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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.*
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| * 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-.*
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