



St. Joseph's Catholic Primary School, Nechells  
Year Five Writing Learning Objectives



*Items in red are essential learning targets*

### Transcription

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, - attached

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.**

### Composition

**Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**

Note and develop initial ideas, drawing on reading and research where necessary.

Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.

**Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.**

**Describe settings, characters and atmosphere** and integrating dialogue to convey character and advance the action in narratives.

Precis longer passages.

Use a wide range of devices to build cohesion within and across paragraphs.

Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Assess the effectiveness of their own and others' writing.

**Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.**

Ensure the consistent and correct use of tense throughout a piece of writing.

Ensure 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.

### Handwriting

Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Choose the writing implement that is best suited for a task

### Vocabulary, Punctuation and Grammar

Use modal verbs or adverbs to indicate degrees of possibility.

Use brackets, dashes or commas to indicate parenthesis.

Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading - (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity )

**Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.**

Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]

Understand verb prefixes [for example, dis-, de-, mis-, over- and re-].

Understand devices to build cohesion within a paragraph [for example, then, after that, this, firstly].

**Understand 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].**

**Use commas to clarify meaning or avoid ambiguity in writing.**