



Dawpool C.E. (Aided) Primary School

DAWPOOL

A Dawpool Writer



The Abundant Life that Jesus offers

Dawpool Church of England (Aided) Primary School
A Curriculum for Christ-Likeness
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: A school where Christian values flourish and where all children experience the abundant life that Jesus offers.

Reading	Person of Jesus (Our Christian Values) Galatians 5:22-23 The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Gentleness, Faithfulness, Gentleness and Self-Control.	Love of Jesus (Our HeartSmart Actions) Matthew 22: 36-40 Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself.	Work of Jesus (Our Learning Values) Jeremiah 29:11 For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."	Religious Education							
Writing	<p>GROWING THE FRUIT OF THE SPIRIT</p>			Art							
Spelling & Grammar				Design & Technology							
Speaking				Computing & E-safety							
Maths				Music							
Science				Physical Education							
History	Complete a Young Leader Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum	Modern Foreign Languages
Geography	Campaign for a charity	Attend a residential visit	Participate in extra-curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Explore and look after the environment	Visit a place of Worship of a different faith	Participate in a Eurostar	Perform in a musical concert	Visit an art gallery	Early Years Curriculum

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

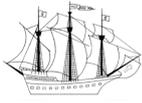
Dawpool C.E (Aided) Primary School
School Lane
Thurstaston
Wirral
CH61 0HH

0151 648 3412

schooloffice@dawpool.wirral.sch.uk

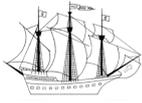
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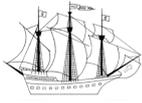
Why is English Important?	4
Dawpool's Vision for Writing	4
National Curriculum for English	4
Early Years Literacy	5
Early Learning Goal (ELG): Literacy	5
ELG Writing.....	5
ELG Fine Motor Skills.....	5
A Year 1 Writer at Dawpool	6
Year 1 Transcription	6
Year 1 Spelling.....	6
Year 1 Handwriting.....	6
Year 1 Composition	6
Year 1 Vocabulary, Grammar and Punctuation.....	7
Year 1 Word	7
Year 1 Sentence.....	7
Year 1 Text.....	7
Year 1 Punctuation	7
Year 1 Terminology	7
Year 1 Greater Depth in Writing.....	8
A Year 2 Writer at Dawpool	8
Year 2 Transcription	8
Year 2 Spelling.....	8
Year 2 Handwriting.....	8
Year 2 Composition	9
Year 2 Vocabulary, Grammar and Punctuation.....	9
Year 2 Word	9
Year 2 Sentence.....	9
Year 2 Text.....	10
Year 2 Punctuation	10
Year 2 Terminology	10
Year 2 Greater Depth in Writing.....	10
A Year 3 Writer at Dawpool	11
Year 3 Transcription	11
Year 3 Spelling.....	11
Year 3 Handwriting.....	11
Year 3 Composition	11
Year 3 Vocabulary, Grammar and Punctuation.....	12
Year 3 Word	12
Year 3 Sentence.....	12
Year 3 Text.....	12
Year 3 Punctuation	12
Year 3 Terminology	12

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Year 3 Greater Depth in Writing.....	13
Year 3/4 Statutory Spelling List	14
A Year 4 Writer at Dawpool	15
Year 4 Transcription	15
Year 4 Spelling	15
Year 4 Handwriting.....	15
Year 4 Composition	15
Year 4 Vocabulary, Grammar and Punctuation.....	16
Year 4 Word	16
Year 4 Sentence.....	16
Year 4 Text.....	16
Year 4 Punctuation	16
Year 4 Terminology	16
Year 4 Greater Depth in Writing.....	17
A Year 5 Writer at Dawpool	17
Year 5 Transcription	17
Year 5 Spelling.....	17
Year 5 Handwriting.....	18
Year 5 Composition	18
Year 5 Terminology	18
Year 5 Vocabulary, Grammar and Punctuation.....	19
Year 5 Word	19
Year 5 Sentence.....	19
Year 5 Text.....	19
Year 5 Punctuation	19
Year 5 Greater Depth in Writing.....	20
Year 5/6 Statutory Spelling List	21
A Year 6 Writer at Dawpool	22
Year 6 Transcription	22
Year 6 Spelling.....	22
Year 6 Handwriting.....	22
Year 6 Composition	22
Year 6 Vocabulary, Grammar and Punctuation.....	23
Year 6 Text.....	23
Year 6 Punctuation	23
Year 6 Terminology	23
Year 6 Greater Depth in Writing.....	23

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Why is English Important?

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

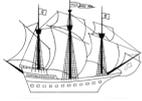
Dawpool's Vision for Writing

On completion of the Writing curriculum at Dawpool, pupils will have developed:

- *The ability to write fluently, purposefully and with detail on a number of topics throughout the curriculum.*
- *A vivid imagination which makes readers engage with and enjoy their writing.*
- *An impressive vocabulary and an excellent knowledge of writing techniques to extend details or description.*
- *The ability to plan, draft, evaluate, revise, edit and publish writing.*
- *Well-organised and structured writing which includes a variety of sentence structures.*
- *Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.*
- *A love of writing and an appreciation of its educational, cultural and entertainment values.*

National Curriculum for English

The National Curriculum for English at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.



Early Years Literacy

Reading consists of two dimensions: word reading and comprehension (both listening and reading). It is important to develop both aspects. Good language comprehension, necessary for both reading and writing, draws from linguistic knowledge and knowledge of the world. By listening and talking about stories, rhymes and poems, and non-fiction books children develop knowledge of themselves and the world in which they live. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). It is also crucial for children to develop a life-long love of reading; by reading books in class and demonstrating their own enjoyment, teachers will pass on the joy of reading.

Early Learning Goal (ELG): Literacy

ELG Writing

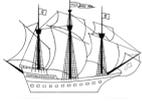
Children at the expected level of development in the Early Years will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

ELG Fine Motor Skills

Children at the expected level of development in the Early Years will:

- Hold a pencil comfortably using the tripod grip.



A Year 1 Writer at Dawpool

Year 1 Transcription

Year 1 Spelling

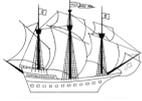
- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.

Year 1 Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Year 1 Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.



Year 1 Vocabulary, Grammar and Punctuation

Year 1 Word

- I know regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- I know **suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- I know how the **prefix un–** changes the meaning of **verbs** and **adjectives** [for example, *unkind*, or *undoing: untie the boat*]

Year 1 Sentence

- I know how **words** can combine to make **sentences**.
- I know how to join **words** and join **clauses** using *and*.

Year 1 Text

- I can sequence sentences to form a narrative.

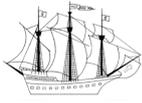
Year 1 Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

Year 1 Terminology

- letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Year 1 Greater Depth in Writing

- I can write short stories about something personal to me.
- I can sequence a short story or series of events related to my learning in other lessons.
- My writing makes sense to the reader without additional explanation.
- I am confident in changing the way sentences start.
- I can make sentences longer and use words other than 'and' and 'then' to join ideas together.
- I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.
- I know which letters sit below the line and which are tall letters.
- I am consistent in my use of lower case and capital letters.
- I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words.
- I can spell almost all of the words in the Year 1 and 2 list accurately.

A Year 2 Writer at Dawpool

Year 2 Transcription

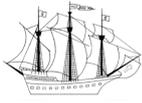
Year 2 Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Year 2 Handwriting

- I can form lower-case letters of the correct size relative to one another.

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- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Year 2 Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Year 2 Vocabulary, Grammar and Punctuation

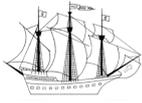
Year 2 Word

- I can form **nouns** using **suffixes** such as *-ness*, *-er* and by compounding [for example, *whiteboard*, *superman*]
- I can form **adjectives** using **suffixes** such as *-ful*, *-less*
- I can use the **suffixes** *-er*, *-est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

Year 2 Sentence

- I understand **subordination** (using *when*, *if*, *that*, *because*) and **co-ordination** (using *or*, *and*, *but*)
- I can use expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]
- I understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

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Year 2 Text

- I correct choose and consistently use **present tense** and **past tense** throughout my writing
- I use the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Year 2 Punctuation

- I can use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- I can use commas to separate items in a list
- I can use **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

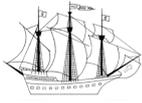
Year 2 Terminology

- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Year 2 Greater Depth in Writing

- My descriptions are clear enough for people to recognise what is meant, even when things are not named.
- I use some phrases and words that I come across in reading.
- I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.
- My stories have interesting endings that have been carefully thought about.
- I am consistent in using the first or third person.
- I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.
- I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.
- I use a dictionary to check the spellings of words.
- I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.
- I take time to describe characters and events within stories, rather than move from one event to another.

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A Year 3 Writer at Dawpool

Year 3 Transcription

Year 3 Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words which are in a family correctly.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

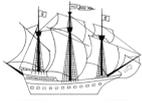
Year 3 Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- I work hard to increase the legibility, consistency and quality of my handwriting.

Year 3 Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

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Year 3 Vocabulary, Grammar and Punctuation

Year 3 Word

- I can form **nouns** using a range of **prefixes** [for example *super-*, *anti-*, *auto-*]
- I understand the use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- I know **word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

Year 3 Sentence

- I can express time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]

Year 3 Text

- I can use paragraphs as a way to group related material
- I can use headings and sub-headings to aid presentation
- I can use the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

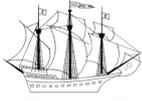
Year 3 Punctuation

- I can use inverted commas to **punctuate** direct speech.

