Steps 31 to 33	Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Upper Key Stage 2			Total Stars 54	6 KPIs
Step 30 must have been attained	Step	31, Entering Y6	32, Developing Y6	33, Secure Y6	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y6	Spring Y6	Summer Y6	
	Stars routinely required	29	36	43, including all underlined KPIs with 3 stars.	

Transcription - Spelling	★ B	★ P	★ E
❖ 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 (Years 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.			

Stars for Spelling will need to be carried forward from the Steps 28-31 Spelling, Punctuation & Grammar grid.

Vocabulary, Grammar and Punctuation	★ B	★ P	★ E
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 *(eg, 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).*			

★:B Beginning to ★ P Progressing ★ E Embedded