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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:   * Manipulate sentences to create particular effects. * Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* * Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.* * Use **ellipsis** to link ideas between paragraphs. * Identify and use **colons** to introduce a list. * Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*. * Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* * Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.* * Punctuate **bullet points** consistently * Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. * Identify the **subject** and **object** of a sentence. * Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.* | As above and:  Plan their writing by:   * Identifying audience and purpose. * Choose appropriate text-form and type for all writing. * Selecting the appropriate language and structures. * Drawing on similar writing models, reading and research. * Using a range of planning approaches e.g. *storyboard, story mountain, discussion group*, *post-it notes, ICT story planning.*   Draft and write by:  Selecting *appropriate* vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.   * Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair"* * Using devices to build cohesion. * Deviating narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* * Combining text-types to create hybrid texts e.g. *persuasive speech.* * Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences. * Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. *repeated use of ‘and’ to convey tedium, one word sentence.* * Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.* * Use **active** and **passive** voice to achieve intended effects e.g. *in formal reports, explanations and mystery narrative.*   Evaluate and edit by:   * Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. * Proofreading for grammatical, spelling and punctuation errors.   Evaluate and improve performances of compositions focusing on:   * Intonation and volume. * Gesture and movement. * Audience engagement. | (see also the Lancashire Supporting Spelling document for further detail and advice)  As above and:   * Be secure with all spelling rules previously taught. * Write increasingly confidently, accurately and fluently, spelling with automaticity. * Use a number of different strategies interactively in order to spell correctly. * Develop self-checking and proof-checking strategies. * Use independent spelling strategies for spelling unfamiliar words. | As above and:   * Write with increasing speed. * Choosing the writing implement that is best suited for a task (e.g. *quick notes, letters*). |