



Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
Spelling - I can spell commonly mis-spelt words, including those from the Y5/6 word list. - I can convert nouns or adjectives into verbs by adding a suffix eg -ate (popular-populate), -ise (familiar-familiarise), -ify (simple-simplify). - I can form verbs with prefixes. - I can use further prefixes and suffixes, understanding the rules for adding them. - I can spell some words with silent letters. - I can distinguish between homophones and other words which are often confused. - I can use knowledge of morphology and etymology to help me spell. - I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. - I can use a thesaurus. - I understand how words are related by meaning as synonyms and antonyms. Handwriting - I have legible, fluent, appropriately joined handwriting with increasing speed. - I can choose the style of handwriting to use when given a choice. - I can choose the handwriting implement that is best suited for a specific task. Grammar and punctuation terminology <i>active, passive</i> <i>subject, object</i> <i>hyphen</i> <i>antonym, synonym</i> <i>colon, semi-colon</i> <i>bullet points</i> <i>ellipsis</i>	Grammar - I can start sentences in different ways, using openers and other ways. - I can use relative clauses with 'which', 'who', 'where', 'when', 'that', 'whose', or with an implied (ie omitted) relative pronoun. - I can use expanded noun phrases to convey complicated information concisely, to interest the reader. - I can recognise vocabulary and structures that are appropriate for formal speech and writing eg 'find out' / 'discover'; 'ask for' / 'request' (and begin to use these). - I can use verb phrases with effect eg to indicate a degree of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). - I can use passive verbs. Punctuation - I can use brackets, dashes or commas to indicate parenthesis. - I can use commas to mark phrases and clauses or to clarify meaning / avoid ambiguity. - I can use a colon to introduce a list. - I can use bullet points to list information and punctuate consistently. - I can use semi-colons, colons or dashes to mark boundaries between independent clauses. - I can use a semi-colon within lists. - I can use a hyphen to avoid ambiguity eg I saw a man-eating shark. ↑ Use passive voice confidently eg suspense or in science report ↑ Use range of sentence types for impact and specific effect ↑ Control sentences, manipulating clauses for specific effects	Planning - I can write for a specific audience and purpose. - I select the appropriate form and use other similar writing as a model, using appropriate features and sentence structure, considering the writer's viewpoint, considering another author's work. - I can plan and develop ideas, using reading / research where necessary. - I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non-fiction text. Drafting and writing - I can describe settings, characters and atmosphere (mood) when writing narrative. - I can present text appropriately eg (sub-) headings, bullets, underlining, columns, tables. - I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as 'After that,', 'Firstly,') and between sentences ('although'). - I can use vocabulary for effect. - I can use grammar for effect. - I can integrate dialogue for effect. - I can summarise a paragraph. - I can use appropriate nouns and pronouns within and across sentences for cohesion and avoid repetition, beginning to use 'noun substitutes'. - I can distinguish language of speech (eg colloquial) and writing (Standard English), using formal and informal speech and structures appropriately (eg subjunctive forms ['If I were...'] and question tags). Editing - I can assess and edit to improve my writing or another's, to enhance effects and clarify meaning. - I can proof-read: spelling and punctuation; correct tense throughout; subject – verb agreement etc. ↑ Engage by eg personal comments, opening hook, flashback ↑ Write paragraphs with different structures and lengths ↑ Advance events in narrative writing using character, dialogue, action