



TRANSCRIPTION

SPELLING

- Use and understand prefixes and suffixes.
- Spell words with silent letters.
- Distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling.
- Understand that spelling some words needs to be learnt specifically.
- Use dictionaries to check the spelling and meaning of words.
- Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary.
- Use a thesaurus.

HANDWRITING

- *Write legibly, fluently and with increasing speed by:*
 - Choosing which shape of a letter to use when given choices.
 - Deciding whether to join specific letters.
 - Choosing the writing implement that is best suited for a task.
- Understand different standards of handwriting for differing tasks, for example quick notes or a final handwritten version.
- Use an unjoined style, for example to label a diagram, algebra or filling in a form.

COMPOSITION

- *Plan writing by:*
 - Thinking aloud to generate ideas.
 - Identify the audience and purpose of the writing.
 - Select appropriate form, using similar writing as models for your own.
 - Note and develop initial ideas, draw on reading and research where necessary.
 - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to, or seen performed.
- *Draft and write by:*
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 - In narratives, describe settings, characters and atmosphere.
 - Integrate dialogue to convey characters.
 - Précising longer passages.
 - Use a wide range of devices to build cohesion within and across paragraphs.
 - Use organisational and presentational devices to structure a text and guide the reader.
- *Evaluate and edit by:*
 - Rereading to check that meaning is clear.
 - Assess the effectiveness of their own and others' writing.
 - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Ensure the consistent and correct use of tense throughout a piece of writing.
 - Ensure correct subject and verb agreement when using singular and plural.
 - Distinguishing between the language of speech and writing, choosing the appropriate register.
- Proofread for spelling and punctuation errors.
- Perform compositions, using appropriate intonation, volume, and movement so that meaning is clear.

VOCABULARY, GRAMMAR & PUNCTUATION

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Use passive verbs to affect the presentation of information in a sentence.
- Use the perfect form of verbs to mark relationships of time and cause.
- Use expanded noun phrases to convey complicated information concisely.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.

- *Indicate grammatical and other features by:*
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semicolons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.

GRAMMATICAL TERMINOLOGY

	Year 5	Year 6
Word	<p>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</p> <p>Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>].</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>].</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech].</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>].</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before].</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>] and ellipsis.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>].</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>].</p>
Terminology	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>