

YEAR SIX				
		AUTUMN TERM	SPRING TERM	SUMMER TERM
		On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
		<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes. Consistently, they can:</i>
Transcription <small>(Spelling and Handwriting)</small>		<ul style="list-style-type: none"> <li>Spell correctly words taught so far (<i>Year 5/6 spelling list</i>)</li> <li>Use further prefixes and suffixes and understand how to add them (e.g. -fer, -ant/-ance/ancy, -ent/-ence/ency, cious/-tious)</li> <li>Write legibly, fluently and with increasing speed.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most words from the Year 5/6 spelling list,</li> <li>Understand the difference between homophones and other words often confused (e.g. principal/principle, stationery/stationary)</li> <li>Use spelling rules in writing and understand that some words need to be learnt specifically.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly words from the Year 5/6 spelling list.</li> <li>Use spelling rules precisely.</li> <li>Use a dictionary and thesaurus with ease and accuracy.</li> <li>Write legibly, fluently and with increasing speed and accuracy, deciding whether or not to join specific letters.</li> </ul>
Composition		<ul style="list-style-type: none"> <li>Plan writing by:               <ul style="list-style-type: none"> <li>identifying audience and purpose, selecting the appropriate form and using example texts to help noting and developing initial ideas, using reading and research when necessary.</li> <li>thinking about how authors have developed characters and setting.</li> </ul> </li> <li>Draft and write by selecting appropriate grammar and vocabulary to change and enhance meaning.</li> <li>Use layout devices, such as headings, sub-headings, bullets and tables to structure texts</li> <li>Begin to evaluate and edit own work.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of stylistic features for purpose and effect (e.g. alliteration, metaphor, personification, emotive phrases)</li> <li>Plan (see Autumn), Draft and write by:               <ul style="list-style-type: none"> <li>describing settings, character and atmosphere and use dialogue to convey character and advance action</li> <li>using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, reflection, expansion of key events, detailed characterisation)</li> </ul> </li> <li>Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials, pronouns, synonyms)</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</li> <li>In narratives, describe settings, characters and atmosphere.</li> <li>Integrate dialogue in narratives to convey character and advance the action.</li> <li>Sustain a convincing viewpoint throughout writing.</li> <li>Evaluate and edit by proofreading to make changes to vocabulary, grammar, punctuation and spelling for effect and meaning.</li> </ul>
Vocabulary, grammar and punctuation		<ul style="list-style-type: none"> <li>Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas and brackets)</li> <li>Use suffixes to convert from one word class to another (e.g. -ate, -ify/-ness, -ment/-ful, -ous)</li> <li>Use expanded noun phrases to give information concisely</li> <li>Recognise main and subordinate clauses, and phrases, and use them to construct sentences in different ways.</li> <li>Use a range of verb forms (including the perfect form).</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught at KS2 with increasing confidence and skill.</li> <li>Use modal verbs and adverbs to show how possible something is.</li> <li>Use direct and reported speech accurately (e.g. the teacher explained what they had to do)</li> <li>Use passive verbs in a sentence.</li> <li>Begin to use semi-colons, colons and dashes within writing between clauses and a colon to introduce lists.</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught at KS2 (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>Use verb tenses consistently and correctly</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility)</li> <li>Know and use the rules of Standard English.</li> </ul>
		<b>On track for Greater Depth (GDS):</b>	<b>On track for Greater Depth (GDS):</b>	<b>Greater Depth (GDS):</b>
Transform for GDS		<ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Consciously control the structure of sentences</li> <li>Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately</li> <li>Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Evaluate, draft and re-draft.</li> </ul>	<ul style="list-style-type: none"> <li>Establish and maintain a clear purpose in writing, changing paragraph accurately and consistently.</li> <li>Independently choose vocabulary and language features appropriately for the style and tone of the text</li> <li>Adapt writing for different audiences showing awareness of how language, text features and grammar changes</li> <li>Choose to combine different text types and associated language features for effect and specific purpose</li> <li>Use the range of punctuation taught at KS2 correctly</li> <li>Independently evaluating and redrafting to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form, drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>Distinguish between the language of speech and writing.</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> <li>Use the full range of punctuation taught at KS2 correctly and with increasing automaticity.</li> </ul>