



Writing Objectives Year 5

Y5	Composition - Planning	1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations).
Y5	Composition - Planning	2. Explore and use their own techniques to note their ideas, drawing on research where necessary.
Y5	Composition - Drafting & Writing	3. Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography.
Y5	Composition - Drafting & Writing	4. Control more complex plots e.g. using foreshadowing; use of pace and time; using chapters.
Y5	Composition - Drafting & Writing	5. Develop settings and atmosphere in detail e.g. using parenthesis (The forest was terrifying – bleak and foreboding – yet he walked onwards.) Modal verbs (Tom knew he shouldn't have gone into the forest.).
Y5	Composition - Drafting & Writing	6. Develop characters in detail e.g. through using dialogue to convey character; describing characters' reactions to events.
Y5	Composition - Drafting & Writing	7. Write free verse poetry of increasing complexity, with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue.
Y5	Composition - Drafting & Writing	8. Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect.
Y5	Composition - Drafting & Writing	9. Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary.
Y5	Composition - Drafting & Writing	10. Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts.
Y5	Composition - Drafting & Writing	11. Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives.
Y5	Composition - Drafting &	12. Use a range of cohesive devices within paragraphs e.g.

	Writing	connectives; consistent tense and person.
Y5	Composition - Reviewing & Editing	13. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses.
Y5	Composition - Reviewing & Editing	14. Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations.
Y5	Composition - Reviewing & Editing	15. Perform their own writing using appropriate intonation, volume and movement.
Y5	Transcription - G,V,P	16. Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna.
Y5	Transcription - G,V,P	17. Use precise phrases and vocabulary e.g. The beetle scuttled. Tom uttered his response reluctantly. 'Where will the ceremony be held?' Tom enquired.
Y5	Transcription - G,V,P	18. Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly.
Y5	Transcription - G,V,P	19. Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must.
Y5	Transcription - G,V,P	20. Use figurative devices such as metaphors, personification, repetition for effect and allusion e.g. Gnarled fingers stretched out from the tree's trunk. Like Hercules, his strength was well known.
Y5	Transcription - G,V,P	21. Use embedded clauses e.g. Tom, although he was terrified, crept through the forest.
Y5	Transcription - G,V,P	22. Use relative clauses beginning with who, which, where, when, whose and that e.g. It's a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.
Y5	Transcription - G,V,P	23. Use main and subordinate clauses and move their position in sentences e.g. Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.
Y5	Transcription - G,V,P	24. Ensure the consistent and appropriate use of tense throughout a piece of writing .e.g. controlling writing where there is a need to switch between tenses.
Y5	Transcription - G,V,P	25. Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued that...).
Y5	Transcription - G,V,P	26. Use commas accurately to demarcate clauses in complex

		sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive.
Y5	Transcription - G,V,P	27. Use of inverted commas (speech marks) and other punctuation to indicate direct and reported speech e.g. The doctor seemed satisfied with the operation, he said 'she'll be fine,' and that he was confident a full recovery would be made.
Y5	Transcription - Spelling	28. Can spell at least half of the Y5/6 common exception words and homophones.
Y5	Transcription - Spelling	29. Can spell words using some of the Y5/6 prefixes and suffixes.
Y5	Transcription - Spelling	30. Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus.
Y5	Transcription - Handwriting	Write fluently and legibly with speed and a personal style.