

Name:		Class:	Year:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Start score:	Target Score:	End Score:							
Transcription: Spelling									
1. Use further prefixes and suffixes and understand the guidelines for adding them (<i>Sp 6:1, 7-9, 11-20; GH 6:1,3</i>)									
2. Distinguish between homophones and other words which are often confused (<i>Sp 6:2; GH 6:2</i>)									
3. Use knowledge of morphology and etymology in spelling and understand that some spellings need to be learnt specifically (<i>Sp 6:7-10; GH 6:3,4</i>)									
4. Use dictionaries to check the spelling and meaning of words (<i>GH 6:2-5</i>)									
5. Use a thesaurus (<i>GH:6</i>)									
Transcription: Handwriting									
6. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task									
Writing: Composition									
7. Plan writing by: identifying the audience & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own (<i>text type prompts UKS2</i>)									
8. Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary (<i>text type prompts, planning scaffolds UKS2</i>)									
9. Plan their writing by: in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed									
10. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.									
11. Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action									
12. Draft and write by: précising longer passages (<i>GH 6:8,9</i>)									
13. Draft and write by: using a wide range of devices to build cohesion within and across paragraphs (<i>text type prompts, pupil prompts UKS2; GH 6:10,11</i>)									
14. Evaluate and edit by: assessing the effectiveness of their own and others' writing (<i>'up-stage' prompts UKS2</i>)									
15. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (<i>'up-stage' prompts UKS2</i>)									
16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing (<i>'up-stage' prompts UKS2; GH 6:15,16</i>)									
17. Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear									
Writing: Vocabulary, Grammar and Punctuation									
18. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (<i>GH 6:14</i>)									
19. Use passive verbs to affect the presentation of information in a sentence (<i>GH 6:15,16</i>)									
20. Use hyphens to avoid ambiguity (<i>Sp 6:1-3; GH 6:17,18</i>)									
21. Use semi-colons (<i>GH 6:19</i>), colons or dashes (<i>GH 6:20</i>) to mark boundaries between independent clauses and a colon to introduce a list (<i>GH 6:21</i>)									
22. Punctuating bullet points consistently									
23. Use ellipses (<i>GH 6:23</i>)									
24. Learn the grammar and grammatical terminology for Stage 6: <i>formal and informal speech and writing, synonyms and antonyms (GH St6, 6:14,24,25)</i>									
1-6: St 6 emerging	7-12 St 6 developing	13-18 St 6 securing	19-24 St 7 ready						