



## Year 5

# National Curriculum Writing Objectives

### **Composition**

- ★ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ★ noting and developing initial ideas, drawing on reading and research where necessary
- ★ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ★ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- ★ assessing the effectiveness of their own and others' writing / Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ★ ensuring the consistent and correct use of tense throughout a piece of writing
- ★ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ★ proof-read for spelling and punctuation errors
- ★ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- ★ Can produce writing which is varied, interesting and thoughtful
- ★ Can select from a wide range of known imaginative and ambitious vocabulary, and use precisely (spelling is almost always correct)
- ★ Can use paragraphs consistently and appropriately
- ★ Can use different techniques to conclude work appropriately (e.g. opinion, summary, justification, comment)
- ★ Can vary sentence length and word order confidently to sustain interest
- ★ Can use a range of strategies and techniques confidently and appropriately to engage and involve the reader (e.g. asides, comment, observation, anticipation, suspense, tension)
- ★ Can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect)

### **Spelling**

- ★ use further prefixes and suffixes and understand the guidance for adding them
- ★ spell some words with 'silent' letters [for example, knight, psalm, solemn]
- ★ continue to distinguish between homophones and other words which are often confused
- ★ 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
- ★ use dictionaries to check the spelling and meaning of words
- ★ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ★ use a thesaurus

### **Vocabulary, Punctuation and Grammar**

- ★ using expanded noun phrases to convey complicated information concisely
- ★ using modal verbs or adverbs to indicate degrees of possibility
- ★ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun
- ★ learning the grammar for years 5 and 6 in English Appendix 2
- ★ using commas to clarify meaning or avoid ambiguity in writing
- ★ using brackets, dashes or commas to indicate parenthesis
- ★ punctuating bullet points consistently

### **Handwriting**

- ★ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ★ choosing the writing implement that is best suited for a task