

HAREWOOD JUNIOR SCHOOL WRITING OBJECTIVES – Y5



Spelling	Handwriting	Grammar
<p>Prior Learning: pupils need to be secure:</p> <ul style="list-style-type: none"> - Identify and accurately spell a wide range of homophones and near-homophones, e.g: <i>e.g there / their / they're</i> - Understand and accurately use a wide range of prefixes and suffixes (Y3/Y4) - Be able to spell all of the Y3 and Y4 statutory words list (Y3/Y4) - Use dictionaries to check the spelling and meaning of words (Y3/Y4) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Learn most of the Y5 and Y6 statutory words list <p><u>Prefixes</u></p> <ul style="list-style-type: none"> - Verb prefixes e.g, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i> <p><u>Suffixes</u></p> <ul style="list-style-type: none"> - Spell words ending in: <ul style="list-style-type: none"> -able / -ible / -ably / -ibly e.g <i>adorable, adorably, considerable, considerably</i> -ant, -ance/-ancy, -ent, -ence/-ency e.g <i>observant, observance, expectant, expectancy</i> -ment e.g <i>amazement</i> - Adding suffixes beginning in vowel letters, e.g refer: <i>referr-ing / transfer: transferr-ed</i> - Word endings which sound like /jəs/ spelt <i>-cious or -tious</i>, e.g <i>vicious, precious, delicious, malicious</i> - Creating nouns using <i>-ity / -ness / -ship</i> suffixes - Convert nouns or adjectives into verbs using suffixes; e.g <i>-ate; -ise; -ify; intense: intensify; luxury: luxuriate; pure: purify / -ful / -ive / -al</i> <p><u>Homophones</u></p> <ul style="list-style-type: none"> - Continue to distinguish between homophones and other words which are often confused, e.g <i>draught / draught; desert / dessert; steal / steel</i> - Identify words with more than one meaning <p><u>Spelling rules and relationships:</u></p> <ul style="list-style-type: none"> - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (refer to Y5/Y6 statutory words list) - Spell words containing the letter-string 'oug' e.g <i>ought, bought, thought</i> - Spell some words with 'silent' letters e.g <i>example, knight, psalm, solem</i> - Spell modal verbs - Words with the short vowel sound /i/ spelled <i>y</i>; e.g <i>rhythm, system, physical, symbol, mystery</i> - Unstressed vowels in polysyllabic words - Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' - Adverbials of possibility, frequency, time and place - Words with an /ear/ sound spelt 'ere' <p><u>Spelling skills:</u></p> <ul style="list-style-type: none"> - Use the first three or four letters of a word and root word knowledge to check spelling, meaning or both of these in a dictionary - Use a thesaurus - Regularly practice new spellings to embed learning 	<p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - Write with parallel and equidistant ascenders and descenders (Y3) - Space lines of writing sufficiently so that the ascenders and descenders of letters do not touch (Y3) - Use legible joined handwriting throughout their independent writing (Y4) - Hand write in a joined style with speed and accuracy (Y4) - Ensure their handwriting has increased legibility with letters clearly joined and easy to read (Y4) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choose the writing implement that is best suited for a task 	<p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - Understand how to use coordinating and subordinating conjunctions (Y2/Y3/Y4) - ***Use correct and consistent tense structures when writing e.g. <i>present tense, past tense, future tense, perfect and progressive forms (Y2/Y3/Y4)</i> - Write a statement, question, exclamation and command (Y3) - ***Use fronted adverbials punctuated with a comma to modify verbs (Y4) - ***Consider carefully their use of pronouns or nouns to aid cohesion and to avoid repetition (Y4) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - ***Use expanded noun phrases for description and to convey complicated information concisely - Use subordinate clauses to add detail or context - ***Be secure using and identifying basic word classes, e.g. <i>noun, adjective, verb, adverb, determiner, pronoun</i> - Understand and distinguish between clauses and phrases - ***Indicate degrees of possibility using adverbs e.g <i>perhaps, surely</i> or modal verbs e.g <i>might, should, will, must</i> - ***Use relative clauses beginning with a relative pronoun - ***Use a range of adverbials for cohesion within and across paragraphs, (time, place, number) e.g <i>then, after, later, nearby, secondly</i>
	<p>Y5 Text Types & Written Outcomes</p> <p><u>Autumn Term:</u></p> <ul style="list-style-type: none"> - Narrative (traditional tale): <i>Beowulf</i> - Non-chronological report: <i>archaeological report</i> - Poetry: <i>structured poems</i> <p><i>Cold write / Hot write: narrative (traditional tale)</i></p> <p><u>Spring Term:</u></p> <ul style="list-style-type: none"> - Explanation text: <i>Sun, Earth, Moon</i> - Narrative: <i>science fiction</i> - Persuasive advert: <i>visit a fictional planet</i> <p><i>Cold write / Hot write: explanation text</i></p> <p><u>Summer Term:</u></p> <ul style="list-style-type: none"> - Balanced argument: <i>rewilding</i> - Diary / historical fiction – 'life of a Viking' - Poetry: <i>narrative poetry</i> <p><i>Cold write / Hot write: diary</i></p>	<p>Punctuation</p> <p>Prior learning – pupils need to be secure:</p> <ul style="list-style-type: none"> - Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction accurately (Y1/2) - Use inverted commas and commas to punctuate direct speech (Y3) - Use colons and commas for lists (Y3) - ***Understand the difference between and accurately use plural and possessive apostrophes - Use commas after fronted adverbials (Y4) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - ***Use commas to clarify meaning or avoid ambiguity in writing - ***Use brackets, dashes and / or commas to indicate parenthesis

