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| **Composition** | | **Transcription** | |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling**  *(see also the Lancashire Supporting Spelling document for further detail and advice)* | **Handwriting** |
| As above and:   * Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.* * Create and punctuate complex sentences using *ed* openers. * Create and punctuate complex sentences using *ing* openers. * Create and punctuate complex sentences using simile starters. * Demarcate complex sentences using commas and explore **ambiguity** of meaning. * Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* * Use devices to build cohesion within a paragraph e.g. *firstly,* *then, presently, subsequently.* * Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.* * Identify and use **brackets** and **dashes** * Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.* | As above and:  Plan their writing by:   * Identifying the audience and purpose * Selecting the appropriate language and structures. * Using similar writing models. * Noting and developing ideas. * Drawing on reading and research. * Thinking how authors develop characters and settings (in books, films and performances).   Draft and write by:   * Selecting *appropriate* grammar and vocabulary. * Blending action, dialogue and description within and across paragraphs. * Using devices to build cohesion (see VGP column). * Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes.*   Evaluate and edit by:   * Assessing the effectiveness of own and others’ writing in relation to audience and purpose. * Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. * Ensuring consistent and correct use of tense throughout a piece of writing. * Ensuring consistent subject and verb agreement. * Proofreading for spelling and punctuation errors.   Perform own compositions for different audiences:   * Using appropriate intonation and volume. * Adding movement. * Ensuring meaning is clear. | As above and:   * Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. * Use further prefixes and suffixes and understand the guidelines for adding them. * Spell some words with ‘silent’ letters, e.g. *knight*, *psalm*, *solemn.* * Continue to distinguish between homophones and other words which are often confused. * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. * Use dictionaries to check the spelling and meaning of words. * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. * Use a thesaurus. * Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. * Investigate verb prefixes e.g. *dis-, re-, pre-,*   *mis-, over-.* | As above and:   * Write fluently. * Choose when it is appropriate to print or join writing e.g. *printing for labelling a scientific diagram.* |