

Writing Transcription

- Form verbs with prefixes. for example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.
- Understand the general rules for adding prefixes and suffixes above.
- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*.
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use knowledge of morphology and etymology to spell new 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 a range of spelling strategies.
- Produce legible handwriting, choosing whether or not to join specific letters for speed and fluency
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

Writing composition

- **Know the audience for and purpose of the writing. KPI**
- **Use the features and structures of text types taught so far. KPI**
- Structure sentences in different ways, varying the position of clauses.
- Develop characters through action and dialogue.
- Establish viewpoint as the writer through commenting on characters or events.
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
- Add well-chosen detail to interest the reader
- **Describe characters, settings and the atmosphere in their story writing KPI**
- Organise writing into paragraphs to show different information or events.
- **Use presentational devices to structure a text e.g. headings, statements, underlining. KPI**
- **Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. KPI**
- **Use modal verbs or adverbs to indicate degrees of possibility KPI**
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- **Ensure the consistent and correct use of tense throughout a piece of writing. KPI**
- Ensure correct subject and verb agreement when using singular and plural and use verb forms correctly.
- Distinguish between the language of speech and writing including the use of formal and informal language.
- **Proof-read for spelling and punctuation errors. KPI**
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation

- Punctuate all sentences correctly with . ? ! and commas where appropriate
- Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun.
- **Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must) KPI**
- use expanded noun phrases to convey complicated information concisely
- **Use commas to clarify meaning or avoid ambiguity in writing. KPI**
- Begin to use brackets, dashes or commas to indicate parenthesis.
- Begin to use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up) and use hyphens.
- Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).

| <u>Spoken language</u> | | | |
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| • Engage the interest of the listener by varying their expression and vocabulary. | | | |
| • Adapt spoken language to the audience, purpose and context. | | | |
| • Explain the effect of using different language for different purposes. | | | |
| • Develop ideas and opinions with relevant detail. | | | |
| • Express ideas and opinions, justifying a point of view. | | | |
| • Show understanding of the main points, significant details and implied meanings in a discussion | | | |
| • Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. | | | |
| • Begin to use Standard English in formal situations. | | | |
| • Begin to use hypothetical language to consider more than one possible outcome or solution. | | | |
| • Perform own compositions, using appropriate intonation and volume so that meaning is clear. | | | |
| • Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone. | | | |
| • Understand and begin to select the appropriate register according to the context. | | | |