

6	Transcription / Word	Handwriting	Sentence	Composition	Punctuation	
	End of year expectations					
<ul style="list-style-type: none"> I can use a range of strategies to support accurate spelling in my writing I can tell the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] I can tell how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. 	<ul style="list-style-type: none"> I can choose an appropriate handwriting style for a particular task. I can choose the writing implement that is best suited for the task. 	<ul style="list-style-type: none"> I can use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. I can recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u> or <u>Were</u> they to come</i> in some very formal writing and speech] 	<ul style="list-style-type: none"> I can use my own knowledge to plan, draft, write and edit my own composition I can use a wide range of devices to build cohesion within and across paragraphs : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis I can choose the appropriate tone for my writing (informal or formal) I can perform my own compositions, considering my audience using appropriate intonation, volume and movement I can propose changes to vocabulary, grammar and punctuation to enhance meaning and improve my work. I can use Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> I can use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] I can use a colon to introduce a list and use of semi-colons within lists I can use bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>] 		
21.3 Mastering I am enthusiastic and curious about the etymology of new words	21.3 Mastering I can adapt my writing for different purposes	21.3 Mastering My writing is complex and considered and uses a variety of sentence structures to create precise effects	21.3 Mastering I can evaluate and edit my writing, using my own and others' suggestions as well as texts I have read	21.3 Mastering I can use all punctuation effectively and accurately to create specific effects on the reader		
21-2	<ul style="list-style-type: none"> I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary I can choose to use a thesaurus to define words and collect a variety of words to support writing 	21-2	21-2	<ul style="list-style-type: none"> I can use ideas from authors I have read, listened to, or seen performed in my own writing I can précis longer passages I can evaluate and edit by assessing the effectiveness of my own and others writing I can propose changes to vocabulary, grammar and punctuation to enhance effect Is and clarify meaning 	21-2	<ul style="list-style-type: none"> I can independently use semi-colons, colons and dashes accurately (boundaries and lists). I can use an ellipses accurately in my work I can use bullet points appropriately.
21-1		21-1	21-1		21-1	
20-2	<ul style="list-style-type: none"> I can spell all words on the year 5 and 6 word list I can independently use a dictionary to check the spelling and meaning of words 	20-2	20-2	20-2	20-2	20-2
20-1	<ul style="list-style-type: none"> I can tell the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] I can use words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. 	20-1	20-1	20-1	20-1	20-1
		I can always write legibly and fluently and within increasing speed	<ul style="list-style-type: none"> I can demonstrate how to use the passive to affect the presentation of a sentence. I can write appropriate sentences using formal and informal speech. 	<ul style="list-style-type: none"> I can develop ideas for writing, drawing on reading and secondary resources I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining I can ensure the consistent and correct use of tense throughout a piece of writing I can assure correct subject and verb agreement when using singular and plural. I can use Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> I can use semi-colons, colons and dashes (boundaries and lists). I can use an ellipses as an omission of a word. I can use bullet points to list information 	
19-2	<ul style="list-style-type: none"> I can use further prefixes and suffixes I can spell many words with silent letters I can always distinguish between more complex homophones 	19-2	19-2	19-2	19-2	19-2
19-1	<ul style="list-style-type: none"> I can recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in</i>] I can tell how words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>], – enter] 	19-1	19-1	19-1	19-1	19-1
			<ul style="list-style-type: none"> I understand how the passive affects the presentation of information. I can identify the difference between formal and informal speech structures. 	<ul style="list-style-type: none"> I can select the appropriate form of writing after identifying the audience and purpose of the writing I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning In narratives describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action I can proof read for spelling and punctuation errors and to improve my work. I can recognise how layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists). I understand that an ellipsis is an omission of a word. I can identify how n author uses bullet points within a text. 	

Terminology

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity