	A	B	C	D	E
YEAR 4			Language		
	Varies sentences depending on the purpose.		Sentences: Uses expanded noun groups/ phrase, verb groups/ phrases and prepositional phrases	With teacher support	No adjectives, adverbs used
	Experiments with new vocabulary.		Vocabulary: New vocabulary used effectively in context		Simple vocabulary only
			Literature		
			Responding to Literature		
	In small groups and with the class shares ideas using meta-language introduced to the class.		Use meta-language to describe the effects of ideas, text structure and language features of literary texts.		Unable to verbalise response to texts.
			Examining Literature		
	Able to identify parts of stories, share these with the class and discuss the author's craft.		Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension.		Unable to describe how authors have an effect on readers
			Creating Literature		
	Produce a narrative which has a well developed storyline, effective characters and well described setting.		Create literary texts by developing storylines, characters and setting.		Unable to write a narrative
			Literacy		
	Editing process is evident in rough copy and no errors in final copy.		Re-read and edit for meaning by adding, deleting or moving words or word groups to improve context and structure.		Unable to self correct errors
	Link script is practiced and used automatically.		Write using clearly formed joined letters, and develop increased fluency and automaticity.		Handwriting messy and illegible. Linked letters not attempted.

	A	B	C	D	E
YEAR 5			**Language**		
	Experiments with sentence structure to good effect.		Sentences: Uses a range of simple, compound and complex sentences.		Simple sentences only.
	Careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases used.		Words: Uses a range of noun groups/ phrases, adjective groups/ phrases to describe a person, place, thing or idea.		No adjectives, adverbs used.
	Uses vocabulary that explores shades of meaning, feeling and opinion.		Vocabulary: Uses vocabulary effectively to express greater precision of meaning.		Simple vocabulary.
			Literature		
			Responding to Literature		
	Able to describe to the class, effects author has on audience. Uses examples.		Use meta-language to describe the effects of ideas, text structure and language features on particular audiences.		Unable to verbalise response to texts.
			Examining Literature		
	Able to identify, find examples of sound devises and imagery, and use these effectively in own writing.		Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives and poetry.		Not able to identify examples of sound devices or imagery.
			Creating Literature		
	Able to write a narrative with an interesting plot, and well described characters and setting.		Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced.		Unable to write a text that follows a narrative structure.
			Literacy		
	Evidence of editing process to improve writing is evident in rough draft and no errors in final copy.		Re-read and edit using agreed criteria for text structure and language features.		Unable to self correct errors.
	Handwriting in link script is neat and automatic.		Develop a handwriting style that is legible, fluent and automatic.		Handwriting is illegible slowly written.