

PAG Step 6 exploring		PAG Step 6 achieving		PAG Step 6 exceeding	
I can sometimes write complex sentences with relative causes starting with <i>who, which, where, when, whose</i> or <i>that</i> .		I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i> .		I can confidently write complex sentences with relative causes starting with <i>who, which, where, when, whose</i> or <i>that</i> , and use commas to embed these in sentences.	
I can sometimes use modal verbs (such as <i>might, should, will, must</i> ) and adverbs ( <i>perhaps, surely, possibly, maybe</i> ) 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 <i>He <u>has written</u> a book</i> .		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 <i>Mr Brown <u>had begun</u> to plan his journey</i> .	
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 <i>who, which, where, when, whose</i> or <i>that</i> .			