



Spelling

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

Distinguish between homophones and other words which are often confused with reference to English Appendix 1.

I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.

Use dictionaries to check the spelling and meaning of words.
I can use dictionaries to check the spelling and meaning of words.

Spell most of the year 5 and 6 words correctly with reference to English Appendix 1.

I can spell most words correctly including words that are often misspelt.

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

I can use a dictionary to check the spelling of less common or interesting words I want to use

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

Use a thesaurus with confidence.

I can use a thesaurus with confidence.

Handwriting

Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined

I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters

Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Composition

Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

I can change my writing to fit the audience and change the language and sentence length for the purpose

Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.

I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.

Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.

I can plan a detailed character and/or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning.

I can use grammar and vocabulary which is suited to the purpose of my writing.

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)

I can write effectively for a range of purposes and audiences, independently using ideas from my own reading

Composition

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)

I can use grammar and vocabulary which is suited to the purpose of my writing

Draft and write narratives, describing settings, characters and atmosphere

I can write pieces describing settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

I can include dialogue in my writing to convey character and advance the action

Draft and write by accurately précisising longer passages.

I can draft and write by accurately précisising longer passages.

Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.

I can use different techniques to make my writing flow and link paragraphs.

Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.

I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader.

Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.

I can give reasoned feedback on mine and others' work to improve it.

Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2.

I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.

Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.

I can mark and edit work to have the correct tense throughout.

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural

I can mark and edit work to have the correct subject and verb agreement.

Distinguish between the language of speech and writing and choosing the appropriate register

I recognise differences between the language of speech and writing and can choose sensibly

Proof-read for spelling errors linked to spelling statements for Year 6.

I can read work looking for spelling errors and correct them using a dictionary.

Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.

Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

Vocabulary, Grammar & Punctuation

Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types

I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.

Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.

I can understand how words are related by meaning as synonyms and antonyms.

Vocabulary, Grammar & Punctuation

Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).

I can use the passive to affect the presentation of information in a sentence.

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.

I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.

Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.

I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.

Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.

I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis.

Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.

I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text.

Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses

I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.

Use the colon to introduce a list and use of semi-colons within lists.

I can use the colon to introduce a list and use semi-colons within lists.

Use bullet points to list information.

I can use bullet points to list information.

Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.

I can use hyphens for clarity e.g. man eating shark or man-eating shark.

Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Use the perfect form of verbs to mark relationships of time and cause.

I can use the perfect form of verbs to mark relationships of time and cause.

Use expanded noun phrases to convey complicated information concisely.

I can use expanded noun phrases to explain complicated information simply.

Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses.

I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses.