

	<b>Year 5 Writing Key Objectives</b> WT = elements of support from teaching staff. WA = prompt through WALT. GD = Autonomy in applying skills/grammatical structures.	<b>Comments and Dates</b>
<b>1</b>	<b>Spell some words with 'silent' letters</b>	
WT	Spell the majority of words on the year 3 and 4 list correctly	
WA	Words with silent letters up to and including phase five in phonics assessment.	
GD	Common exception words from list Y5+6 consistently within writing	
<b>2</b>	<b>Continue to distinguish between homophones and other words which are often confused</b>	
WT	Their, there, they're – your, you're – be, bee – to, two, too -	
WA	Understands multiple and can self - correct.	
GD	Understand terminology and can identify and use correct spelling.	
<b>3</b>	<b>Writing with stamina, adding detail and depth to interest the reader</b>	
WT	Able to complete the expected quantity with some support	
WA	Able to complete the expected quantity	
GD	Exceeds expectations with regards to stamina for writing	
<b>4</b>	<b>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b>	
WT	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
WA	With support can recognise genre and some features.	
GD	Recognise features of genre, and uses features with given success criteria.	
<b>5</b>	<b>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</b>	
WT	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	
WA	Identify and use FABOYS with support.	
GD	Phrases and clauses, linking ideas with conjunctions (coordinating conjunctions) , synonyms and antonyms – subject and object -	
<b>6</b>	<b>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b>	
WT	Able to show, not tell.	
WA	Describe settings and characters.	
GD	Create atmosphere and integrate dialogue to express character and advance action.	
<b>7</b>	<b>Précising longer passages</b>	
WT	Frequently uses words from given text and scaffolds.	
WA	Summarises using own words with references from text	
GD	Can re-write using own words and maintaining accuracy to original text	
<b>8</b>	<b>Using a wide range of devices to build cohesion within and across paragraphs Further cohesive devices such as grammatical connections and adverbials Devices to build cohesion, including adverbials of time, place and number</b>	
WT	Organise paragraphs around a theme	
WA	Use paragraphs to organise ideas. Example: Then, After, That, This, Firstly	
GD	Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Example: On the other hand, In contrast, As a consequence	
<b>9</b>	<b>Using further organisational and presentational devices to structure text and to guide the reader</b>	
WT	With support or writing frame layout devices such as headings subheadings, columns, bullets and tables to structure text.	
WA	Layout devices such as headings, subheadings, columns, bullets and tables to structure text.	
GD	Uses as appropriate to structure writing.	
<b>10</b>	<b>Ensuring the consistent and correct use of tense throughout a piece of writing</b>	
WT	Maintains tense through a paragraph.	
WA	Uses consistent and correct tense through a piece of writing.	
GD	Identify and apply different verb forms of simple tenses correctly. Past progressive, present perfect.	
<b>11</b>	<b>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b>	
WT	Mostly uses correct subject and verb plural.	
WA	Ensuring correct subject and verb agreement when using singular and plural. Example There was many : there were many. Applies standard English to writing.	
GD	Uses appropriate dialect to enhance writing.	
<b>12</b>	<b>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</b>	

WT	Emotive and fluent reading and confidently project voice	
WA	Still supported by script.	
GD	Memorises without the aid of a script	
<b>13</b>	<b>Use a thesaurus and a dictionary</b>	
WT	With support	
WA	No support – maintains meaning.	
GD	Teach others	
<b>14</b>	<b>Using expanded noun phrases to convey complicated information concisely</b>	
WT	Extended noun phrases, including with prepositions	
WA	E.G. red car – tiny seed – big brain	
GD	E.G the car over there, the ball that bounced over the fence.	
<b>15</b>	<b>Using modal verbs or adverbs to indicate degrees of possibility</b>	
WT	Uses some modal verbs correctly – will, can, must.	
WA	Mostly uses modal verbs correctly. – express degrees of possibility or wanting. Would, could, should, may	
GD	Uses modal verbs to express degrees and wanting as well as the future. Shall ought and have	
<b>16</b>	<b>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b>	
WT	Identifies with support.	
WA	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. I enjoyed the film that we saw last night.	
GD	Uses a wider range of determiners including whose and whom.	
<b>17</b>	<b>Taking pride in the presentation of all pieces of work</b>	
WT	Write legibly.	
WA	Write legibly using cursive script.	
GD	Maintain legibility of joined handwriting when writing at speed.	
<b>18</b>	<b>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Differences in informal and formal language.</b>	
WT	Identifies whether writing should be formal or informal	
WA	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (find out = discover; ask for = request; go in = enter)	
GD	Independently chooses appropriate language and applies across writing.	
<b>19</b>	<b>Using passive voice to affect the presentation of information in a sentence</b>	
WT	With support can use passive voice.	
WA	Using passive voice to affect the presentation of information in a sentence: The ball was caught – - the apple was eaten by the bird – the bird was chased by the cat –the window in the greenhouse was broken by me.	
GD	Use of passive voice to help build suspense rather than identifying who did something.	
<b>20</b>	<b>Using the perfect form of verbs to mark relationships of time and cause</b>	
WT	Use different verb forms mostly accurately	
WA	Using the perfect form of verbs to mark relationships of time and cause	
GD	Select verb forms for meaning and effect.	
<b>21</b>	<b>Use of colon to introduce a list, ellipsis, commas to clarify meaning or avoid ambiguity in writing, brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity, semicolons, colons or dashes to mark boundaries between independent clauses, punctuates bullet points consistently</b>	
WT	Use CL . ? ! , in a list and ‘ for contraction	
WA	Use “”, and punctuation for parenthesis mostly correctly, and sometimes use - : ; correctly	
GD	Use full range of punctuation mostly correctly CL . , ? ! “” ‘ ; : ( ) -	
<b>22</b>	<b>Use verb prefixes (for example dis-, de-, mis-, over- and re-).</b>	
WT	Use a few prefixes	
WA	Accurately uses all prefixes listed above	
GD	Accurately uses all prefixes listed above and more	
<b>23</b>	<b>Secure with Year 5 expected spelling against the ‘Read, Write, Inc. Spelling’ assessment.</b>	
WT	Scores 11 or below on practise tests each term.	
WA	Scores between 12-17 on practise tests each term.	
GD	Scores 18 or more on practise tests each term.	

Progression (out of 23 objectives)

<u>Term</u>	<u>Progress</u>	<u>Attainment</u>	<u>Comments</u>
Autumn Term			
Spring Term			
Summer Term			

Progress to be recorded as WT<number of objectives at this level>.

Once all objectives attained at WT, then level to be recorded as WA<number of objectives at this level>.

Once all objectives attained at WA, then level to be recorded as GD<number of objectives at this level>.

Attainment to be recorded as WT until all objectives achieved at WA then attainment to be recorded as WA. GD can only be recorded when all objectives are achieved at GD.