

Dimension 1 - TRANSCRIPTION		Dimension 1 - COMPOSITION	
Spelling	Handwriting and presentation	Writing Processes	Vocabulary, Grammar and Punctuation
<ol style="list-style-type: none"> 1. I use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 2. I can spell words ending in –able and –ible. 3. I can spell words containing the letter-string ‘ough’: ought, rough, cough, dough, through, thorough, plough. 4. I can spell words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) for example: doubt, island, lamb, solemn, thistle, knight. 5. I use further prefixes and suffixes and understand how to use them in different situations (e.g. Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify). 6. I can add suffixes beginning with vowels to root words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred. 7. I can correctly spell at least half the words in the Y5/6 spelling list. 	<ol style="list-style-type: none"> 1. I can choose which shape of a letter to use when given choices. 2. I can write legibly and fluently. 3. I can choose the writing implement that is best suited to the task (for example: quick notes, letters). 	<ol style="list-style-type: none"> 1. I can plan by identify the audience for and purpose of my writing and selects appropriate forms and use as models for my own. 2. I can plan my writing by noting and developing initial ideas, drawing on my reading to do so. (Consider how authors have developed characters and settings). 3. Draft and write by selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. 4. Use a wide range of devices to build cohesion within and across paragraphs. 5. I can describe settings, characters and integrate dialogue to convey character when writing narratives. 6. I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). 7. I can assess the effectiveness of my writing, making changes to vocabulary, grammar and punctuation to enhance effects. 8. I can ensure there is a consistent and correct use of tense in my writing. 9. I can use the correct subject and verb agreement in speech and writing. 10. I can proof read my own work for SPG errors. 	<ol style="list-style-type: none"> 1. I can use the perfect form of verbs. 2. I can use expanded noun phrases to convey complicated information concisely. 3. I understand that degrees of possibility can be shown using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). 4. I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. 5. I use commas correctly to clarify meaning or avoid ambiguity. 6. I can use brackets, dashes or commas to indicate a parenthesis. 7. I can use and understand the following vocabulary: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity and previous stage.

