|  |  |
| --- | --- |
| **Composition** | **Transcription** |
| **Vocabulary, grammar and punctuation** | **Composition** | **Spelling***(see also the Lancashire Supporting Spelling document for further detail and advice)* | **Handwriting** |
| As above and:* Explore and identify main and **subordinate clauses** in complex sentences.
* Explore, identify and create complex sentences using a range of **conjunctions** e.g. *if, while, since, after, before, so, although,* *until,* *in case.*
* Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.*
* Select, generate and effectively use adverbs e.g*. suddenly, silently, soon, eventually.*
* Use **inverted commas to** punctuate **direct speech (speech marks).**
* Use perfect form of verbs using *have* and *had* to indicate a completed action e.g. *I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!*
* Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.*
* Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
* Explore and collect words with **prefixes** *super, anti, auto*.
 | As above and:Plan their writing by:* 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*. noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.
* Grouping related material into paragraphs.
* Using headings and sub headings to organise information.

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 the light of evaluation.

Perform their own compositions by:* Using appropriate intonation, tone and volume to present their writing to a group or class.
 | 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 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. girls’, boys’).
* Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
 | As above and:* Form and use the four basic handwriting joins.
* Write legibly.
 |