

Forest View Primary School Writing Targets Overview

Year 5

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>Understand how to add some prefixes and suffixes which build on the ones learnt in year 4. [dis, de, mis, over, re, ate, ise, ify.]</p> <p>Spell some words that include silent letters b and t [bomb, climb, comb, castle, bustle].</p> <p>Continue to distinguish between homophones and other words which are often confused [l/eye, be/bee].</p> <p>Use existing knowledge of morphology and etymology in spelling. Understand that some words need to be learned specifically [Year5/6 key word list].</p> <p>I use the first three letters of a word to begin to check the spelling and meaning of words in a dictionary.</p> <p>Use a thesaurus to improve vocabulary use and to use a wider set of different words in own writing.</p>	<p>Write legibly, fluently and with increasing speed making sure that others can read it.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing. -noting and developing initial ideas. -considering how authors have developed characters and settings. <p>Draft and write by</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can enhance own work. -describing and developing settings and characters. -precising longer passages to create a sentence with the same meaning. -beginning to use a wider range of devices to build cohesion within and across paragraphs [using time (later), place (nearby), number (secondly) or tense choices (had)] and more interesting word choices [then, after that, this, firstly]. -using headings and bullet points to structure writing. <p>Evaluate and edit writing by:</p> <ul style="list-style-type: none"> -beginning to assess the effectiveness of their own and others' writing. -making changes to vocabulary, grammar and punctuation. -ensuring correct using singular and plural words and distinguish between the language of speech and writing. -ensuring the correct use of tense throughout a piece of writing. -proof-reading for spelling and punctuation errors. <p>Read aloud own work so that meaning is clear to the listener.</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility [might, should, will, must].</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun [Jason, whose coat was ripped, had straggly dark hair.].</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis [Sam (the boy who lives next door) came around to play with me.].</p> <p>Use the perfect form of verbs to mark relationships of time and cause [I have, She has, We had].</p> <p>Use expanded noun phrases to convey complicated information concisely [A skilful, curious, impatient boy glanced out from behind the door].</p> <p>Use and understand the grammatical terminology in English Y5 accurately and appropriately in discussing their writing and reading [model verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity].</p>