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| **Composition** | | **Transcription** | |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting and Presentation** |
| As above and:   * Manipulate sentences to create particular effects. * Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* * Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: *in the meantime, meanwhile, in due course, until then.* * Use **ellipsis** to link ideas between paragraphs. * Use repetition of a word or phrase to link ideas between paragraphs. * Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*. * Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* * Identify the **subject** and **object** of a sentence. * Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.* * Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. *I had eaten lunch when you came (past perfect); She has eaten lunch already* or *I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).* * Punctuate **bullet points** consistently. * Identify and use **colons** to introduce a list. * Identify and use **semi-colons** within lists. * Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.* | As above and:  **Planning**   * Identify audience and purpose. * Choose appropriate text-form and type for all writing. * Select the appropriate structure, vocabulary and grammar. * Draw on similar writing models, reading and research. * Compare how authors develop characters and settings (in books, films and performances). * Use a range of planning approaches e.g. *storyboard, story mountain, discussion group*, *post-it notes, ICT story planning.*   **Drafting and Writing**   * Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. * Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). * Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair!"* * Consciously control the use of different sentence structures for effect. * Use a wide range of devices to build cohesion within and across paragraphs. * Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* * Combine text-types to create hybrid texts e.g. *persuasive speech.* | As above and:   * Recognise and spell endings which sound like /ʃəs/, spelt – *cious* or *–tious.* * Recognise and spell endings which sound like /ʃəl/, e.g. *official, partial.* * Investigate adding suffixes beginning with vowel letters to words ending in –*fer,* e.g. *referring, reference.* * Investigate use of the hyphen. * Investigate and use further prefixes, e.g. *bi- trans- tele- circum-.* * Distinguish between homophones and other words that are often confused. * Identify root words, derivations and spelling patterns as a support for spelling. * Be secure with all spelling rules previously taught. * Use a number of different strategies interactively in order to spell correctly. * Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. * Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. | As above and:   * Write, using a joined style, with increasing speed. * Choose the writing implement that is best suited for a task e.g. *pencil for* *quick notes, handwriting pen for letters, marker pens for posters*. |

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| * Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for - request, go in – enter.* * Explore, collect and use question tags typical of informal speech and writing e.g. *“He’s your friend, isn’t he?"* * Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.* | * Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. *headings, sub-headings, columns, bullet points, tables.* * Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of ‘and’ to convey tedium, one word sentence.* * Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.* * Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.* * Précis longer passages.   **Evaluating and Editing**   * Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. * Proofread for grammatical, spelling and punctuation errors.   **Performing**   * Use appropriate and effective intonation and volume. * Add gesture and movement to enhance meaning. * Encourage and take account of audience engagement. |  |  |