|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Pupil initial and gender M/F: | **A** | **B** | **C** | **D** | **E** | **F** |
| The pupil can: |  |  |  |  |  |  |
| write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) |  |  |  |  |  |  |
| distinguish between the language of speech and writing *(3)* and choose the appropriate register |  |  |  |  |  |  |
| exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this |  |  |  |  |  |  |
| use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity |  |  |  |  |  |  |

Moderation session Thursday 6th March 2025

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| Additional Evidence required | Implications for future planning |
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