

Employ relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun								
Indicate degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs								
Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)								
Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)								
Use brackets, dashes or commas to indicate parenthesis								
Use commas to clarify meaning or avoid ambiguity								
Transcription								
In writing the pupil can mostly:								
Spelling								
Correctly spell many words on Y5 and Y6 word list								
Correctly spell many words using the spelling patterns from Appendix 1 of the National Curriculum								
Use many prefixes and suffixes and understand the guidelines for adding them								
Spell many words with 'silent' letters								
Distinguish between homophones and other words which are often confused								
Spell many words correctly, consistent with knowledge of morphology and etymology								
Use dictionaries to check the spelling and meaning of words								
Use a thesaurus								
Handwriting								
Write legibly, fluently and with increasing speed								
Choose which shape of a letter to use when given choices								
Decide, as part of their personal style, whether or not to join specific letters								
Choose the writing implement that is best suited for a task								
Identify what standard of handwriting is appropriate for a particular task								
Use an unjoined style (for labelling a diagram or data, writing an email address, or for algebra) and capital letters (for filling in a form)								