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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:   * Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* * Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* * *Create sentences with fronted* ***adverbials*** *for where* e.g*. In the distance, a lone wolf howled.* * Use commas to mark clauses in complex sentences. * Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”* * Identify, select and effectively use **pronouns.** * Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.* * Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* * Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.* | As above and:  Plan their writing by:   * Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. * Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. * Discussing and recording ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*   Draft and write by:   * Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. * Planning and writing an opening paragraph which combines the introduction of a setting and character/s. * Organising paragraphs in narrative and non-fiction. * Linking ideas within paragraphs e.g. *fronted* ***adverbials*** *for when and where.* * Generating and select from vocabulary banks e.g*. powerful adverbs,* ***adverbial*** *phrases, technical language, persuasive phrases, alliteration* appropriate to text type.   Evaluate and edit by:   * 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 light of evaluation   Perform own compositions for different audiences   * Use appropriate intonation, tone and volume to present their writing to a range of audiences. | As above and:   * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt. * Use the first three 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 irregular plurals (e.g. children’s). * Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. | As above and:   * Write with consistency in size and proportion of letters, e.g. *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.* |