	Year 5 success criteria		Year 6 success criteria
WOW		**WOW**	
SCP ADS/ ARS	• Interesting vocabulary • Describe settings, characters and atmosphere • Include speech – direct and reported (accurate punctuation)	SCP ADS/ARS	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Describe settings, characters and atmosphere • Include speech (accurate punctuation) • Précising longer passages
Coh	• Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]	Coh	• Linking ideas across paragraphs using a wider range of **cohesive devices**:

LP	• Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]		• repetition of a **word** or phrase,
			   • grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*]
			   • **ellipsis**

Tense	• Consistent and correct use of tense • Correct subject and verb agreement when using singular and plural	Perf	• Using the perfect form of verbs to mark relationships of time and cause
Perf	• Using the perfect form of verbs to mark relationships of time and cause	ENP	• Using expanded noun phrases to convey complicated information concisely
ENP	• Using expanded noun phrases to convey complicated information concisely	PV	• Use of the conditional and **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].
RC	• Using relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun • Degrees of possibility using adverbs [for example, *perhaps, surely*]	Inf sp/ Form sp	• Informal and formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
MV	• Modal verbs [for example, *might, should, will, must*]	; : -	• Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
, „ _ _ ()	• Using commas to clarify meaning • Using brackets, dashes or commas to indicate parenthesis	: list ;list	• Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information
		CA	• Use of hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
		MCS	• Manipulation of clauses within complex sentences
	Extra targets:		**Extra targets:**