

WRITING Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y5	Transcription			
KS 2 Y5	Transcription	Use some prefixes and suffixes and understand the guidance for adding them. ↳ GD objective: Use some prefixes and suffixes, understand the guidance for adding them and use them correctly in their writing.	<i>I add some prefixes and suffixes.</i>	<i>I add some prefixes and suffixes to create other words and use them in my writing.</i>
KS 2 Y5	Transcription	Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. ↳ GD objective: Beginning to spell some words with 'silent' letters [for example: knight, psalm, solemn] and use them in context in their work.	<i>I can spell some words that include silent letters.</i>	<i>I can spell some words that include silent letters and use them in context in my work.</i>
KS 2 Y5	Transcription	Beginning to distinguish between homophones and other words which are often confused. ↳ GD objective: Beginning to distinguish between homophones and other words which are often confused, including them in their writing independently.	<i>I know some words sound the same but are spelled differently.</i>	<i>I know some words sound the same but are spelled differently and include them in my writing independently.</i>
KS 2 Y5	Transcription	Beginning 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 English Appendix 1. ↳ GD objective: Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of a range of words needs to be learnt specifically, as listed in English Appendix 1, using them in their writing.	<i>I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</i>	<i>I more confidently use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually and use these in my writing.</i>
KS 2 Y5	Transcription	Beginning to use dictionaries to check the spelling and meaning of words. ↳ GD objective: Beginning to use dictionaries to check the spelling and meaning of words independently.	<i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i>	<i>I am beginning to use a dictionary to check how words are spelled and what words mean independently.</i>
KS 2 Y5	Transcription	Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. ↳ GD objective: Use the first three letters of a word to check spelling, meaning or both of these in a dictionary accurately.	<i>I use the first three letters of a word to quickly find it in a dictionary.</i>	<i>I use the first three letters of a word to quickly find it in a dictionary accurately.</i>
KS 2 Y5	Transcription	Beginning to use a thesaurus. ↳ GD objective: Beginning to use a thesaurus to find the most effective synonym.	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i>	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding the most appropriate words in my text.</i>
KS 2 Y5	Handwriting			
KS 2 Y5	Handwriting	Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. ↳ GD objective: Write legibly, fluently and with increasing speed by	<i>I make sure others can read my handwriting.</i>	<i>I make sure others can read my handwriting with ease, across sustained pieces of writing.</i>

		beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters across sustained pieces of writing.		
KS 2 Y5	Handwriting	Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task. ↳ GD objective: Write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task, explaining their choices.	<i>I often choose the writing tool that is best suited for a task.</i>	<i>I can explain why I choose the writing tool that is best suited for a task.</i>
KS 2 Y5	Composition			
KS 2 Y5	Composition	[KEY] Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. ↳ GD objective: Plan their writing by beginning to identify the audience for and purpose of the writing, more often selecting the appropriate form and using other similar writing as models for their own.	<i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i>	<i>I am beginning to plan the structure of my writing by thinking more clearly about the audience for my text and the purpose of the writing.</i>
KS 2 Y5	Composition	Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. ↳ GD objective: Plan their writing by beginning to independently note and creatively develop initial ideas, drawing on reading and research where necessary.	<i>I plan my writing by making notes and then develop my initial ideas.</i>	<i>I plan my writing by making notes independently and then creatively develop my initial ideas.</i>
KS 2 Y5	Composition	Plan their writing by beginning to consider how authors have developed characters and settings. ↳ GD objective: Plan their writing by beginning to analysing how authors have developed characters and settings creatively.	<i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i>	<i>I plan my writing by using the most effective ideas from how other authors have developed their characters and settings creatively.</i>
KS 2 Y5	Composition	Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ↳ GD objective: Draft and write by beginning to select the most effective grammar and vocabulary, understanding how such choices can change and enhance meaning, justifying their choices.	<i>I draft and write by selecting grammar and vocabulary to enhance my work.</i>	<i>I draft and write by selecting the most effective grammar and vocabulary to enhance my work, justifying my choices.</i>
KS 2 Y5	Composition	[KEY] Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. ↳ GD objective: Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives creatively.	<i>I review my work to add description to develop settings and characters.</i>	<i>I review my work to add creative description to develop settings and characters.</i>
KS 2 Y5	Composition	Draft and write by beginning to precis longer passages. ↳ GD objective: Independently draft and write by beginning to precis longer passages without losing the meaning of the text.	<i>I can precis a passage to create a sentence with the same meaning.</i>	<i>I can precis a passage independently without losing the meaning of the text.</i>
KS 2 Y5	Composition	Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.	<i>I am beginning to use details across my texts to help</i>	<i>I can use details across my texts to help link</i>

