

Year 4 success criteria		Year 5 success criteria	
WOW	<ul style="list-style-type: none"> Interesting vocabulary Powerful verbs 	WOW	<ul style="list-style-type: none"> Interesting vocabulary
OP	<ul style="list-style-type: none"> Organising paragraphs around a theme. 	SCP	<ul style="list-style-type: none"> Describe settings, characters and atmosphere
SCP	<ul style="list-style-type: none"> Create detailed settings, characters and plot 	ADS/ ARS	<ul style="list-style-type: none"> Include speech - direct and reported (accurate punctuation)
BME	<ul style="list-style-type: none"> A clear beginning, middle and end 	Coh	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]
AP	<ul style="list-style-type: none"> Accurate use of pronouns in sentences 	LP	<ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
FA	<ul style="list-style-type: none"> Fronted adverbials. (e.g. <u>Later that day</u>, I heard the bad news.) 	Tense	<ul style="list-style-type: none"> Consistent and correct use of tense Correct subject and verb agreement when using singular and plural Using the perfect form of verbs to mark relationships of time and cause
FA+C	<ul style="list-style-type: none"> Using a comma after fronted adverbials. 	ENP	<ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely
ENP	<ul style="list-style-type: none"> Expanded noun phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) 	RC	<ul style="list-style-type: none"> Using relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun
ADS	<ul style="list-style-type: none"> Accurate punctuation for direct speech direct speech [<i>The conductor shouted, "Sit down!"</i>] 	MV	<ul style="list-style-type: none"> Degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] Modal verbs [for example, <i>might, should, will, must</i>]
PPA	<ul style="list-style-type: none"> 6) Apostrophes for plural possession [for example, <i>the girl's name, the girls' names</i>] 	'	<ul style="list-style-type: none"> Using commas to clarify meaning
Tense	<ul style="list-style-type: none"> Accurate and consistent use of tense 	” -- ()	<ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis
	Extra targets:		Extra targets: