		Year 5	Year 6
Vocabulary, grammar and punctuation	Word	When teaching word objectives, check with Year 5 and 6 Spelling Sheet for spelling rules which may link (more examples of prefixes and suffixes can be found on the spelling sheet). Revise and check Year 1, 2, 3 and 4 terminology and previous word/spelling objectives and ensure children understand grammatical terms such as a "negative prefixes" before teaching word/spelling related objectives. 1. Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate; –ise; –ify -en*] **2. Verb prefixes (negative prefixes)** [for example, *dis–, de–, mis–, over– and re–*] See Year 5 and 6 Spelling Sheet	Revise and check Year 1, 2, 3, 4 and 5 terminology and previous word/spelling objectives. 1. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] 2. How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
	Sentence	**1.Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun 2.Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]	1.Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. 2.The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
	Text	1.Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] 2.Linking ideas across paragraphs using a) **adverbials** of time [for example, *later*], b) place [for example, *nearby*] c) and number [for example, *secondly*] d) or tense choices [for example, he *had* seen her before]	1.Linking 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** 2.Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	Punctuation	1.Brackets, dashes or commas to indicate parenthesis 2.Use of commas to clarify meaning or avoid ambiguity	1.Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] 2.Use of the colon to introduce a list and use of semi-colons within lists **3.Punctuation** of bullet points to list information 4.How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
	Terminology	modal verb, relative pronoun, relative clause, , cohesion, ambiguity, negative prefixes, noun phrase, bullet points, hyphen	subject, object, active, passive, synonym, antonym, colon, semi-colon , parenthesis, bracket, dash
Composition		Pupils should be taught to: 1.plan their writing by: a) identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own b) noting and developing initial ideas, drawing on reading and research where necessary c) in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 2.draft and write by: a) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning b) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action c) précising longer passages d) using a wide range of devices to build cohesion within and across paragraphs e) using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 3.evaluate and edit by: a) assessing the effectiveness of their own and others' writing b) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning c) ensuring the consistent and correct use of tense throughout a piece of writing d) ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register e) proof-read for spelling and punctuation errors 4.perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Handwriting		1.Write legibly, fluently and with increasing speed by: a. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. b. choosing the writing implement that is best suited for a task.	
Transcription		Pupils should be taught to: 1.use further prefixes and suffixes and understand the guidance for adding them 2.spell some words with 'silent' letters [for example, knight, psalm, solemn] 3.continue to distinguish between homophones and other words which are often confused 4.use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 5.use dictionaries to check the spelling and meaning of words 6.use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 7.use a thesaurus.	