Objectives in bold: writing assessment criteria includes prior learning objectives in red

*** Denotes layered target

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Composition	Y5 Writing Targets		
<p>Pupils should be taught to plan, organise and evaluate their writing by:</p> <p><u>Planning writing</u></p> <ul style="list-style-type: none"> - Discuss and record ideas in a planning format (Y3) - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - Before writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Drafting and writing for purpose</u></p> <ul style="list-style-type: none"> - In non-chronological reports linked to a theme, use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining (Y4) - Use poetry as a vehicle for learning imaginative and figurative language (Y3) - In narrative writing: build plot, develop and describe settings and characters; integrate dialogue to convey actions and move action forward (Y4) - Use diary writing to describe and inform (Y3) - Write persuasively to entertain and convince an audience (Y3) - Recognise vocabulary and structures that are appropriate for formal speech and writing - Use a wide range of sentence structures to add interest to writing - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Write using standard English - Use some devices to build cohesion within and across paragraphs (adverbials) <p><u>Editing and improving</u></p> <ul style="list-style-type: none"> - Assess the effectiveness of their own and others' writing (Y3) - Proofread their writing for spelling and punctuation errors and clarity (Y3) - 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 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Assess the linking across paragraphs using adverbials of time, e.g. <i>later</i>, place (e.g. <i>nearby</i>) and number e.g. <i>secondly</i> or tense choices e.g. <i>he had seen her before</i> <p><u>Sentence variety</u></p> <ul style="list-style-type: none"> - ***Learn how to use a range of Alan Peat sentence types, e.g: <i>I can use 3-ed / personification of weather / Emotion word / The more, the more (the less, the less) sentences / 2 pairs, verb, person / Many questions / If, If, If / Some: others / 3 bad – (dash) question? / De:De / Irony / -ing, -ed / Paired conjunctions (P.C.) / Ad, same ad / Outside (Inside)</i> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> - Use oral composition to develop written outcomes (Y4) - Summarise and present a familiar story in their own words - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation 	<p>Autumn 1</p> <p>SEN: I will write, proof read and edit my work using a range of punctuation from previous years (CL, full stop, ?, !, comma, apostrophes) mostly correctly with increasing independence 60% of the time.</p> <p>Must: I can identify and use determiners correctly.</p> <p>Should: I can identify and use an expanded noun phrase</p> <p>Could: I can identify and use modal verbs</p> <p>Autumn 2</p> <p>SEN: I will write, proof read and edit my work using a range of punctuation from previous years (CL, full stop, ?, !, comma, apostrophes) mostly correctly with increasing independence 60% of the time.</p> <p>Must: I can use fronted adverbials to express time, place and manner.</p> <p>Should: I can use a relative clause beginning with who, which, where, when, whose or that.</p> <p>Could: I can indicate degrees of possibility using adverbs (perhaps/surely).</p>	<p>Spring 1</p> <p>SEN: I will use simple organisational and presentational devices that are relevant to the text type (paragraphs, headings, bullet point, underlining etc) with increasing independence 80% of the time.</p> <p>Must: I can use apostrophes for plural possession.</p> <p>Should: I can use brackets, dashes or commas to indicate parenthesis</p> <p>Could: I can use commas to clarify meaning or avoid ambiguity.</p> <p>Spring 2</p> <p>SEN: I will use simple organisational and presentational devices that are relevant to the text type (paragraphs, headings, bullet point, underlining etc) with increasing independence 80% of the time.</p> <p>Must: I can use present perfect forms of verbs and group related material in paragraphs.</p> <p>Should: I can use a wide range of appropriate pronouns or nouns to aid cohesion and avoid repetition.</p> <p>Could: I can build cohesion within and across paragraphs by linking ideas and using a range of adverbials.</p>	<p>Summer 1 & 2</p> <p>SEN: I will independently start to use simple paragraphs to organise my writing around a theme, 60% of the time.</p> <p>Must: I can use 3-ed, personification of weather, Emotion word, The more, the more (the less, the less) sentences.</p> <p>Should: I can use 2 pairs, verb, person, Many questions, If, If, If, Some: others, 3 bad – (dash) question?, De:De Sentences.</p> <p>Could: I can use: Irony, -ing, -ed, Paired conjunctions (P.C.), Ad, same ad, Outside (Inside) sentences.</p> <p>Grammatical Terminology</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

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