

Y5 Writing Objectives	Child Speak Target
Use some prefixes and suffixes and understand the guidance for adding them.	<i>I add some prefixes and suffixes.</i>
Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn].	<i>I can spell some words that include silent letters.</i>
Beginning to distinguish between homophones and other words which are often confused.	<i>I know some words sound the same but are spelled differently.</i>
Beginning 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.	<i>I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</i>
Beginning to use dictionaries to check the spelling and meaning of words.	<i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i>
Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.	<i>I use the first three letters of a word to quickly find it in a dictionary.</i>
Beginning to use a thesaurus.	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i>
Beginning to choose 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.</i>
Beginning to choose the writing implement that is best suited for a task.	<i>I often choose the writing tool that is best suited for a task.</i>

<p>[KEY] Beginning 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. [Write for wide range of audience and purpose]</p>	<p><i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i></p>
<p>[KEY] Beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p>	<p><i>I review my work to add description to develop settings and characters.</i></p>
<p>[KEY] Beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. [Maintain style and interest reader]</p>	<p><i>I use headings and bullet points to structure my writing.</i></p>
<p>[KEY] Beginning to use the correct tense throughout a piece of writing.</p>	<p><i>I use the correct tense throughout a piece of writing.</i></p>
<p>[KEY] Beginning to proof-read for spelling and punctuation errors.</p>	<p><i>I can read through my work to correct some spelling and punctuation mistakes.</i></p>
<p>Beginning to note and develop initial ideas, drawing on reading and research where necessary. [Develop ideas in depth]</p>	<p><i>I plan my writing by making notes and then develop my initial ideas.</i></p>
<p>Beginning to consider how authors have developed characters and settings.</p>	<p><i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i></p>
<p>Beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p><i>I draft and write by selecting grammar and vocabulary to enhance my work.</i></p>

Beginning to precis longer passages.	<i>I can precis a passage to create a sentence with the same meaning.</i>
Beginning to use a range of devices to build cohesion within and across paragraphs.	<i>I am beginning to use details across my texts to help link paragraphs together into a full text.</i>
Beginning to assess the effectiveness of their own and others' writing.	<i>I am beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i>
Beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.	<i>I edit my texts to improve their content.</i>
Beginning 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.	<i>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i>
Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	<i>I read aloud my own work so the meaning is clear to the listeners.</i>
[KEY] 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>
[KEY] 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>
[KEY] 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>

[KEY] Using commas to clarify meaning or avoid ambiguity in writing.	I use commas to structure my sentences and clarify the meaning of a text.
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>
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 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>