

Curriculum grid- this grid shows the full curriculum objectives for writing for Year 5.

<u>Year 5 - Domain</u>	<u>Code</u>	<u>Curriculum objective</u>
<u>Writing Transcription:</u>		
	WT1	To use further prefixes and suffixes and understand the guidelines for adding them. <i>Including: 'cious' and 'tious', 'cial' and 'tial', 'ant' and 'ent', 'ancy and 'ance' 'ency' and 'ence', 'able' and 'ible', 'ably' and 'ibly', adding suffixes beginning with vowel letters to words ending in 'fer'.</i>
	WT2	To spell some words with 'silent letters'.
	WT3	To continue to distinguish between homophone and other words which are often confused.
	WT4	To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. Including: Words with the /ee/ spelled 'ei' after 'c'; words with the letter string 'ough'; word list for Year 5 and 6 (Appendix 1)
	WT5	To use dictionaries to check the spelling and meaning of words.
	WT6	To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
	WT7	To use a thesaurus. This is introduced in Year 6 not in Year 5.
	WT8	To write legibly, fluently, with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
	WT9	To write legibly, fluently, with increasing speed by choosing the writing implement that is best suited for a task.

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<u>Year 5 - Domain</u>	<u>Code</u>	<u>Curriculum objective</u>
<u>Writing Composition:</u>	WC1	To plan their writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
	WC2	To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
	WC3	To plan their writing by in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.
	WC4	To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	WC5	To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
	WC6	To draft and write by précising longer passages.
	WC7	To draft and write by using a wide range of devices to build cohesion within and across paragraphs.
	WC8	To draft and write by using further organisational and presentational devices to structure text and to guide the reader.
	WC9	To evaluate and edit by assessing the effectiveness of their own and others' writing.
	WC10	To evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
	WC11	To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
	WC12	To evaluate and edit by ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
	WC13	To proofread for spelling and punctuation errors.
	WC14	To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
	WC15	To develop their understanding of the concepts set out in Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. (Year 6 not Year 5)
	WC16	To develop their understanding of the concepts set out in Appendix 2 by using passive verbs to affect the presentation of information in a sentence. (Year 6 not Year 5)

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	WC17	To develop their understanding of the concepts set out in Appendix 2 by using expanded noun phrases to convey complicated information concisely.
	WC18	To develop their understanding of the concepts set out in Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility.
	WC19	To develop their understanding of the concepts set out in Appendix 2 by using relative clauses beginning with who, which, where, why, whose, that, or with an implied (omitted) relative pronoun.
	WC20	To develop their understanding of the concepts set out in Appendix 2 by learning the grammar in column 1 of Year 5 & 6 Appendix 2. <i>Concepts for Year 5 include:</i> • <i>Converting nouns or adjectives into words using suffixes.</i> • <i>Verb prefixes.</i>
	WC21	To indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
	WC22	To indicate grammatical and other features by using hyphens to avoid ambiguity.
	WC23	To indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis.
	WC24	To indicate grammatical and other features by using semi colons, colons or dashes to mark boundaries between main clauses. <i>This is introduced in Year 6 not in Year 5.</i>
	WC25	To indicate grammatical and other features by using a colon to introduce a list.
	WC26	To indicate grammatical and other features by punctuating bullet points consistently.
	WC27	To use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. Terminology for Year 5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.