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| **Year 6 - Autumn** | **Year 6 - Spring** |
| **Expected Standard** |
| **Spelling** | **Spelling** |
| * Spell correctly most\* Y6 spelling list words and patterns taught so far
* Use a dictionary independently without prompting to ensure spelling is correct
 | * Spell correctly most \*Y6 spelling list words and patterns
* Use a dictionary independently without prompting to ensure spelling is correct
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| **Punctuation** | **Punctuation** |
| * Use the range of punctuation taught Y1 – Y5 mostly correctly
* Begin to use semi colons, colons and dashes to mark the boundary between independent clauses; colon to introduce a list; semi colons within a list; punctuation of bullet points; hyphens.
 | * Use the range of punctuation taught Y1 – Y5 mostly correctly
* Use semi colons, colons and dashes to mark the boundary between independent clauses; colon to introduce a list; semi colons within a list; punctuation of bullet points; hyphens.
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| **Composition** | **Composition** |
| * Write effectively for the range of purpose and audiences covered so far, selecting language that shows good awareness of the reader (put in examples from Autumn Curriculum)
* In narratives, describe settings and characters and begin to describe atmosphere
* Begin to integrate dialogue in narratives to convey character and advance the action
* Begin to select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately
 | * Write effectively for a range of purpose and audiences, selecting language that shows good awareness of the reader (put in examples from Spring Curriculum)
* In narratives, describe settings, characters and atmosphere
* Integrate dialogue in narratives to convey character and advance the action
* Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately

Use standard English/informality where appropriate |
| **Sentence Structure & Grammar** | **Sentence Structure & Grammar** |
| * Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
* Use verb tenses consistently and correctly throughout their writing
 | * Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference) within and across paragraphs
* Use verb tenses consistently and correctly throughout their writing
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| **Editing** | **Editing** |
| * Consistently proof reads for spelling and punctuation slips (Y1 – Y5 previously taught) independently before adult marking
* Proof reads for spelling and punctuation slips (newly taught in Y6) independently before adult marking
* Propose changes to grammar and vocabulary to improve their writing
 | * Proof reads for spelling and punctuation slips independently before adult marking
* Propose effective changes to grammar and vocabulary to improve their writing
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| **Handwriting**  | **Handwriting**  |
| * Maintain correct formation in joined handwriting when writing at speed
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| Greater Depth |
| * Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their won writing (e.g. literary language, characterisation, structure)
* Distinguish between the language of speech and writing and begin to choose the most appropriate register
* Exercise conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
* Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use previously taught punctuation precisely to enhance meaning and avoid ambiguity
 | * Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their won writing (e.g. literary language, characterisation, structure)
* Distinguish between the language of speech and writing and choose the most appropriate register
* Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
* Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
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\*Most indicates that the statement is generally met with occasional slips

\*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent