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| **PAG** Step 7 *exploring* |  | **PAG** Step 7 *achieving* |  | **PAG** Step 7 *exceeding* |  |
| I can sometimes use longer noun phrases to give complicated information in a clear way, such as *the younger predators with less experience of hunting and fewer successful kills*. |  | I can use a passive voice appropriately in my writing. |  | I can confidently and consistently use a colon to introduce a list and semi-colons within a list, in a range of my writing.  I can confidently and consistently use hyphens to avoid confusion, in a range of my writing. |  |
| I can sometimes use past perfect verbs to show relationships between time and cause. |  | I can use adverbials to build cohesion in a paragraph. |  | I can confidently use modals to write about things that never happened. |  |
| I can sometimes use a passive voice appropriately in my writing.  I can sometimes use ellipsis in my writing. |  | I can use semi-colons, colons and dashes to mark independent clauses in a sentence. |  | I can confidently use present and past perfect verbs to show relationships between time and cause, in a range of my writing. |  |
| I can sometimes use adverbials (such as *later, nearby, secondly*) to build cohesion within a paragraph. |  | I can use hyphens to avoid confusion. |  | I can confidently use a passive voice in a range of my writing, explaining the subtle differences in meaning this creates. |  |
| I can sometimes use semi-colons, colons and dashes to mark independent clauses in a sentence. |  | I can use longer noun phrases. |  | I can confidently use adverbials (such as *later, nearby, secondly*) to build cohesion within a paragraph. |  |
| I can sometimes use a colon to introduce a list and semi-colons within a list. |  | I can use a colon to introduce a list and semi-colons within a list. |  | I can confidently and consistently use semi-colons, colons and dashes to mark independent clauses in a sentence, in a range of my writing. |  |
| I can sometimes use hyphens to avoid confusion. |  | I can use past perfect verbs to show relationships between time and cause. |  | I can confidently use ellipsis to create effects in my writing. |  |
|  |  | I can identify and use the subjunctive mood |  |  |  |