

Writing Objectives Year 5

- Use some prefixes and suffixes and understand the guidance for adding them.
- Begin to spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Begin to distinguish between homophones and other words which are often confused.
- Begin to 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.
- Begin to use dictionaries to check the spelling and meaning of words.
- Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.
- Begin to use a thesaurus.
- Begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Begin to choose the writing implement that is best suited for a task.
- Begin to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.
- Begin to note and develop initial ideas, drawing on reading and research where necessary.
- Begin to consider how authors have developed characters and settings.
- Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Begin to précis longer passages.
- Begin to use a range of devices to build cohesion within and across paragraphs.
- Begin to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].
- Begin to assess the effectiveness of their own and others' writing.
- Begin to propose changes to vocabulary, grammar and punctuation to enhance writing.
- Begin to use the correct tense throughout a piece of writing.
- Begin to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Begin to proof-read for spelling and punctuation errors.
- Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use brackets, dashes or commas to indicate parenthesis.
- Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.
- Use relative clauses Begin with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Understand verb prefixes [for example, dis–, de–, mis–, over– and re–].
- Understand devices to build cohesion within a paragraph [for example, then, after that, this, firstly].
- Understand linking 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].
- Use commas to clarify meaning or avoid ambiguity in writing.