether</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules.</li> <li>• Any spelling errors are generally self-corrected during proof reading.</li> <li>• Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.</li> <li>• Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation.</li> </ul>
--	--	---

	<p>or not to join letters - however this is not always maintained when writing at efficient speed.</p> <ul style="list-style-type: none"><li>• Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.</li></ul>	
--	---	--

## Year 6 / Key Stage 2 Writing

Developing	Meeting	Exceeding
<ul style="list-style-type: none"> <li>• Writing demonstrates understanding of a range of text types. Writing maintains form and shows cohesion.</li> <li>• Writing uses progressively varied and rich vocabulary and a range of sentence structures.</li> <li>• Structure and organisation of writing is informed by its audience, purpose and context.</li> <li>• In narrative writing settings, characters and plot are created successfully.</li> <li>• Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby)</li> <li>• In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs.</li> <li>• Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.</li> <li>• Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.</li> <li>• Relative clauses successfully add detail and description.</li> <li>• Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could).</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for a range of purposes and audiences demonstrates selection and use of suitable forms.</li> <li>• Writing shows appropriate choices of grammar and vocabulary to clarify and enhance meaning and structure and organisation of writing is informed by its audience, purpose and context.</li> <li>• In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.</li> <li>• Appropriate choice of tense supports whole text cohesion and coherence.</li> <li>• In non-narratives, a range of organisational and presentational devices, for example the use of columns, bullet points and tables, to guide the reader.</li> <li>• When required, longer passages are préciséd appropriately.</li> <li>• Expanded noun phrases are used to convey complicated information concisely.</li> <li>• Paragraphs develop and expand some ideas, descriptions, themes or events in depth.</li> <li>• A range of cohesive devices link ideas within and across paragraphs (including repetition of</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect.</li> <li>• Judicious choices of grammar and vocabulary manipulate meaning for the intended effect.</li> <li>• Structure and organisation of writing is informed by its audience, purpose and context.</li> <li>• Precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.</li> <li>• Writing shows conscious control of paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect.</li> <li>• Overall cohesion is demonstrated through the deliberate manipulation of a range of well-chosen devices for effect.</li> <li>• Clauses are manipulated to emphasise relationships between complex ideas or to convey information succinctly.</li> <li>• Subjunctive mood is used where appropriate, to suit both formal and informal situations.</li> <li>• A range of punctuation is used, accurately and appropriately, including semi-colons,</li> </ul>

<ul style="list-style-type: none"> <li>• Fronted adverbials are used to vary sentence structure.</li> <li>• Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).</li> <li>• A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.</li> <li>• Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes.</li> <li>• Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.</li> <li>• Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.</li> <li>• However this is not always maintained when writing at efficient speed.</li> <li>• Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.</li> </ul>	<p>a word or phrase; grammatical connections, such as adverbials; and ellipsis).</p> <ul style="list-style-type: none"> <li>• Varies sentences through the use of adverbials and the placing of clauses.</li> <li>• Adopts and sustains a viewpoint in both narrative and non-fiction writing.</li> <li>• Across writing vocabulary and grammatical choices suit both formal and informal situations.</li> <li>• Where appropriate, relative clauses use a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</li> <li>• The perfect form of verbs marks relationships of time and cause.</li> <li>• Modal verbs and adverbs indicate degrees of possibility, probability and certainty.</li> <li>• The passive voice is used to affect the presentation of information.</li> <li>• A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).</li> <li>• Spelling is accurate, including most words with silent letters.</li> </ul>	<p>colons and dashes to mark the boundary between independent clauses.</p> <ul style="list-style-type: none"> <li>• Punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions.</li> <li>• All aspects of writing transcription: spelling at the above national standard are embedded.</li> <li>• Legible, fluent handwriting is consistently maintained when writing at sustained, efficient pace.</li> <li>• Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>
--	---	--

	<ul style="list-style-type: none"><li>• Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.</li><li>• Effectiveness of own and others' writing is evaluated and edited to make appropriate changes including use of tense, subject/verb agreement and register, to enhance effect and clarify meaning.</li></ul>	
--	--	--