

English Writing

Year 5 Key Objectives

Transcription

Handwriting

- Write fluently
- Choose when it is appropriate to print or join writing e.g. *printing for labelling a scientific diagram*

Composition

Plan their writing by:

- Identifying the audience and purpose
- Selecting the appropriate language and structures
- Using similar writing models
- Noting and developing ideas
- Drawing on reading and research
- Thinking how authors develop characters and settings (in books, films and performances)

Draft and write by:

- Selecting *appropriate* grammar and vocabulary
- Blending action, dialogue and description within and across paragraphs
- Using devices to build cohesion
- Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes*

Evaluate and edit by:

- Assessing the effectiveness of own and others' writing in relation to audience and purpose
- Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Ensuring consistent and correct use of tense throughout a piece of writing
- Ensuring consistent subject and verb agreement
- Proofreading for spelling and punctuation errors

Perform own compositions for different audiences:

- Using appropriate intonation and volume
- Adding movement
- Ensuring meaning is clear

Vocabulary, Grammar and Punctuation

- Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.*
- Create and punctuate complex sentences using *ed* openers
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- Create and punctuate complex sentences using simile starters
- Demarcate complex sentences using commas and explore **ambiguity** of meaning
- Explore, collect and use modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must*
- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently*
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly*
- Identify and use brackets and dashes
- Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs
- Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*