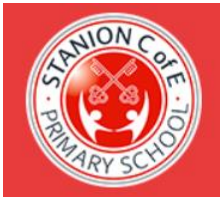




Transcription:
Use further prefixes and suffixes and understand the guidance for adding them
Spell some words with 'silent' letters [for example, knight, psalm, solemn]
Continue to distinguish between homophones and other words which are often confused
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English 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.
Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Choosing the writing implement that is best suited for a task.
Composition:
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 pupils have read, listened to or seen performed
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 [for example, headings, bullet points, underlining]
Evaluate and edit by:
Assessing the effectiveness of their own and others' 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
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 for years 5 and 6 in English Appendix 2
Using commas to clarify meaning or avoid ambiguity in writing
Using hyphens to avoid ambiguity
Using brackets, dashes or commas to indicate parenthesis



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Using semi-colons, colons or dashes to mark boundaries between independent clauses
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Using a colon to introduce a list

Punctuating bullet points consistently
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Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
