

Year 5 & 6	
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> I can spell some words with 'silent' letters I can continue to distinguish between homophones and other words which are often confused I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Spelling Strategies/Rules	<ul style="list-style-type: none"> I can use further prefixes and suffixes and understand the guidance for adding them I can use dictionaries to check the spelling and meaning of words I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	
Handwriting	<ul style="list-style-type: none"> I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters I can choose the writing implement that is best suited for a task
Context	<ul style="list-style-type: none"> I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own I can, in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning	<ul style="list-style-type: none"> I can note and develop initial ideas, drawing on reading and research where necessary
Drafting	<ul style="list-style-type: none"> I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning I can write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action I can summarise longer passages I can use a wide range of devices to build cohesion within and across paragraphs I can use further organisational and presentational devices to structure text and to guide the reader
Editing	<ul style="list-style-type: none"> I can assess the effectiveness of my own and others' writing I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning I can ensure the consistent and correct use of tense throughout a piece of writing I can ensure 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 proofread for spelling and punctuation errors
Performing	<ul style="list-style-type: none"> I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> I can use a thesaurus I can use expanded noun phrases to convey complicated information concisely I can use modal verbs or adverbs to indicate degrees of possibility
Grammar	<p>Year 5 I can understand the following:</p> <ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Converting nouns or adjectives into verbs Verb prefixes Devices to build cohesion, including adverbials of time, place and number <p>Year 6 I can understand the following:</p> <ul style="list-style-type: none"> 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 Differences in informal and formal language Synonyms & Antonyms- further cohesive devices such as grammatical connections and adverbials Use of ellipsis
Punctuation	<p>Year 5</p> <ul style="list-style-type: none"> I can use commas to clarify meaning or avoid ambiguity in writing I can use brackets, dashes or commas to indicate parenthesis <p>Year 6</p> <ul style="list-style-type: none"> I can use hyphens to avoid ambiguity I can use semicolons, colons or dashes to mark boundaries between independent clauses I can use a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology	<p>Year 5 Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Year 6 Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>