Essential entry level to Stage 6 (Y6):
Assessed work should be written independently (unsupported) in one or two sittings and any edits should be child-initiated. All working towards punctuation, capital letters must be correct.

- Can produce more than a side of A4 writing that is clear and coherent with strong features.
- It should be a striking piece of writing that is similar to that of an adult, with confident and established features, although content and stimulus may be more age appropriate (10 to 12).

**Transcription: Spelling**
1. Distinguish between homophones and other words which are often confused (Sp 6:2; GH 6:2) eg their there, know now, sole soul
2. Spell most words correctly from LKS2 and UKS2 spelling list.

**Transcription: Handwriting**
3. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.
4. Write using cursive style handwriting, neatly and with a growing personal style

**Writing: Composition**
5. Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary (text type prompts, planning scaffolds UKS2)
6. Use paragraphs to organise ideas. Arrange the layout of non-fiction text correctly eg subheadings, columns, captions
7. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Ambitious vocabulary, some taken from the Y5/6 word list
8. Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
9. Draft and write by: using a wide range of adverbials and nouns phrases within and across sentences and paragraphs. Later that day
10. Evaluate and edit by: assessing the effectiveness of their own and others’ writing (‘up-stage’ prompts UKS2)
11. Correct subject-verb agreement when using singular & plural, distinguish between the language of speech and writing.
12. Use a wide range of clause structures varying their position within the sentence. eg drop in clauses, at the start and end of the sentence and relative clauses including who, which, that.
13. Use adverbs, prepositional phrases effectively to add detail, qualification and precision eg Silently hiding behind the moss-covered trees, I...

**Writing: Vocabulary, Grammar and Punctuation**

14.Use co-ordinating and subordinating conjunctions eg when, before, after, while, therefore
15. These are mostly correct: capital letters, full stops, commas in lists, question marks, exclamation marks.
16. Use commas for clarity within sentences.
17. These are mostly correct: apostrophes for contractions and apostrophes for possession
18. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms and layout of text. (GH 6:14).
19. Understand and use the grammar terminology for Y6 pupils: synonyms and antonyms, conjunctions, tense, subject, object, hyphen, semi colon, bullet points, model verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion and ambiguity
20. Use passive verbs and modal verbs to affect the presentation of information in a sentence (GH 6:15,16) ought to, would, could
21. Use hyphens to avoid ambiguity (Sp 6:1-3; GH 6:17,18)
22. Use semi-colons (GH 6:19), colons or dashes (GH 6:20) to mark boundaries between independent clauses and a colon to introduce a list (GH 6:21). Punctuation for parenthesis ()
23. Inverted commas used correctly with correct layout and punctuation of dialogue.

**Greater Depth**
23.Manage shifts between levels of formality by selecting vocabulary and grammatical structures eg accent/dialect. Cliches: I had to bite my tongue. Question tags: That’s right, isn’t it? You will, won’t you? (informal) Might I borrow. One might think (formal)
24. Manage shifts between levels of formality by using figurative language and imagery eg The moon rested on the velvet sky. Metaphor. Personification

<table>
<thead>
<tr>
<th>Completed entry level 3+ St6R ready</th>
<th>5+- St6E emerging 25%</th>
<th>13+ St 6D developing 60%</th>
<th>18+ St 6S secure 80%</th>
<th>21+exceeding 57R ready 90%</th>
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<tbody>
<tr>
<td>Year: Class</td>
<td>Autumn Dates</td>
<td>Spring Dates</td>
<td>Summer Dates</td>
<td>Dates</td>
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