

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>▪ Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>▪ Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>▪ Use commas to mark clauses in complex sentences.</li> <li>▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>▪ Identify, select and effectively use <b>pronouns</b>.</li> <li>▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> <li>▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>.</li> </ul>	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.</li> <li>▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.</li> <li>▪ Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s.</li> <li>▪ Organising paragraphs in narrative and non-fiction.</li> <li>▪ Linking ideas within paragraphs e.g. <i>fronted adverbials for when and where.</i></li> <li>▪ Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Discussing and proposing changes with partners and in small groups.</li> <li>▪ Improving writing in light of evaluation</li> </ul> <p>Perform own compositions for different audiences</p> <ul style="list-style-type: none"> <li>▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Use further prefixes and suffixes and understand how to add them.</li> <li>▪ Spell further homophones.</li> <li>▪ Spell words that are often misspelt.</li> <li>▪ Use the first three letters of a word to check its spelling in a dictionary.</li> <li>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▪ Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>▪ Understand how to place the apostrophe in words with irregular plurals (e.g. children's).</li> <li>▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></li> </ul>