

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
S1 <u>To use dictionaries to check the spelling and meaning of words</u>	H1 <u>To choose the writing implement that is best suited for a task.</u>	C1 <u>To plan their writing</u>	V1 <u>To learn the grammar for years 5 and 6 in English Appendix 2</u>
S2 <u>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</u>	H2 <u>To write legibly, fluently and with increasing speed</u>	C2 <u>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</u>	V2 <u>To convert nouns or adjectives into verbs using suffixes (for example -ate; -ise; -ify)</u>
S3 <u>To use a thesaurus</u>	H3 <u>To choose which shape of a letter to use when given choices and decide whether or not to join specific letters</u> e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e-mail address.	C3 <u>To note and develop initial ideas, drawing on reading and research where necessary</u>	V3 <u>To use verb prefixes (for example, dis-, de-, mis-, over- and re-)</u>
S4 <u>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</u>	H4 To write fluently using a joined style as appropriate or independent writing.	C4 <u>To draft and write</u>	V4 <u>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</u> e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill
S5 <u>To spell some words with 'silent' letters [for example, knight, psalm, solemn]</u>		C5 <u>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</u>	V5 <u>To indicate degrees of possibility using adverbs (for example, perhaps, surely)</u>
S6 I can spell unstressed vowels in polysyllabic words		C6 To use carefully considered vocabulary, using a thesaurus to extend range of words used.	V6 <u>To indicate degrees of possibility using modal verbs (for example, might, should, will, must)</u>
S7 <u>To spell words with the ending 'cious' and 'tious'</u>		C7 To use different sentence structures with increasing control	V7 <u>To use expanded noun phrases to convey complicated information concisely.</u>
S8 <u>To spell words with the endings --ible/ -able/-ably/ibly -ant/ -ance/ -ancy, ent/ -ence/-ency-cial and -tial</u>		C8 <u>To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narrative writing.</u>	V8 <u>To use the perfect form of verbs to mark relationships of time and cause</u>
S9 <u>To spell words containing 'ough'</u> e.g. thought		C9 <u>To précis longer passages</u>	V9 To create and punctuate sentences using simile starters e.g. Like a fish out of water
S10 <u>To spell the Year 5 spelling list words (selected from the Y5/6 statutory word list)</u>		C10 <u>To use a wide range of devices to build cohesion within and across paragraphs</u> e.g. firstly, then, presently, this, subsequently	V10 To create and punctuate complex sentences using ed and ing opening clauses
S11 <u>To continue to distinguish between homophones and other words which are often confused</u>  dessert/desert stationary/stationery		C11 <u>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</u>	V11 <u>To use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)</u>
		C12 <u>To evaluate and edit</u>	

<p>steel/steal advise/advice father/farther weary/wary affect/effect aisle/isle</p> <p>S12 <u>To use further prefixes and suffixes and understand the guidance for adding them (appendix 1)</u> (over-, -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably, -cious, -tious, -tial, -cial.) (Linked to expectation in reading- children to be taught to read words containing these prefixes and suffixes before being expected to spell them, ensure termly planning reflects this).</p> <p>S13 <u>To add suffixes beginning with vowel letters to words ending in 'fer'.</u></p> <p>S14 <u>To apply spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S15 <u>To know and use the 'i before e' rule following a c. 'i before e except after c'</u></p> <p>S16 To accurately record dictated sentences including vocabulary and punctuation taught so far.</p>		<p>C13 <u>To assess the effectiveness of their own and others' writing</u></p> <p>C14 <u>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</u></p> <p>C15 <u>To ensure the consistent and correct use of tense throughout a piece of writing</u></p> <p>C16 <u>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</u></p> <p>C17 <u>To proof-read my writing for spelling and punctuation errors.</u></p> <p>C18 <u>To perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u></p>	<p>V12 <u>To link ideas across paragraphs using adverbials of time, place or numbers e.g. later, nearby, secondly</u></p> <p>V13 <u>To link ideas across paragraphs using tense choices (for example, he had seen her before)</u></p> <p>V14 <u>To indicate grammatical and other features</u></p> <p>V15 <u>To use commas to clarify meaning or avoid ambiguity in writing</u> e.g. "Let's eat Grandma." "Let's eat, Grandma."</p> <p>V16 <u>To use brackets to indicate parenthesis</u> e.g. in formal writing, The cheetah (<i>Acinonyx jubatus</i>) inhabits the grasslands in Africa</p> <p>V17 <u>To use dashes to indicate parenthesis</u> e.g. in less formal writing The cake was lovely - delicious in fact - so I had another slice.</p> <p>V18 <u>To use commas to indicate parenthesis</u></p> <p>V19 <u>To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading:</u></p> <p>a) <u>modal verb</u> b) <u>relative pronoun</u> c) <u>relative clause</u> d) <u>parenthesis</u> e) <u>bracket</u> f) <u>dash</u> g) <u>cohesion</u> h) <u>ambiguity</u></p>
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