



## Stage 5 -Writing Programme of Study Objectives

Comment

### Transcription

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

I can use further prefixes and suffixes and understand the guidance for adding them.

I can continue to distinguish between homophones and other words which are often confused.

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

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

I can use a thesaurus.

I can spell some words with 'silent' letters [for example, knight, psalm, solemn]

### Handwriting

I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

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

### Composition

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

I can make notes and develop initial ideas, drawing on reading and research where necessary

I can consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

I can, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.

I can summarise longer passages.

I can use a wide range of devices to build cohesion within and across paragraphs.

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

I can assess the effectiveness of their own and others' writing

I can propose 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

I can ensure correct subject and verb agreement when using singular and plural.

I can choose the appropriate register to suit my audience.

I can proof-read for spelling and punctuation errors

I can perform their own compositions, using appropriate intonation, so that meaning is clear.

### Grammar

I know how to use adverbials to build cohesion in a paragraph for time (then, after, later), place (nearby, next to...) and number (secondly).

I can convert nouns or adjectives into verbs using suffixes. (-ate, -ise, -ify,)

I can use verb prefixes (dis -, de-, mis-, over- and re- )

I know how to use layout devices such as headings, sub-headings, bullets, and tables to structure text

I can punctuate bullet points consistently

I can use a colon to introduce a list.

I can use relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun

I can use a semi colon, colon and dash to mark boundary between independent clauses

I can use commas to clarify meaning or avoid ambiguity in writing

I can use brackets, dashes or commas to indicate parenthesis.

I can use modal verbs (should, will, might) or adverbs (perhaps, surely) to indicate degrees of possibility.

I can link ideas across paragraphs using adverbials of time, place, number or tense choices.