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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.*
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