

Stage 5— -30% - Emerging, 30%- 80% Expected, 80+% - Exceeding



CS—relates to the Core Skills that the pupils use as targets and to self assess.

<p>Grammar and Punctuation</p>	<p>To convert nouns or adjectives into verbs using suffixes. (e.g. -ate, -ise, -ify)</p> <p>To understand how to use verb prefixes (e.g: dis-, de-, mis-, over-, and re-)</p> <p>To use inverted commas to demarcate beginning and end of direct speech.</p> <p>To use the passive voice for variety and to shift focus.</p> <p>To use modal verbs or adverbs to indicate degrees of possibility</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>To use devices to build cohesion within a paragraph (firstly, whilst, because)</p> <p>To use commas to clarify meaning or separate clauses to avoid ambiguity..</p> <p>To use a range of punctuation appropriately to create effect (exclamation marks, question marks and ellipsis).</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly)</p> <p>To use semi-colons appropriately..</p>
<p>Sentence Structure</p>	<p>To punctuate simple, compound and complex sentences accurately with commas, full stops and capital letters.</p> <p>To vary sentence length and word order confidently to sustain the interest of the reader.</p> <p>To start sentences in a range of ways.</p> <p>To use a range of subordinating connectives (because, which, if).</p> <p>To use simple modifiers to show shades of meaning.</p>
<p>Text Structure</p>	<p>Writing shows an appropriate opening and closing, which may be linked.</p> <p>To use paragraphs consistently and appropriately.</p> <p>To develop ideas within paragraphs.</p> <p>Links are established between paragraphs using connectives and adverbials.</p> <p>Connections are made within paragraphs through use of pronouns, adverbials and connectives.</p>
<p>Composition</p>	<p>To produce well-structured and organised writing using a range of conventions in layout.</p> <p>To use appropriate informal and formal styles with confidence.</p> <p>To select the correct genre for audience and purpose, and use it accurately</p> <p>To use literary features to create effect, (e.g. alliteration, onomatopoeia, personification, metaphor, simile)</p> <p>To show confident and established viewpoint.</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>To use imaginative and ambitious vocabulary precisely.</p> <p>To ensure the consistent and correct use of tense throughout writing.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To précis longer passages.</p> <p>To assess the effectiveness of own and others' writing.</p> <p>To proof-read for spelling and punctuation errors.</p> <p>To perform own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p> <p>To use varied stylistic features to support purpose and effect- alliteration, similes and metaphors.</p>
<p>Transcription</p>	<p>To spell words with endings -cious and -tious.</p> <p>To spell words with endings -tial and -cial.</p> <p>To spell words ending in</p> <ul style="list-style-type: none"> <li>-ant</li> <li>-ance/ancy</li> <li>-ent</li> <li>-ence/ency</li> </ul> <p>To spell words with the /i:/ sound spelt ei after c.</p> <p>To distinguish between homophones and other words which are often confused.</p> <p>To continue use a thesaurus to further develop vocabulary.</p> <p>To write fluently and legibly with increasing speed.</p>