**Year 6 Key Performance Indicators**

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| **Dimension** | **Progression statement** |
| Phonics and whole word spellingOther word building spelling | Spell some words with ‘silent’ letters e.g. knightContinue to distinguish between homophones and other words which are often confusedUse 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 1Spell accurately in general including spelling increasingly complex words correctlyWord endings – cious, tious, ant, ance, ancy, ent, ence, ency, ible, able, ibly, ably, cial, tialUse knowledge of word structure to spell and to check spellingsUse the first three or four letters of a word to check spelling, meaning or both of these in a dictionary |
| Handwriting | Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| Contexts for writing | Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |
| Planning and drafting writing | Draft and write by: using a wide range of devices to build cohesion within and across paragraphs eg*: adverbials, synonyms/phrases to avoid repetition and generalise, pronouns, ellipsis, verb tense/form choices*Draft and write by: in narratives describe settings, characters, plot and atmosphere and integrating dialogue to convey character and advance the actionDraft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by: using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet pointsDevelop ideas taking account of research and text modelsIn non-narrative maintain an appropriate style and vocabulary to maintain the reader’s interest throughoutExtend and elaborate ideas within paragraphsMake choices in drafting and revising writing, showing understanding of how these enhance meaning.Plan and draft writing making choices about:Audience Purpose Form |
| Editing writing | Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writingProof-read for spelling, grammatical errors and punctuation errorsEvaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |
| Vocabulary | Use a thesaurus |
| Grammar | Develop their understanding of the concepts set out in appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronounDevelop their understanding of the concepts set out in appendix 2 by using modal verbs or adverbs to indicate degrees of possibilityUse passive verbs to affect the presentation of information in a sentenceDevices to build cohesion including adverbials of time and placeUse adverbials, including prepositional phrases, to add detail, qualification and precisionUse a wide range of clause structures, sometimes varying their position within a sentenceUse different structures appropriate for the level of formality e.g. subjunctive forms in very formal writing |
| Punctuation | Use of the semi-colon, colon, hyphens and dash to mark the boundary between independent clausesUse of the colon to introduce a list and semi-colons within listsPunctuation of bullet points to list informationHow hyphens can be used to avoid ambiguityPunctuate simple, compound and complex sentences accurately with commas and full stopsUse inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly,  |