

YEAR 6 ENGLISH: WRITING: SPELLING	
Use further suffixes and understand the guidance for adding them	
Use dictionaries to check the spelling and meaning of Y5/6 words	
Check the spelling of uncommon or more ambitious vocabulary	
ENGLISH: WRITING: PUNCTUATION	
Using hyphens to avoid ambiguity	
Using semi-colons, colons or dashes to mark boundaries between independent clauses	
Punctuating bullet points consistently	
ENGLISH: WRITING: HANDWRITING AND PRESENTATION	
Maintain legibility in joined handwriting when writing at speed	
ENGLISH: WRITING: ORGANISATION AND RANGE	
Using a wide range of devices to build cohesion across paragraphs, including adverbials of time, place, pronouns, conjunctions and synonyms within and across paragraphs.	
ENGLISH: WRITING: PLANNING AND DRAFTING	
Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	
Note and develop initial ideas, drawing on research where necessary to present non-fiction information	
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and show levels of formality	
Within narrative writing describe setting, characters and atmosphere	
Write effectively for a range of purposes and audience (first person, direct speech, persuasive language)	
ENGLISH: WRITING: EDITING AND READING ALOUD	
Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
Ensuring the correct use of tense throughout a piece of writing	
Distinguishing between the language of speech and writing and choosing the appropriate register and	
Use the range of punctuation taught at KS2 and proof-read for spelling and punctuation errors	
Perform their own compositions, using appropriate intonation and movement so that meaning is clear	
ENGLISH: WRITING: GRAMMAR	
Using the subjunctive form	
Using passive verbs to affect the presentation of information in a sentence	
Using relative clauses beginning with, whose, that or with an implied (i.e. omitted) relative pronoun	
Know how words are related by meaning, such as synonyms and antonyms and question tags	
To be able to use subjunctive form, (example 'if I were' to come in some very formal writing and speech)	

EME – EMERGING	WTS – WORKING TOWARDS	EXP - EXPECTED STANDARD	GD – GREATER DEPTH
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