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| **Composition** | **Transcription** |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling***(see also the Lancashire Supporting Spelling document for further detail and advice)* | **Handwriting** |
| As above and:* Manipulate sentences to create particular effects.
* Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
* Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.*
* Use **ellipsis** to link ideas between paragraphs.
* Identify and use **colons** to introduce a list.
* Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*.
* Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.*
* Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.*
* Punctuate **bullet points** consistently
* Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request.
* Identify the **subject** and **object** of a sentence.
* Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*
 | As above and:Plan their writing by: * Identifying audience and purpose.
* Choose appropriate text-form and type for all writing.
* Selecting the appropriate language and structures.
* Drawing on similar writing models, reading and research.
* Using a range of planning approaches e.g. *storyboard, story mountain, discussion group*, *post-it notes, ICT story planning.*

Draft and write by: Selecting *appropriate* vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.* Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, “It’s not fair"*
* Using devices to build cohesion.
* Deviating narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
* Combining text-types to create hybrid texts e.g. *persuasive speech.*
* Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.
* Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. *repeated use of ‘and’ to convey tedium, one word sentence.*
* Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
* Use **active** and **passive** voice to achieve intended effects e.g. *in formal reports, explanations and mystery narrative.*

Evaluate and edit by: * Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
* Proofreading for grammatical, spelling and punctuation errors.

Evaluate and improve performances of compositions focusing on: * Intonation and volume.
* Gesture and movement.
* Audience engagement.
 | (see also the Lancashire Supporting Spelling document for further detail and advice)As above and:* Be secure with all spelling rules previously taught.
* Write increasingly confidently, accurately and fluently, spelling with automaticity.
* Use a number of different strategies interactively in order to spell correctly.
* Develop self-checking and proof-checking strategies.
* Use independent spelling strategies for spelling unfamiliar words.
 | As above and:* Write with increasing speed.
* Choosing the writing implement that is best suited for a task (e.g. *quick notes, letters*).
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