

Transcription	Composition
<p>Spelling (see Appendix 1o of the National Curriculum) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with silent letters ,e.g. 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 Appendix 1 • Use dictionaries to check the spelling and meaning of 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 • <p>Vocabulary, Grammar and punctuation Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:</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 • 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 in column for years 5 and 6 in Appendix 2 of the National Curriculum. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • 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 Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • 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 they have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • 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 (e.g. headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and other’s 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. <p>Handwriting and presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task (e.g. quick notes, letters).