

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> <li>• Manipulate sentences to create particular effects.</li> <li>• Use devices to build cohesion between paragraphs in persuasive,- discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>• Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>• Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>• Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>• Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>• Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>• Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>• Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></li> <li>• Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>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).</i></li> <li>• Punctuate <b>bullet points</b> consistently.</li> <li>• Identify and use <b>colons</b> to introduce a list.</li> <li>• Identify and use <b>semi-colons</b> within lists.</li> <li>• Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i></li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Identify audience and purpose</li> <li>• Choose appropriate text-form and type for all writing.</li> <li>• Select the appropriate structure, vocabulary and grammar.</li> <li>• Draw on similar writing models, reading and research.</li> <li>• Compare how authors develop characters and settings (in books, films and performances).</li> <li>• Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>• Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>• 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).</li> <li>• Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></li> <li>• Consciously control the use of different sentence structures for effect.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></li> <li>• Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Recognise and spell endings which sound like /fas/, spelt – <i>cious</i> or –<i>tious</i>.</li> <li>• Recognise and spell endings which sound like /fal/, e.g. <i>official, partial.</i></li> <li>• Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference.</i></li> <li>• Investigate use of the hyphen.</li> <li>• Investigate and use further prefixes, e.g. <i>bi- trans- tele-</i> <i>circum-</i>.</li> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>• Be secure with all spelling rules previously taught.</li> <li>• Use a number of different strategies interactively in order to spell correctly.</li> <li>• Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus –</li> <li>• Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>• Write, using a joined style, with increasing speed.</li> <li>• Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></li> </ul>

<ul style="list-style-type: none"> <li>• Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter.</i></li> <li>• Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i></li> <li>• Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables.</i></li> <li>• Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i></li> <li>• Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i></li> <li>• Use <b>active</b> and <b>passive</b> voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i></li> <li>• Précis longer passages.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning</li> <li>• Proofread for grammatical, spelling and punctuation errors</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Use appropriate and effective intonation and volume.</li> <li>• Add gesture and movement to enhance meaning.</li> <li>• Encourage and take account of audience engagement.</li> </ul>		
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