



Year 5 MTP - Writing Objectives (updated February 2025)

	Autumn 1 and 2 <u>The Vikings</u>	Spring 1 <u>Fairgrounds</u>	Spring 2 <u>Ancient Greece</u>	Summer 1 and 2 <u>How is climate change affecting the world?</u>	
TEXT & GENRE	Beowulf - character description of Grendel (character description) Non-fiction ELS Books - (non-chronological report). Poetry - performance, oracy - Viking poem?	The Nowhere Emporium (setting description) Leon and the Place Between (retell)	Theseus and Minotaur (story rewrite and dialogue) Pandora Box (story rewrite and dialogue)	The Extraordinary Colours of Auden Dare Zillah Bethell (story writing - building tension) Non-fiction: ELS books + class text (persuasive letter - is climate change affecting the world?)	
WRITING COMPOSITION	The following objectives are woven through the 3 phased planning framework... By the end of the year, to be ARE children should be able to: <ul style="list-style-type: none"> I can often use my own knowledge to plan, draft, write and edit my own composition. I can identify the audience for and purpose of my writing, selecting appropriate form. I can write for a range of purposes. I can perform my own compositions, considering my audience using appropriate intonation, volume and movement I can begin to use cohesive devices to build cohesion across and within paragraphs 				
	To be able to describe settings and characters within narratives To be able to link ideas using adverbials for time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	To use simple devices to structure texts e.g. headings, subheadings, paragraphs and bullet points	To be able to describe settings and characters within narratives To be able to link ideas using adverbials for time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	To be able to describe settings and characters within narratives	To be able to link ideas using adverbials for time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
	VOCABULARY & GRAMMAR <small>*these are the end of year objectives - for differentiation, see 21 Steps</small>	Y4 Recap: fronted adverbials, main/sub clause (commas and conjunctions), powerful/well-chosen verbs, time/place/cause conjunctions I can select from a wide range of known imaginative and ambitious	Continue some Y4 recap if necessary plus: I can usually use relative clauses beginning with <i>who, which, where, when, whose</i> , that or with an omitted pronoun. Y4 recap - prepositions	(story writing) - I can select from a wide range of known imaginative and ambitious vocabulary and use precisely. Y4 recap - prepositions	(story writing) I can select from a wide range of known imaginative and ambitious vocabulary and use precisely. I am learning how to identify and use the passive voice

	vocabulary and use precisely (adjectives, nouns, verbs)			I can often use formal (some) and informal speech accurately in independent writing.	I can select from a wide range of known imaginative and ambitious vocabulary and use precisely.
PUNCTUATION	Y4 Recap: commas after fronted adverbials, commas for clauses.	I can use commas, brackets or dashes to clarify meaning or avoid ambiguity.	Y4 Recap: punctuation for speech. To use dialogue to develop character with accurate punctuation and layout. (NB: The Nowhere Emporium is speech heavy so if appropriate, this may be a good point to start looking at speech punctuation in preparation for Spring Term)	To use dialogue to develop character with accurate punctuation and layout.	I can use colons before a list (e.g. of ingredients in baking) or before speech.
SPELLING & HANDWRITING	<p>Following Spelling and Nelson's Handwriting Spelling</p> <p>Term A: Words with endings that sound like/shuhs/spelt with -cious, words with endings that sound like/shuhs/ spelt with -tious or -ious, words with the short vowel sound /i/ spelt with y, Words with the long vowel sound /i/ spelt with y, homophones and nr homophones.</p> <p>Term B: Words with silent letter, modal verbs, words ending in 'ment', adverbs of possibility and frequency, Stat. spelling words.</p> <p>Plus... I understand how to use further prefixes and suffixes. I can distinguish between more complex homophones and other words which are often confused</p>	<p>Following Spelling and Nelson's Handwriting Spelling</p> <p>Term A: Creating nouns using -ity/-ness/-ship suffix, homophones/nr homophones.</p> <p>Term B: Words with an /or/ sound spelt 'or', Words with an /or/ sound spelt 'au', Convert nouns or adjectives into verbs using the suffixes -ate/-ise/-ify/-en</p> <p>Plus... I can use a dictionary to check the spelling and meaning of words. I can use a thesaurus to define words and collect a variety of words to support writing.</p> <p>Handwriting: I can write legibly and fluently.</p>	<p>Following Spelling and Nelson's Handwriting Spelling</p> <p>Term A: Words containing the letter string 'ough', adverbials of time, adverbials of place, Words with an /ear/ sound spelt 'ere', Stat spelling words.</p> <p>Term B: Unstressed vowels in polysyllabic words, Adding verb prefixes de- /re-/over-, Convert nouns or verbs into adjectives using suffix -ful, -ive, -al.</p> <p>Plus... I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus to define words and collect a variety of words to support writing.</p> <p>Handwriting:</p>		

	<p>Handwriting: Recap Y4</p>		<p>I can write legibly and fluently with increasing speed.</p>
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