

Composition		Transcription	
Vocabulary, grammar and punctuation (underlined statements MUST be met to achieve Expected)	Composition (underlined statements MUST be met to achieve Expected)	Spelling (9/12 of all statements MUST be met to achieve Expected)	Handwriting (underlined statements MUST be met to achieve Expected)
<ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use <b>devices to build cohesion</b> between paragraphs in persuasive, discursive and explanatory texts e.g. <u>adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</u></li> <li>Use <b>devices to build cohesion</b> between paragraphs in narrative e.g. <u>adverbials such as: in the meantime, meanwhile, in due course, until then.</u></li> <li>Use <b>preposition phrases</b> effectively to add detail, qualification and precision.</li> <li>Use <b>expanded noun</b> phrases effectively to add detail, qualification and precision.</li> <li>Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <u>It is raining; I am fed up.</u></li> <li>Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <u>mischievous, wicked, evil, impish, spiteful, well-behaved.</u></li> <li>Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>Use <b>active</b> and <b>passive</b> forms e.g. <u>I broke the window in the greenhouse versus the window in the greenhouse was broken.</u></li> <li>Use <b>modal verbs</b> or <b>adverbs</b> to indicate degrees of possibility</li> <li>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <u>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).</u></li> </ul>	<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. <u>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</u></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. <u>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</u></li> <li><u>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!"</u></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. <u>flashbacks, simultaneous actions, time-shifts.</u></li> </ul>	<ul style="list-style-type: none"> <li>Recognise and spell endings which sound like /ʃəs/, spelt – <i>cious</i> or –<i>tious</i>.</li> <li>Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial</i>.</li> <li>Add suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference</i>.</li> <li>Spell hyphenated words correctly, to join a prefix to a root word.</li> <li>Use further prefixes, e.g. <i>bi- trans- tele- circum-</i>.</li> <li>Spell homophones (e.g. <i>practice and practise, past, passed and past</i>).</li> <li>Spell other words that are often confused, (e.g. <i>advise and advise. device, devise</i>).</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>Use suffixes –<i>ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Spell words from the H.W Year 6 list (selected from the statutory Year 5/6 word list)</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li><u>Write, using a joined style, with increasing speed.</u></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>▪ Punctuate <b>bullet points</b> consistently. Identify and use <b>colons</b> to introduce a list.</li> <li>▪ Identify and use <b>semi-colons</b> within lists.</li> <li>▪ Use <b>hyphens</b> to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>. Use <b>commas</b> to clarify meaning or avoid ambiguity in writing.</li> <li>▪ Explore, collect and use <b>vocabulary typical of formal and informal speech and writing</b> e.g. <i>find out – discover, ask for – request, go in – enter.</i></li> <li>▪ Explore, collect and use <b>question tags typical of informal speech and writing</b> e.g. <i>“He’s your friend, isn’t he?”</i></li> <li>▪ Explore, collect and use <b>subjunctive forms for formal speech and writing</b> 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>▪ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></li> <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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