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| **Composition** | | **Transcription** | |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting and Presentation** |
| As above and:   * Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.* * Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.* * Create and punctuate complex sentences using *ed* opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.* * Create and punctuate complex sentences using *ing* opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.* * Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.* * Demarcate complex sentences using commas in order to clarify meaning. * Use commas to avoid **ambiguity**, e.g. ‘*Let’s eat Grandma.’* and *‘Let’s eat, Grandma.’* * Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.* * Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.* * Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.* * Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.* | As above and:  **Planning**   * Identify the audience and purpose. * Select the appropriate language and structures. * Use similar writing models. * Note and develop ideas. * Draw on reading and research. * Think how authors develop characters and settings (in books, films and performances).   **Drafting and Writing**   * Select *appropriate* structure,vocabulary and grammar. * Blend action, dialogue and description within and across paragraphs. * Use different sentence structures with increasing control (see VGP). * Use devices to build cohesion (see VGP). * Use organisation and presentational devices e.g. *underlining, bullet points, headings.*   **Evaluating and Editing**   * Assess the effectiveness of own and others’ writing in relation to audience and purpose. * Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. * Ensure consistent and correct use of tense throughout a piece of writing. * Ensure consistent subject and verb agreement. * Proofread for spelling and punctuation errors.   **Performing**   * Use appropriate intonation and volume. * Add movement. * Ensure meaning is clear. | As above and:   * Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.* * Recognise and spell words ending in –*ant,*   *–ance/–ancy, –ent, –ence/–ency.*   * Recognise and spell words ending in –*able* and *–ible.* * Recognise and spell words ending in –ably and *–ibly.* * Recognise and spell words with the /i:/ sound spelt ei after c, e.g. *deceive, receive.* * Recognise and spell words containing the letter-string *ough.* * To recognise and spell the suffixes -*al,- ary,- ic.* * To spell further suffixes, e.g*. ll in full becoming l.* * Spell some words with ‘silent’ letters, e.g. *knight, psalm, solemn*. * To spell unstressed vowels in polysyllabic words. * Develop self-checking and proof reading strategies. * Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. * Use a thesaurus. * Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. | As above and:   * Write fluently using a joined style as appropriate for independent writing. * Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. *printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.* |
| * Use devices to build **cohesion** within a paragraph e.g. *firstly,* *then, presently, this, subsequently.* * Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth.* * Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* * Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably*. * Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-.* |  |  |  |