

Leigh St. John's C.E. Primary School Writing Objectives for Year 5



	The pupil can:	W/ E /Exc	Comments
1	Use prefixes and suffixes accurately and appropriately *		
2	Spell some words with silent letters *		
3	Continue to distinguish between homophones and other words that are commonly used		Each of two or more words having the same pronunciation but different meanings, origins or spellings. Knew, new made, maid rain, reign, rein
4	Use morphology and etymology in spelling and understand some words need to be learnt specifically as listed in Appendix 1*		Breaking down of words into morphemes, such as stems, root words, prefixes and suffixes Etymology the origin of words
5	Use a dictionary [first 3 or 4 letters] to check the meaning of words and a thesaurus to make appropriate alternative word choices		
6	Write fluently and legibly using cursive handwriting and with increasing speed.		
7	Choose the writing implement that is best suited for the task		
8	Identify the audience for and purpose of writing, select the appropriate form and use other similar writing models for their own		

9	Note and develop initial ideas, drawing on reading and research where necessary.		
10	Use appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.		
11	Precise longer passages		
12	Use a wide range of devices to build cohesion within and across paragraphs		
13	In narrative: Consider how authors have developed characters, settings and atmosphere. Use and apply techniques learned over time and integrate dialogue to convey character while advancing the action.		
14	In non-narrative: use a variety of organisational and presentational devices to structure text and guide the reader.		
15	Recognise vocabulary and structures that are appropriate for formal writing, including subjunctive forms ^		
16	Use passive verbs to affect the presentation of information in a sentence^		Passive sentence – its not clear who did/does the action e.g. fish are caught from the ocean
17	Use the perfect form of verbs to mark relationships of time and cause^		Verbs in the perfect form use a form of have or had plus the past participle Verbs can appear in any of three perfect tenses: present perfect (Roger and his friends <i>have spent</i> almost every penny of the inheritance), past perfect (After she <i>had sewn</i> up the wound, the doctor realized that her watch was missing), and future perfect (Tom <i>will have eaten</i> the entire piece of fruit before the end of break time).
18	Use expanded noun phrases to convey complicated information precisely ^		The lake – noun phrase The still, tranquil lake

19	Use modal verbs or adverbs to indicate degrees of possibility ^		Can/could, may/might, will/would, shall/should and must
20	Use relative clauses beginning with <i>who</i> , <i>when</i> , <i>whose</i> , <i>that</i> or <i>with</i>		The relative clause cannot stand on its own. It provides more information about the noun: I won't stand by the man who smells of slime .
21	Use commas to clarify meaning or avoid ambiguity^		Let's eat, dad. Let's eat dad. The superhero chased the robber in a fast car. The superhero chased the robber, in a fast car. The crocodile chased the fisherman, shaking a net.
22	Use hyphens to avoid ambiguity		A man-eating shark v a man eating shark John had two pound coins v John had two-pound coins
23	Use brackets (formal writing), dashes (more informal writing) or commas to indicate parenthesis ^		Adding more information: The race (which was the final) started when the lights went green. The race – which was the final – started when the lights went green. The race, which was the final, started when the lights went green.
24	Use semi-colons, colons or dashes to mark boundaries between independent clauses		Being a good friend can be fun – each day can be full of surprises. A semi colon is more formal than a dash. Being a good friend can be fun; each day can be full of surprises. A colon is formal and used before an example or explanation. The day of ski racing was the best day ever: they had won the trophy. The Arctic is home to some dangerous animals: the polar bear attacks if under threat We use a colon because the part is an example of a dangerous animal.

25	Use a colon to introduce a list	Colon acts as a pause before the items in the list. If the items in the lists are beyond single words, semi colons are used to separate them. What I want to talk about: start by saying hello; tell the pilot my name; ask her name and compliment her on her flying. There are many different ways you can greet a person and some are more polite than others: hi, hello, hey, oi and alright.
26	Punctuate bullet points consistently	Rule for bullet pointed list. Must be introduced with a colon. Don't use full stops at the end except for the last one. If you are using full sentences for bullet points, begin with capital letters and end each with a full stop. Birthday list: • trainers • new game • clothes. Remember: • Take the cat to the vet. • Go to the laundrette. • Buy some sandwiches. Example above uses full sentences so the rules change. Skills to learn in football: • dribbling past an opponent • tackling without fouling • attacking on the wing • saving a shot.

27	Evaluate and edit writing to improve it by: - Making changes to vocabulary, grammar and punctuation of enhance effects and clarify meaning - Checking verb tenses are used consistently and correctly - Checking subject and verb agreement is correct when using singular and plural nouns - Checking the appropriate use of the language of speech and standard English - Checking for age appropriate spelling and punctuation		
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A pupil working at greater depth will use all these elements but demonstrate a deeper understanding of the subject they are writing about through the use of more sophisticated vocabulary choices. Sentences will be written and/or re-organised to give writing greater impact, such as short sentences for effect, use of commas or ellipses. Writing will be organised in cohesive paragraphs and pupils will expand on relevant details within paragraphs. Pupils will be seen to revise and edit their work by re-ordering sentences to create maximum effect. In character description, the pupil will also use speech and action, as well as reactions from other characters to make a character interesting and enable the reader to infer what the character is like. There will be a good balance between dialogue and narrative writing. There may also be some use of simile or metaphor to help create a powerful image of a character or setting. There will be a varied choice of pronouns for the first, second and third person. Overall, writing will convey a real sense of purpose and awareness of the audience and should include some humour or suspense.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to grammar and punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).