Name		Class of	
SPaG: Planning & Assessment Y6			
Statements	9	12	14, **including all bold KPIs**
Attainment	**Year 6 Emerging**	**Year 6 Developing**	**Year 6 Secure**
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas as possible. *Ensure you have identified and dated where children have achieved each statement in the boxes below.*			

Y6 SPaG		**Date when statement has been achieved.**		
Transcription – Spelling	Use further prefixes and suffixes and understand the guidance for adding them.			
	Spell some words with 'silent' letters[for example, knight, psalm, solemn).			
	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 (Year 6).			
	Use dictionaries to check the spelling and meaning of words.			
	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.			
	Use a thesaurus.			
Vocabulary, Grammar and Punctuation	*Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by:*			
Word	**The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing *(e.g., find out – discover; ask for – request; go in – enter).***			
	How words are related by meaning as synonyms and antonyms (eg, big, large, little).			
Sentence	**Use of the passive to affect the presentation of information in a sentence(eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).**			
	The difference between structures typical of informal speech and structures appropriate for formal speech and **writing (such as the use of question tags, eg, He's your friend, isn't he?, or the use of subjunctive forms** such as If I were or Were they to come in some very formal writing and speech).			
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.			
	Layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.			
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (eg, It's raining; I'm fed up).			
	Use of the colon to introduce a list.			
	Punctuation of statements to list information.			
	How hyphens can be used to avoid ambiguity*(eg, man eating shark versus man-eating shark, or recover versus re-cover).*			
Terminology for pupils	Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading*(subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).*			