**Year 6 Key Performance Indicators**

|  |  |
| --- | --- |
| **Dimension** | **Progression statement** |
| Phonics and whole word spelling  Other word building spelling | Spell some words with ‘silent’ letters e.g. knight  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  Spell accurately in general including spelling increasingly complex words correctly  Word endings – cious, tious, ant, ance, ancy, ent, ence, ency, ible, able, ibly, ably, cial, tial  Use knowledge of word structure to spell and to check spellings  Use 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 action  Draft 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 points  Develop ideas taking account of research and text models  In non-narrative maintain an appropriate style and vocabulary to maintain the reader’s interest throughout  Extend and elaborate ideas within paragraphs  Make 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 writing  Proof-read for spelling, grammatical errors and punctuation errors  Evaluate 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 pronoun  Develop their understanding of the concepts set out in appendix 2 by using modal verbs or adverbs to indicate degrees of possibility  Use passive verbs to affect the presentation of information in a sentence  Devices to build cohesion including adverbials of time and place  Use adverbials, including prepositional phrases, to add detail, qualification and precision  Use a wide range of clause structures, sometimes varying their position within a sentence  Use 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 clauses  Use of the colon to introduce a list and semi-colons within lists  Punctuation of bullet points to list information  How hyphens can be used to avoid ambiguity  Punctuate simple, compound and complex sentences accurately with commas and full stops  Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, |