

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. <u>To use dictionaries to check the spelling and meaning of words</u></p> <p>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></p> <p>S3. <u>To use a thesaurus</u></p> <p>S4. To use self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</p> <p>S5. <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></p> <p>S6. <u>To spell words with 'silent' letters [for example, knight, psalm, solemn]</u></p> <p>S7. <u>To confidently spell words with the endings --ible/ -able</u> <u>-ably/ibly</u> <u>-ant/ -ance/ -ancy</u> <u>-ent/ -ence/-ency</u> <u>-cial and -tial</u></p> <p>S8. <u>To spell the Year 6 spelling list words (selected from the Y5/6 statutory word list)</u></p>	<p>H1. <u>To choose the writing implement that is best suited for a task</u> e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</p> <p>H2. <u>To write legibly, fluently and with increasing speed</u></p> <p>H3. <u>To choose which shape of a letter to use when given choices and decide whether or not to join specific letters</u></p> <p>H4. To join all handwriting, at speed, while maintaining a consistent style and fluency within an individual piece of writing</p>	<p>C1. <u>To plan their writing</u></p> <p>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></p> <p>C3. <u>To note and develop initial ideas, drawing on reading and research where necessary</u></p> <p>C4. <u>To write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</u></p> <p>C5. <u>To draft and write</u></p> <p>C6. <u>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</u></p> <p>C7. <u>To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narrative writing.</u></p> <p>C8. To blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</p> <p>C9. <u>To précis longer passages</u></p>	<p>V1. <u>To learn the grammar for years 5 and 6 in English Appendix 2</u></p> <p>V2. <u>To recognise vocabulary that is appropriate for formal speech and writing including subjunctive forms</u></p> <p>V3. <u>To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out-discover; ask for-request; go in-enter) including subjunctive forms</u></p> <p>V4. To use vocabulary appropriate for formal writing.</p> <p>V5. <u>To know how words are related by meaning as synonyms and antonyms (for example big, large, little).</u></p> <p>V6. To explore and understand the difference between active and passive voice.</p> <p>V7. <u>To use the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])</u></p> <p>V8. To use adverbs, prepositions, phrases and expanded noun phrases effectively to add detail, qualification and precision.</p>

<p>S9. <u>To continue to distinguish between homophones and other words which are often confused</u></p> <p>alter/altar morning/mourning practice/practise prophet/profit licence/license compliment/complement cereal/serial Principal/principle Accent/assent</p> <p>S10. <u>To use further prefixes and suffixes and understand the guidance for adding them (appendix 1)</u> e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</p> <p>S11. <u>To use a hyphen to join a prefix to a root word e.g. co-operate</u></p> <p>S12. <u>To apply spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S13. To accurately record dictated sentences including vocabulary and punctuation taught so far.</p>		<p>C10. <u>To use a wide range of devices (including adverbials) to build cohesion within and across paragraphs</u></p> <p>C11. To use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>C12. To use passive and modal verbs correctly most of the time</p> <p>C13. <u>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</u></p> <p>C14. To write with good pace.</p> <p>C15. To construct writing well and show a secure grasp of the chosen genre</p> <p>C16. <u>To evaluate and edit</u></p> <p>C17. <u>To assess the effectiveness of their own and others' writing</u> in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>C18. <u>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</u></p> <p>C19. <u>To ensure the consistent and correct use of tense throughout a piece of writing</u></p>	<p>V9. <u>To recognise structures that are appropriate for formal speech and writing including subjunctive forms</u></p> <p>V10. <u>To know the difference between structures typical of informal speech and writing (for example, the use of question tags; He's your friend, isn't he?) including the use of subjective forms such as If I were or Were they to come in some very formal writing and speech.</u></p> <p>V11. <u>To use expanded noun phrases to convey complicated information concisely.</u></p> <p>V12. <u>To use the perfect form of verbs to mark relationships of time and cause</u></p> <p>V13. To manipulate sentences to create particular effects</p> <p>V14. <u>To link ideas across paragraphs using the repetition of a word or phrase.</u></p> <p>V15. <u>To link ideas across paragraphs using ellipses.</u></p> <p>V16. <u>To use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile in due course, until then</u></p>
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