		↳ GD objective: Draft and write by beginning to more independently use a range of devices to build cohesion within and across paragraphs.	<i>link paragraphs together into a full text.</i>	<i>paragraphs together into a full text more confidently.</i>
KS 2 Y5	Composition	[KEY] Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. ↳ GD objective: Draft and write by beginning to use some organisational and presentational devices with greater independence to structure text and to guide the reader [for example: headings, and bullet points] independently.	<i>I use headings and bullet points to structure my writing.</i>	<i>I use headings and bullet points to structure my writing independently.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to assess the effectiveness of their own and others' writing. ↳ GD objective: Evaluate and edit by beginning to assess and explain the effectiveness of their own and others' writing.	<i>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i>	<i>I evaluate and edit my work to think about whether it can be improved based on what I have read.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. ↳ GD objective: Evaluate and edit by beginning to propose effective changes to vocabulary, grammar and punctuation to enhance writing.	<i>I edit my texts to improve their content.</i>	<i>I edit my texts to improve their content effectively.</i>
KS 2 Y5	Composition	[KEY] Evaluate and edit by beginning to use the correct tense throughout a piece of writing. ↳ GD objective: Evaluate and edit by beginning to use the correct tense throughout sustained pieces of writing in different styles.	<i>I use the correct tense throughout a piece of writing.</i>	<i>I independently use the correct tense throughout sustained piece of writing in different styles.</i>
KS 2 Y5	Composition	Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ↳ GD objective: Evaluate and edit by beginning to ensure the more independent use of the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	<i>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i>	<i>I use singular and plural words accurately and I know my writing should not be the language of speech.</i>
KS 2 Y5	Composition	[KEY] Beginning to proof-read for spelling and punctuation errors. ↳ GD objective: Beginning to proof-read for spelling and punctuation errors independently.	<i>I can read through my work to correct some spelling and punctuation mistakes.</i>	<i>I can read through my work to correct some spelling and punctuation mistakes independently.</i>
KS 2 Y5	Composition	Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. ↳ GD objective: Confidently perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	<i>I read aloud my own work so the meaning is clear to the listeners.</i>	<i>I confidently read aloud my own work to a range of different audiences so the meaning is clear to the listeners.</i>
KS 2 Y5	Vocabulary Grammar Punctuation			
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees of possibility. ↳ GD objective: Deepen their understanding of the concepts set out in English Appendix 2 by using modal verbs or adverbs to indicate degrees	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>	<i>I confidently use and apply modal verbs (such as can, could, may, might, must, will, would, and shall, should) to explain how something might be possible.</i>

		of possibility in a range of contexts.		
KS 2 Y5	Vocabulary Grammar Punctuation	Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. ↳ GD objective: Indicate grammatical and other features by always using brackets, dashes or commas to indicate parenthesis when required.	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>	<i>I always use brackets, dashes or commas when required to create an explanation section in a sentence.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. ↳ GD objective: Independently use and understand the full range grammatical terminology in English Appendix 2 Year 5 accurately, confidently and appropriately in discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>	<i>I can talk confidently about my work using all of the learning from my Year 5 grammar list independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>	<i>I begin sentence clauses with who, which, where, when, whose, that or with independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 5 converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] ↳ GD objective: Use and apply grammatical terminology for Year 5 converting nouns or adjectives into verbs confidently using a wider range of suffixes [for example: -ate; -ise; -ify]	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>	<i>I can confidently convert nouns or adjectives into verbs using a wider range of suffixes [for example -ate; -ise; -ify].</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 5 understanding verb prefixes [for example, dis-, de-, mis-, over- and re-]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding and confidently applying verb prefixes [for example: dis-, de-, mis-, over-, and re-].	<i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>	<i>I understand and can confidently apply range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding devices to build cohesion within paragraphs independently.	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>	<i>I can make the structure of my paragraphs more cohesive by using a wider range of conjunctions independently.</i>
KS 2 Y5	Vocabulary Grammar Punctuation	Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. ↳ GD objective: Use and apply grammatical terminology for Year 5 understanding linking ideas across paragraphs, confidently using a range of adverbials of time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i>	<i>I confidently link ideas across paragraphs - using time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had seen her before].</i>

		seen her before].		
KS 2 Y5	Vocabulary Grammar Punctuation	[KEY] Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. ↳ GD objective: Indicate grammatical and other features by independently using commas to clarify meaning or avoid ambiguity in writing.	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>	<i>I use commas independently to structure my sentences and clarify the meaning of a text.</i>