Year 3 Terminology

- preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

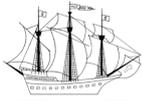
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Year 3 Greater Depth in Writing

- I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- I give careful thought to the planning of writing and re-read it as a matter of course.
- I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- I use words that have not been used before when describing events, characters and feelings.
- I can use powerful verbs to show character or add impact.
- I can vary sentences, adding phrases to make the meaning more precise.
- I can include descriptions of events and characters in a variety of styles and can sometimes use humour.
- I can describe characters and include feelings and emotions where needed.
- I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.
- I can check punctuation and use speech marks and apostrophes accurately.

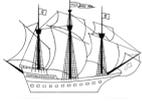
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Year 3/4 Statutory Spelling List

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

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A Year 4 Writer at Dawpool

Year 4 Transcription

Year 4 Spelling

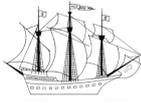
- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Year 4 Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Year 4 Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.



Year 4 Vocabulary, Grammar and Punctuation

Year 4 Word

- I know the grammatical difference between **plural** and **possessive** –s
- I know the standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Year 4 Sentence

- I can expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- I can use **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

Year 4 Text

- I can use of paragraphs to organise my ideas around a theme
- I can appropriately choose either **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

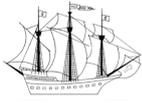
Year 4 Punctuation

- I can use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- I can use **apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- I can use commas after **fronted adverbials**

Year 4 Terminology

- Determiner, pronoun, possessive pronoun, adverbial

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Year 4 Greater Depth in Writing

- I am prepared to carry out some research to find words that are particular to the event being written about.
- I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.
- I can deliberately use short sentences to speed up action sequences.
- I can use dialogue and reactions from other characters to make my character interesting.
- I can recognise when a simile may generate more impact than a metaphor, and vice versa.
- I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
- I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.
- I know how to re-order sentences so that they create maximum effect.
- I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
- I can use commas or ellipses in order to create greater clarity and effect in my writing.

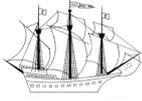
A Year 5 Writer at Dawpool

Year 5 Transcription

Year 5 Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Year 5 Handwriting

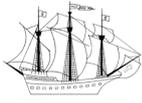
- I can write legibly, fluently and with increasing speed by:
 - ❖ choosing which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters.
 - ❖ choosing the writing implement that is best suited for the task.

Year 5 Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Year 5 Terminology

- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity



Year 5 Vocabulary, Grammar and Punctuation

Year 5 Word

- I can convert **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*]
- I can use **verb prefixes** [for example, *dis-*, *de-*, *mis-*, *over-* and *re-*]

Year 5 Sentence

- I can use **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- I can indicate degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

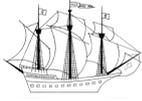
Year 5 Text

- I can use devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- I can link ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Year 5 Punctuation

- I can use brackets, dashes or commas to indicate parenthesis
- I can use commas to clarify meaning or avoid ambiguity

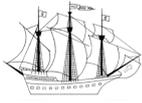
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Year 5 Greater Depth in Writing

- I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
- I can use changes in time and place to guide the reader through the text.
- I can use paragraphs to organise information logically and shape a non-fiction text effectively.
- I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.
- I can close text with reference to its opening.
- I can re-order sentences to create an impact on the reader.
- I can use expanded noun phrases to add well thought out detail to writing.
- I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.
- I can use dialogue effectively and punctuate it accurately.

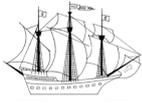
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Year 5/6 Statutory Spelling List

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

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A Year 6 Writer at Dawpool

Year 6 Transcription

Year 6 Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

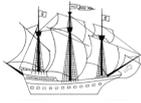
Year 6 Handwriting

- I can write legibly , fluently and with increasing speed by
 - ❖ choosing which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters.
 - ❖ choosing the writing implement that is best suited for the task.

Year 6 Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

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Year 6 Vocabulary, Grammar and Punctuation

Year 6 Text

I can link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**

- I can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Year 6 Punctuation

- I can use the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- I can use the colon to introduce a list and use of semi-colons within lists
Punctuation of bullet points to list information
- I can use hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

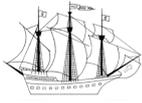
Year 6 Terminology

- subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 6 Greater Depth in Writing

- I can choose the appropriate style and form for the purpose and audience of my writing.
- I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.
- I can write paragraphs with a clear focus.
- I can write paragraphs with different structures and lengths.
- I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.
- I can use different sentence structures and lengths to suit the purpose and audience of my writing.

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- I can use a range of sentence types for impact and specific effect on the reader.
 - I can control complex sentences, manipulating the clauses to achieve specific effects.
 - I can use punctuation to convey and clarify meaning, including the colon and semi-colon.
 - I can make precise and specific word choices according to the text type and audience.
 - I can summarise longer texts precisely, identifying the key information.
 - I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report.
 - I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

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