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| **PAG** Step 6 *exploring* |  | **PAG** Step 6 *achieving* |  | **PAG** Step 6 *exceeding* |  |
| I can sometimes write complex sentences with relative causes starting with *who, which, where, when, whose* or *that*. |  | I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*. |  | I can confidently write complex sentences with relative causes starting with *who, which, where, when, whose* or *that*, and use commas to embed these in sentences. |  |
| I can sometimes use modal verbs (such as *might, should, will, must*) and adverbs (*perhaps, surely, possibly, maybe*) to show a range of possibility. |  | I can use modal verbs and adverbs to show a range of possibility. |  | I can confidently use a wide range of modal verbs and adverbs to show a range of possibility. |  |
| I can sometimes choose to use a present perfect verb to contrast with past tense, such as *He has written a book.* |  | I can use present perfect verbs to show relationships between time and cause. |  | I can confidently use present perfect verbs, and I am starting to experiment using past perfect verbs, such as *Mr Brown had begun to plan his journey.* |  |
| I can sometimes spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. |  | I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. |  | I can confidently and consistently spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. |  |
| I can sometimes use commas within a sentence to ensure meaning is clear. |  | I can use commas within a sentence to ensure meaning is clear. |  | I can confidently and consistently use commas within a sentence to ensure meaning is clear. |  |
|  |  | I can use ellipsis in an appropriate way in my writing. |  |  |  |
|  |  | I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*. |  |  |  |