

Year 5 Writing - From the National Curriculum

Spelling	B	B+	D	D+	S	S+	Composition	B	B+	D	D+	S	S+	Vocabulary, Punctuation and grammar	B	B+	D	D+	S	S+	
1. (Revisit) Add prefixes, applying rules and understanding effects							1. Identify the audience for and purpose of the writing,							1. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms							
2. (Revisit) Add suffixes, applying rules and understanding effects							2. Select the appropriate form and use other similar writing as models for their own							2. Use passive verbs to affect the presentation of information in a sentence							
3. Spell some words with 'silent' letters eg. Doubt							3. Note and develop initial ideas, drawing on reading and research where necessary							3. Use the perfect form of verbs to mark relationships of time and cause							
4. Continue to distinguish between homophones and other words which are often confused							4. In writing narratives, consider how authors have developed characters in what pupils have read, listened to or seen performed							4. Use expanded noun phrases to convey complicated information concisely							
5. Use dictionaries to check the spelling and meaning of words							5. In writing narratives, consider how authors have developed settings in what pupils have read, listened to or seen performed							5. Use modal verbs (eg. might, should) or adverbs (eg. perhaps, surely) to indicate degrees of possibility							
6. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary							6. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning							6. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun							
7. Use a thesaurus							7. In narratives, describe settings, characters and atmosphere							7. Use commas to clarify meaning or avoid ambiguity in writing							
8. Change nouns or adjectives into verbs using suffixes (e.g. dis-, de-, mis-, over-, re-)							8. In narratives, integrate dialogue to convey character and advance the action							8. Use brackets, dashes or commas to indicate parenthesis							
9. (Revisit) Know and apply the rules for pluralisation.							9. Précis longer passages							9. Punctuate bullet points consistently							
10. (Revisit) Know and apply the use of apostrophes for contraction.							10. Use a wide range of devices to build cohesion within and across paragraphs							10. Use devices to build cohesion within a paragraph (eg. then, after, firstly)							
11. (Revisit) Know and apply the use of apostrophes for possession							11. Use further organisational and presentational devices to structure text and to guide the reader							Handwriting	B	B+	D	D+	S	S+	
12. Spell words with the letter string -ough							12. Assess the effectiveness of their own and others' writing							1. Writing is legible and increasingly fluent. (Quality may not be maintained at speed)							
13. Spell words ending in -ible and -able							13. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							2. Decide whether or not to join specific letters							
14. Spell words ending in -ibly and -ably							14. Ensure the consistent and correct use of tense throughout a piece of writing							3. Choose the writing implement that is best suited for a task							
16. Spell hyphenated words such as co-ordinate							15. Ensure correct subject and verb agreement when using singular and plural														
17. Spell words with the ee sound spelt ei after c							16. Proofread for spelling and punctuation errors							46 Year 3 Objectives in total 10 Key Objectives	B	B+	D	D+	S	S+	
15. Spell at least half of the words from the year 5/6 list accurately.							17. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear							The 6 divisions against each statement are an indication of the depth of pupil understanding, not the number of times observed!	19✓	38✓	57✓	78✓	99✓	110✓	
							18. Link ideas across paragraphs using adverbials of time, place and number or tense choices							For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas.							inc ALL Key Obj with 6 ✓