

Year 6 - Autumn	Year 6 - Spring
Expected Standard	
Spelling	Spelling
<ul style="list-style-type: none"> • Spell correctly many* Y1-Y6 spelling list words and patterns • Use a dictionary independently without prompting to ensure spelling is correct 	<ul style="list-style-type: none"> • Spell correctly most *Y1-Y6 spelling list words and patterns • Use a dictionary independently without prompting to ensure spelling is correct
Punctuation	Punctuation
<ul style="list-style-type: none"> • Use the range of punctuation taught Y1 – Y5 mostly correctly • Begin to use semi colons to mark the boundary between independent clauses; • Begin to use colons to mark the boundary between independent clauses; • Begin to use dashes to mark the boundary between independent clauses; • Begin to use colon to introduce a list; • Begin to use semi colons within a list; • Begin to use punctuation of bullet points; • Begin to use hyphens. 	<ul style="list-style-type: none"> • Use the range of punctuation taught Y1 – Y5 mostly correctly • Use semi colons to mark the boundary between independent clauses; • Use colons to mark the boundary between independent clauses; • Use dashes to mark the boundary between independent clauses; • Use colon to introduce a list; • Use semi colons within a list; • Use punctuation of bullet points; • Use hyphens.
Composition	Composition
<ul style="list-style-type: none"> • Write effectively for the range of purpose and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters • In narratives, 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. 	<ul style="list-style-type: none"> • Write effectively for a range of purpose and audiences, selecting language that shows good awareness of the reader • 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Editing	Editing
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Proof reads for spelling and punctuation slips independently before adult marking • Propose effective changes to grammar and vocabulary to improve their writing
Handwriting	Handwriting
<ul style="list-style-type: none"> • Maintain correct formation in joined handwriting when writing at speed 	<ul style="list-style-type: none"> • Maintain correct formation in joined handwriting when writing at speed
Greater Depth	
<ul style="list-style-type: none"> • 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 own 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 	<ul style="list-style-type: none"> • 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 own 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

*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