

<b>Transcription -Handwriting</b>	B	W	N	A
<i>Write legibly, fluently and with increasing speed by:</i>				
choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;				
choosing the writing implement that is best suited for a task.				
<b>Composition</b>	B	W	N	A
<b>Plan their writing by:</b>				
identifying the audience for and purpose of the writing;				
selecting the appropriate form and using other similar writing				
using other similar writing as models for their own compositions;				
noting and developing initial ideas, drawing on reading and research where necessary;				
in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.				
<b>Draft writing by:</b>	B	W	N	A
selecting appropriate grammar and vocabulary				
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;				
<b>in narratives:</b>	B	W	N	A
describing settings, characters and atmosphere;				
integrating dialogue to convey character and advance the action				
precising longer passages				
using a wide range of devices to build cohesion within and across paragraphs				
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].				

<b>Evaluate and edit by:</b>	B	W	N	A
assessing the effectiveness of their own and others' writing;				
proposing changes to Vocabulary, Grammar & Punctuation to enhance effects and clarify meaning;				
ensuring the consistent and correct use of tense throughout a piece of writing;				
ensuring correct subject and verb agreement when using singular and plural;				
ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.				
Proof-read for spelling and punctuation errors.				
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				
<b>Spelling</b>	B	W	N	A
<b>Transcription:</b>				
Use further prefixes and suffixes and understand the guidance for adding them.				
Spell some words with 'silent' letters [for example, knight, psalm, solemn].				
Continue to distinguish between homophones and other words which are often confused.				
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).				
Use dictionaries to check the spelling and meaning of words.				
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.				
Use a thesaurus.				

<b>Vocabulary, Grammar and Punctuation</b>	B	W	N	A
<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 6)</i>				
<b>Word:</b>				
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, find out - discover; ask for - request; go in - enter).				
How words are related by meaning as synonyms and antonyms (eg, big, large, little).				
<b>Sentence:</b>	B	W	N	A
Use of the passive to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).				
The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, eg, He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech).				
<b>Text:</b>	B	W	N	A
The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, eg, He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech).				
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.				
<b>Punctuation:</b>	B	W	N	A
Use of the semi-colon, colon and dash to mark the boundary between independent clauses (eg, It's raining; I'm fed up).				
Use of the colon to introduce a list.				
Punctuation of statements to list information				
How hyphens can be used to avoid ambiguity (eg, man eating shark versus man-eating shark, or recover versus re-cover).				
<b>Terminology for pupils:</b>	B	W	N	A
Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).				