

## Year 5 Writing Objectives

1	Can produce well-structured and organised writing using a range of conventions in layout.
2	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).
3	Can write neatly, legibly and accurately in a flowing, joined style.
4	Can select from a wide range of known imaginative and ambitious vocabulary.
5	Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table).
6	Can use a range of connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.
7	Can use complex sentence structures appropriately.
8	Can use synonyms and antonyms.
9	Can identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own.
10	Can note and develop initial ideas, drawing on reading and research where necessary.
11	Can use paragraphs consistently and appropriately, building cohesion within them [for example, then, after that, this, firstly].
12	Can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
13	Can select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning.
14	Can use the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ].
15	Can use the colon to introduce a list and use of semi-colons within lists.
16	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).
17	Can describe settings, characters and atmosphere and integrate dialogue in narratives, to convey character and advance the action.
18	Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 NC words.
19	Can use the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].
20	Can link ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, <i>he had seen her before</i> ].
21	Can use <b>relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun.
22	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).
23	Can interweave implicit and explicit links between sections.
24	Can show confident and established 'voice'.
25	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).