

Year 5 - Writing Targets

Spelling:

- Spell **most** words from learning in previous year groups and **some** words from the year 5/6 spelling list*
- Use known spelling strategies, dictionaries or other appropriate materials to check the spelling of uncommon or ambitious vocabulary.

Handwriting:

- Write legibly, fluently and with increasing speed, **most of the time**.
- Maintain the use of correctly-joined handwriting throughout extended writing.

Composition:

- Write for a range of purposes and audiences, demonstrating a clear understanding of appropriate language, form and grammatical structures for the reader (e.g. clarity, formality, tense etc.), **most of the time**.
- In narratives, describe settings, characters and atmosphere effectively.
- In narratives, **begin** to convey character and advance the action through dialogue, maintaining a balance of speech and description.
- Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbs, prepositions, pronouns, synonyms), **some of the time**.
- Use paragraphs to group information around a theme, **most of the time**.
- Use relative clauses (beginning who, which, when, whose etc..) to vary sentence structure, **some of the time**.
- Use varying sentence openers, sentence types, sentence structures and sentence lengths **some of the time**.

Vocabulary, Grammar and Punctuation:

- Use apostrophes for singular and plural possession **mostly correctly**.
- Use a range of verb tenses consistently and correctly throughout **most** pieces of writing.
- Write in complete sentences (main clause with a subject and verb) **almost all of the time**.
- Effectively proof-read (editing to correct spelling, grammar and punctuation errors), **most of the time**.
- Punctuate direct speech using inverted commas, and a comma before or after the reporting clause, **mostly correctly**.
- Use commas after fronted adverbials, and to separate subordinate/relative clauses, **mostly correctly**.
- Use brackets, dashes or commas to indicate parenthesis, **sometimes correctly**.
- Use appropriate nouns and pronouns for clarity and to avoid repetition, **most of the time**.
- Use the full range of punctuation taught up to Year 5 **mostly** correctly**
- Use **many** Year 1/2/3/4/5 grammatical terms when discussing their writing***

For an extra challenge:

- Sustain writing standards across extended pieces, **most of the time**.
- Choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect, **most of the time**.
- Demonstrate effective descriptive/grammatical techniques to interest the reader (of those taught in Year 5).
- Use varying sentence openers, sentence types, sentence structures and sentence lengths **most of the time**.
- To **begin** to use punctuation, language and sentence constructions to show the difference between formal and informal writing (e.g. contractions, slang, dialect)

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*Year 5/6 spelling list:

- spells words with Endings which sound like /ʃəs/ spelt -cious or -tious (e.g. vicious, ambitious) and endings which sound like /ʃəl/ spelt -cial or -tial (e.g. official, partial)
- spells words ending in -ant, -ance/-ancy, (e.g. observant/ observance); hesitant/hesitancy -ent, -ence/-ency (innocent/innocence; frequent/frequency)
- spells words ending in -able/-ible (e.g. adorable/adorably) and words ending in -ably/-ibly (e.g. possible/possibly)
- adds suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring/ reference, referee)
- uses the hyphen - e.g. joining prefixes where the prefix ends and root word begins with a vowel e.g. co-ordinate, re-enter
- spells words with the /i:/ sound spelt ei after c (e.g. deceive, conceive, receive, perceive, ceiling)
- spells words containing the letter-string ough (covering the full range of sounds (ought, rough, cough, though, through, thorough, plough)
- spells words with silent letters (e.g. doubt, island, lamb, solemn, thistle, knight)
- transforms verbs using a range of prefixes (e.g. dis-,de-, mis-, over- and re-) and understands how this alters the meaning of root words
- spells some words with 'silent' letters (e.g. knight, psalm, solemn)
- Appendix 1 also sets out a range of less common, more advanced homophones and easily confused words.>> >>>

**Range of punctuation taught up to Year 5:

Capital letters (sentence punctuation)
Full stops (sentence punctuation)
Capital letters (proper nouns)
Question marks
Exclamation marks
Commas for lists
Apostrophes for contractions
Apostrophes for singular possession
Inverted commas around direct speech

Commas (or alternative punctuation) to separate reporting clause from direct speech

Commas to separate a subordinate clause and main clause
Comma after fronted adverbial
Apostrophes for plural possession
Brackets, dashes and commas for parenthesis
Commas to separate relative clauses

*** Y1 grammatical terms

letter
capital letter
word
singular
plural
sentence
punctuation
full stop
question mark
exclamation mark

Y2 grammatical terms

noun
noun phrase
expanded noun phrase
statement
question
exclamation
command
compound
suffix
adjective
adverb
verb
present tense
past tense
apostrophe
comma
proper noun

Y3 grammatical terms

preposition
conjunction
word family
prefix
main clause
subordinate clause
direct speech
inverted commas
consonant
vowel
consonant letter vowel (e.g. h in hour)
present perfect form

Y5 grammatical terms

Modal verb
Relative pronoun
Relative clause
Parenthesis
Bracket
Dash
Cohesion
Ambiguity
Formal
Informal

Y4 grammatical terms

Determiner
Pronoun
Possessive pronoun
Adverbial

Year 5 - Writing Targets

>> Year 5/6 - Homophones and near-homophones

advice/advise
 device/devise
 licence/license
 practice/practise
 prophecy/prophesy

farther: further
 father: a male parent
 guessed: past tense of the verb *guess*
 guest: visitor
 heard: past tense of the verb *hear*
 herd: a group of animals
 led: past tense of the verb *lead*
 lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)
 morning: before noon
 mourning: grieving for someone who has died
 past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*)
 passed: past tense of the verb 'pass' (e.g. *I passed him in the road*)
 precede: go in front of or before
 proceed: go on
 principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)
 principle: basic truth or belief
 profit: money that is made in selling things
 prophet: someone who foretells the future
 stationary: not moving
 stationery: paper, envelopes etc.
 steal: take something that does not belong to you
 steel: metal
 wary: cautious
 weary: tired
 who's: contraction of *who is* or *who has*
 whose: belonging to someone (e.g. *Whose jacket is that?*)

>>> Year 5/6 - Common exception words

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	