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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 with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*
* Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
* *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.*
* Use commas to mark clauses in complex sentences.
* Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”*
* Identify, select and effectively use **pronouns.**
* Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*
* Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.*
* Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.*
 | As above and:Plan their writing by: * Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.
* Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.
* Discussing and recording ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*

Draft and write by:* Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
* Planning and writing an opening paragraph which combines the introduction of a setting and character/s.
* Organising paragraphs in narrative and non-fiction.
* Linking ideas within paragraphs e.g. *fronted* ***adverbials*** *for when and where.*
* Generating and select from vocabulary banks e.g*. powerful adverbs,* ***adverbial*** *phrases, technical language, persuasive phrases, alliteration* appropriate to text type.

Evaluate and edit by: * Proofreading to check for errors in spelling, grammar and punctuation in own and others’ writing.
* Discussing and proposing changes with partners and in small groups.
* Improving writing in light of evaluation

Perform own compositions for different audiences* Use appropriate intonation, tone and volume to present their writing to a range of audiences.
 | As above and:* Use further prefixes and suffixes and understand how to add them.
* Spell further homophones.
* Spell words that are often misspelt.
* Use the first three letters of a word to check its spelling in a dictionary.
* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
* Learn to spell new words correctly and have plenty of practice in spelling them.
* Understand how to place the apostrophe in words with irregular plurals (e.g. children’s).
* Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
 | As above and:* Write with consistency in size and proportion of letters, e.g. *by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.*
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