Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 6 William Ransom School

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| Working **TOWARDS THE EXPECTED STANDARD**  |
|  | **AUTUMN** | **SPRING** | **SUMMER** |
| Can write for a range of purposes |  |  |  |  |  |  |
| Can use paragraphs to organise ideas |  |  |  |  |  |  |
| In narratives, can describe settings and characters |  |  |  |  |  |  |
| In non-fiction, can use simple devices to structure the writing and support the reader (eg headings, sub-headings, bullet points) |  |  |  |  |  |  |
| Can use mostly correctly: | Capital letters and Full Stops |  |  |  |  |  |  |
| Question Marks |  |  |  |  |  |  |
| Commas in a list |  |  |  |  |  |  |
| Apostrophes for contraction |  |  |  |  |  |  |
| Can spell most words from the 3/4 spelling list correctly |  |  |  |  |  |  |
| Can spell some words from the 5/6 spelling list correctly |  |  |  |  |  |  |
| Can write clearly and legibly |  |  |  |  |  |  |
| Working at the **EXPECTED STANDARD** |
| Can write for a range of purposes and audiences choosing language that shows good awareness of the reader (eg 1st person in a diary, direct address in instructions and persuasive writing) |  |  |  |  |  |  |
| In narratives, can describe settings, characters and **atmosphere** |  |  |  |  |  |  |
| Can include dialogue to convey character and advance the action (eg With a psychotic smirk, the witch whispered: ‘I have a gift for her too.’ She edged towards the crib. The crowd gasped in fear. |  |  |  |  |  |  |
| Can select vocabulary and grammatical structures that reflect what the writing requires (doing this mostly appropriately) | Contracted form in dialogue |  |  |  |  |  |  |
| Passive Verbs (to affect how information is presented) |  |  |  |  |  |  |
| Modal Verbs |  |  |  |  |  |  |
| Can use a range of devices to build cohesion within and across paragraphs | Co-ordinating conjunctions(eg for,and,nor,but,yet,so) |  |  |  |  |  |  |
| Subordinating conjunctions (eg although, after, as, when,if,that,even though, because, until, unless,since) |  |  |  |  |  |  |
| Adverbials  |  |  |  |  |  |  |
| Pronouns/synonyms to avoid repetition |  |  |  |  |  |  |
| Can use verb tense correctly and consistently throughout |  |  |  |  |  |  |
| Can use KS2 punctuation mostly correctly | Inverted Commas and the comma after the reporting clause John said, “… |  |  |  |  |  |  |
| Apostrophes for possession |  |  |  |  |  |  |
| Commas for fronted adverbials |  |  |  |  |  |  |
| Commas for clauses |  |  |  |  |  |  |
| Commas for clarity |  |  |  |  |  |  |
| Brackets |  |  |  |  |  |  |
| Dashes |  |  |  |  |  |  |
| Semi-colons |  |  |  |  |  |  |
| Colons |  |  |  |  |  |  |
| Hyphens |  |  |  |  |  |  |
| Can spell most Y5/6 words correctly and use a dictionary for more ambitious words |  |  |  |  |  |  |
| Working at **GREATER DEPTH** within the expected Standard |
| Can select the appropriate form and draw independently on what they have read as a model for their own writing (eg literary language, characterisation, structure) |  |  |  |  |  |  |
| Can distinguish between the language of speech and register and choose the appropriate register |  |  |  |  |  |  |
| Can exercise an assured and conscious control over levels of formaility through manipulating grammar and vocabulary to achieve this |  |  |  |  |  |  |
| Use **the full range of KS2** punctuation **correctly and precisely** (when necessary to enhance meaning and avoid ambiguity  |  |  |  |  |  |  |

**Year 3/4 Spelling List**



**Year 5/6 Spelling List**

