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Writing Curriculum Objectives Year 5

Spelling
Spell around half of the word list in Appendix 1 and the word patterns taught in the Yr 5/6 programme of study
appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable, accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth, ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht, accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm, achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1:
- Words ending in -cious and -tious (vicious, precious, ambitious, cautious)
- Words ending in -cial and -tial (official, special, confidential, essential)
- Words ending in -ant, -ance/-ancy -ent, -ence/-ency (observant, observance, hesitancy, decent, decence, decency)
- Words with the prefixes -able and -ible, -ably and -ibly (adorable, adorably, legible, legibly)
- Words with suffixes where the base word ends in '-fer' (referring, referred, referral)
- Words with hyphens (co-ordinate, re-enter, co-operate)
- Words where 'ei' can make an /ee/ sound (deceive, conceive, ceiling)
- Words with 'silent' letters (doubt, island, lamb)
- Words containing 'ough' (tough, enough, though, thought, borough, plough)
Continue to distinguish between homophones and other words which are often confused
cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary, affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose, bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past, aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father, advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy
Use a thesaurus.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting
Write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.
Composition
Plan writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring 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.
Vocabulary, Grammar and Punctuation
Convert nouns and adjectives to verbs using suffixes -ate, -ise, -ify
Use verb prefixes (dis-, de-, mis-, over- and re-)
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Use expanded noun phrases to convey complicated information concisely
Use brackets, dashes or commas to indicate parenthesis
Use commas to clarify meaning and avoid ambiguity
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
All previous content and: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity