



## Spelling

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

*I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.*

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

*I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.*

Distinguish between homophones and other words which are often confused with reference to English Appendix 1.

*I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.*

**Use dictionaries to check the spelling and meaning of words.**

*I can use dictionaries to check the spelling and meaning of words.*

Spell most of the year 5 and 6 words correctly with reference to English Appendix 1.

*I can spell most words correctly including words that are often misspelt.*

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

*I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.*

Use a thesaurus with confidence.

*I can use a thesaurus with confidence.*

## Handwriting

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

*I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.*

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

*I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.*

## Composition

**Plan his/her writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.**

*I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose.*

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.

*I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.*

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

*I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.*

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.

*I can use grammar and vocabulary which is suited to the purpose of my writing.*

**Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.**

*I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward.*

Draft and write by accurately précising longer passages.

*I can draft and write by accurately précising longer passages.*

Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

*I can use different techniques to make my writing flow and link paragraphs.*

**Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.**

*I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.*

Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.

*I can give reasoned feedback on mine and others' work to improve it.*

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.

*I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.*

**Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.**

*I can mark and edit work to have the correct tense throughout.*

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

*I can mark and edit work to have the correct subject and verb agreement.*

**Proof-read for spelling errors linked to spelling statements for Year 6.**

*I can read work looking for spelling errors and correct them using a dictionary.*

Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

*I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.*

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

*I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.*

## Vocabulary, Grammar & Punctuation

**Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.**

*I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.*

Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.

*I can understand how words are related by meaning as synonyms and antonyms.*

**Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).**

*I can use the passive to affect the presentation of information in a sentence.*

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.

*I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.*

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.

*I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.*

**Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.**

*I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.*

Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

*I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.*

**Use the colon to introduce a list and use of semi-colons within lists.**

*I can use the colon to introduce a list and use semi-colons within lists.*

**Use bullet points to list information.**

*I can use bullet points to list information.*

Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.

*I can use hyphens for clarity e.g. man eating shark or man-eating shark.*

Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.

*I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.*

Use the perfect form of verbs to mark relationships of time and cause.

*I can use the perfect form of verbs to mark relationships of time and cause.*

Use expanded noun phrases to convey complicated information concisely.

*I can use expanded noun phrases to explain complicated information simply.*

Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses.

*I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses.*

