

National Curriculum 2014

Writing objectives Year 5

Objective	Child Speak Target
Transcription	
Use further prefixes and suffixes and understand the guidance for adding them.	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
Spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
Continue to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
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.	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
Use dictionaries to check the spelling and meaning of words.	<i>I use a dictionary to check how words are spelled and what words mean.</i>
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
Use a thesaurus.	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>
Handwriting	
Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
Choosing the writing implement that is best suited for a task.	<i>I choose the writing tool that is best suited for a task.</i>
Composition	
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
Noting and developing initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.	<i>I plan my writing by considering how other authors have developed characters and settings.</i>
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>

Precising longer passages.	<i>I can precis a longer passage to create a short text with the same meaning.</i>
Using a wide range of devices to build cohesion within and across paragraphs.	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	<i>I use headings, bullet points and underlining to structure and guide a reader through my writing.</i>
Assessing the effectiveness of their own and others' writing.	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
Ensuring the consistent and correct use of tense throughout a piece of writing.	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
Proof-read for spelling and punctuation errors.	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>
Vocabulary Grammar Punctuation	
Using modal verbs or adverbs to indicate degrees of possibility.	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>
Using brackets, dashes or commas to indicate parenthesis.	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>
Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>
Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>
Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].	<i>I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>
Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>
Understanding 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].	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i>
Using commas to clarify meaning or avoid ambiguity in writing.	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>