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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.
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