

**Aycliffe Village Primary School**  
Great oaks from tiny acorns grow

Autumn Term - Orange Highlighting

Spring Term - Yellow Highlighting

Summer Term - Green Highlighting



Year 6	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>identifies the <u>subject</u> and <u>object</u> within a sentence</li> <li>uses <u>colons</u> to introduce a list and <u>semi colons</u> within lists</li> <li>understands how words are related by meaning as <u>synonyms</u> and <u>antonyms</u></li> </ul>	<ul style="list-style-type: none"> <li>notes and develops initial ideas, drawing on reading and research where necessary</li> <li>uses further organisational and presentational devices to structure texts and guide the reader</li> <li>describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar</li> <li>suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>assesses the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>homophones and other words that are often confused</li> <li>uses a thesaurus efficiently and effectively</li> </ul>	
Developing	<ul style="list-style-type: none"> <li>knows the difference between the <u>active</u> and <u>passive</u> voice</li> <li>varies length, structure and subject of sentences to extend meaning and interest the reader</li> <li>punctuates <u>bullet points</u> consistently</li> <li>uses <u>hyphens</u> to avoid ambiguity</li> <li>uses expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>writes making conscious links to reading</li> <li>links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</li> <li>integrates dialogue to convey character and advance action</li> <li>précises longer passages</li> <li>evaluates own and others writing and edits as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>words with the ending /shus/ spelt -cious or -tious</li> <li>words with the ending /shul/ spelt -cial or -tial</li> <li>words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>adding suffixes beginning with vowel letters to words ending in -fer (the r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed)</li> </ul>	
Secure	<ul style="list-style-type: none"> <li>uses the passive voice to effect the presentation of information in a sentence</li> <li>uses colons, semi colons and dashes to mark boundaries between independent clauses</li> <li>uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including <u>ellipsis</u></li> <li>demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form</li> <li>makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>writes for a range of purposes and audiences</li> <li>uses suitable forms with appropriate features for different text types</li> <li>introduces, develops and concludes paragraphs appropriately</li> <li>ensures the consistent and correct use of tense throughout a piece of writing</li> <li>uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</li> <li>précises longer passages appropriately</li> <li>proof reads writing for wider audience to ensure accuracy of spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>spells words from the National Curriculum word list for Years 5 and 6</li> <li>uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately</li> <li>words using a hyphen to link a prefix to a route word</li> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> </ul>	<ul style="list-style-type: none"> <li>writes legibly and fluently and with increasingly efficient speed</li> <li>knows which letters join and which writing implement is best suited to a task</li> </ul>

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