



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"> Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case.</i> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i> Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. Explore and collect words with prefixes <i>super, anti, auto.</i> 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discussing and recording ideas for planning. Creating and developing settings for narratives. Creating and developing characters for narrative. Creating and developing plots based on a model. Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Grouping related material into paragraphs. Using headings and sub headings to organise information. <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. Discussing and proposing changes with partners and in small groups. Improving writing in the light of evaluation. <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> Using appropriate intonation, tone and volume to present their writing to a group or class. 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt. Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Learn to spell new words correctly and have plenty of practice in spelling them. Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>). Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As above and:</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly.