

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