

Cookridge Primary School: Year 5 Objectives - Writing

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Basic Skills (Fluency) by the end of Year 5:								
1.	Make sure key skills from Year 4 are still being applied before moving on.							
2.	Formation of letters (joining).							
3.	Spelling patterns and syllables strategies.							
4.	Spell identified commonly misspelt words from Year 5 and 6 word list.							
5.	Understand the general rules for adding prefixes and suffixes - suffix, for example, ate, ise, ify prefixes, for example, dis, de, mis, over and re.							
6.	Grammar goal of the week (See GPS coverage below and NC).							
7.	Suggest improvement to writing through - changes in grammar and vocabulary and assessing writing with peers assessment.							
Key Learning for Secure			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Grammar, Punctuation and Spelling	GPS1	Distinguish between homophones and other words which are often confused.						
	GPS2	Spell some words with silent letters, e.g. knight, psalm, solemn.						
	GPS3	Ensure the consistent and correct use of tense throughout a piece of writing.						
	GPS4	Ensure correct subject and verb agreement when using singular and plural.						
	GPS5	Distinguish between the formal and informal language of speech and writing.						
	GPS6	Use modal verbs or adverbs to indicate degrees of possibility.						
	GPS7	Use brackets, dashes or commas to indicate parenthesis.						
Handwriting	H1	Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.						
Composition	C1	Know the intended audience and purpose of the writing.						
	C2	Use sentence starters to highlight the main idea.						
	C3	Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.						
	C4	Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.						
	C5	Establish viewpoint as the writer by developing characters through action and dialogue.						
	C6	Choose vocabulary and grammar to engage and impact on the reader.						
	C7	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.						
	C8	Add well-chosen detail to interest the reader.						
	C9	Proof-read for spelling and punctuation errors, assessing the effectiveness of their own and others writing suggesting changes to vocabulary, grammar and punctuation.						

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches and then plan, recording ideas.

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