



<i>broken [by me])</i>								
Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ), and ellipsis								
Confidently use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text								
Use semi-colons, colons and dashes to mark the boundary between independent clauses								
Use colons to introduce a list								
Punctuate bullet points to list information								
Understand how hyphens can be used to avoid ambiguity								
<b>Transcription</b>								
In writing the pupil can mostly:								
<b>Spelling</b>								
Correctly spell all words on Y5 and Y6 word list								
Correctly spell all words using the spelling patterns from Appendix 1 of the National Curriculum								
Use prefixes and suffixes with confidence and understand the guidelines for adding them								
Confidently spell words with 'silent' letters								
Distinguish between homophones and other words which are often confused								
Spell words correctly, consistent with a knowledge of morphology and etymology								
Use dictionaries to check the spelling and meaning of words								
Use a thesaurus								
<b>Handwriting</b>								
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)								