|  |  |
| --- | --- |
| **Working Towards the Expected Standard** | |
| Use conjunctions, adverbs and prepositions to express time, place or cause. |  |
| use the present perfect form of verbs in contrast to the simple past tense | This is the ride you *have been* waiting for!  Ever since it opened 4 years ago, thrill-seekers *have been* raving about this ride and travelling from all over the world just to experience its speed and G-force. |
| CL FS ? ! used correctly |  |
| Commas after fronted adverbials | *Before your heart rate even has a chance to settle down,* this ride begins its second lap of torture.  *Breathlessly,* Alan Michaels – who is a professional rider – exclaimed that this was the best ride he had ever been on.  *Shockingly*, this speed demon goes from 0mph to 120mph in just 8 seconds!  *Right in the middle of the theme park,* you will see the intimidating Apocalpyse towering above the rest.  *In just 2 seconds*, you heart will leave your chest faster than a scream can leave your mouth. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Working at the Expected Standard** | | | |
| Describe settings, characters and atmosphere. | | | The deep bass and electric lights will make you feel like you’re on another planet. |
| I can integrate dialogue to convey a character’s thoughts and feelings. | | |  |
| use paragraphs to organise information and ideas around a theme | | | Introduction  General description  Special features  Effect on the rider  Persuasive conclusion (including a slogan) |
| use adverbials of time, place and number to link ideas across paragraphs | | | This ride will make you *immediately* regret all of your decisions.  This beast is already the top rated roller coaster in the world *even though* it only launched 2 years ago!  As a result of the newest technology, Apocalypse is one-of-a-kind and you will never experience anything like it. |
| choose pronouns and nouns to aid cohesion and clarity and to avoid repetition | | | He/her/she/him/they… |
| use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) | | |  |
| use correct subject and verb agreement throughout a piece of writing | | |  |
| Use standard English forms for verb inflections | | |  |
| use nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description | | | Expanded noun phrase + a preposition.  Beneath the galactic, mysterious dome, you will find the entrance to the ride of your life.  The unique, thrilling Apocalypse can be found next to …  Top sound systems are placed between the comfy, protective seats. |
| indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must) | | | This is *certainly* the ride that every thrill-seeker in the world wants to ride.  *Surely* you don’t want to miss out of the opportunity for the excitement of your life? |
| use fronted adverbials to vary sentence structure | | |  |
| use relative clauses beginning with who, which and that (or an omitted relative pronoun) to add detail and description | | | Apocalypse, which was built in 2002, ….  Matt Helix – who is the world’s bravest man - ….  The seats (which have been designed with safety in mind) … |
| Use mostly correctly | | CL FS ? ! |  |
| Apostrophes to mark singular and plural possession | The rider’s heart rate. |
| brackets, dashes or commas to indicate parenthesis | Speed demons (like you) would never miss out on the chance to increase their heart rate like never before! |
| punctuation for direct speech including a comma after the reporting clause, and end punctuation within inverted commas |  |
| use of commas to clarify meaning or avoid ambiguity |  |
| Accurately spell most prefixes and suffixes for Y5/6 | | | -ous serious, courageous  -ly desperately, bravely,  -tion |
| Spelling most of the words from the Y3/4 spelling list and half of the words on the Y5/6 spelling list | | |  |
| Accurately spelling of most homophones and other words which are often confused | | | Which  Your / you’re  There / their / they’re  Who / how  Where / were / we’re |
| **Working at Greater Depth** | | | |
| Changes to vocabulary, grammar and punctuation, including use of tense. | | |  |
| **Use and apply adventurous vocabulary** | | |  |
| using a wide range of clause structures, sometimes varying their position within the sentence | | |  |
| using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision | | |  |
| Use sometimes | Hyphens | |  |
| Dashes | |
| Semi colons in a list | |
| Colons | |
| Spell most the Y5/6 words correctly. | | |  |