



### Writing - Transcription

Spelling (see [English Appendix 1](#) of the National Curriculum)

Children will learn to:

- \* use further prefixes and suffixes and understand the guidance for adding them, spell some words with 'silent' letters [for example, knight, psalm, solemn]
- \* continue to distinguish between homophones and other words which are often confused
- \* 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 (of the National Curriculum)
- \* use dictionaries to check the spelling and meaning of words
- \* use the first three or four letters of and to check spelling, meaning or both of these in a dictionary
- \* use a thesaurus

### Handwriting

Children will learn to:

- \* 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
  - choosing the writing implement that is best suited for a task

### Writing - Composition

Children will learn to:

- \* plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- \* draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- \* précising longer passages
  - using a wide range of devices to build cohesion within and across paragraphs
  - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- \* evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- \* proof-read for spelling and punctuation errors
- \* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Writing - Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- \* develop their understanding of the concepts set out in [English Appendix 2](#) (of the National Curriculum) by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2 (of the National Curriculum)
- \* indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list punctuating bullet points consistently
- \* use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.