



Y5 KEY OBJECTIVES

Name

A B C D Incidental (if applicable)

		A	B	C	D	Incidental (if applicable)
Sentence	1. Secure in previous year groups skills. (See assessment framework for previous Year Group as necessary)					
	2. Can use a range of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases					
	3. Can use a range of fronted adverbials (including single words and fronted adverbial phrases) used in a range of ways					
	4. Relative and embedded clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun accurately punctuated					
	5. Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]					
	6. Demonstrating the full range of (accurately punctuated) sentence structures expected of KS2, sometimes varying for effect					
Text	7. Use of paragraphs to organise ideas around a theme					
	8. In non-narrative material, using a range of organisational devices [for example, headings, sub-headings additional boxes/sections]					
	9. Can make an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition					
	10. Can use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]					
	11. Can link 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]					
	12. Can use verb tenses consistently and correctly throughout their writing					
Punctuation	13. Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs – avoiding repetition and making deliberate choices to have an impact on the reader.					
	14. Can demarcate all sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required					
	15. Mostly accurate use of inverted commas and other punctuation to indicate direct speech					
	16. Mostly accurate use of Apostrophes to mark omission, plural possession and singular possession.					
	17. Mostly accurate use of commas after fronted adverbials (single words as well as phrases)					
	18. Accurate use of brackets, dashes or commas to indicate parenthesis					
Handwriting	19. Can use of commas to clarify meaning or avoid ambiguity					
	20. Use a wide range of accurately punctuated (including colons and semi colons) sentences structures that have been chosen to have an effect on the reader.					
	21. Can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined					
Spelling	22. Can maintain legibility, consistency and quality in joined handwriting when writing at speed					
	23. <i>Accurate use of all Y3/4 spelling rules</i>					
	24. <i>Accurate use of all of the Y3/4 spelling list</i>					
	25. <i>Accurate use of many of the Y5/6 spelling rules taught so far (within independent writing)</i>					

	26. Accurate use of some of the Y5/6 spelling list (within independent writing)						
Composition	27. Can show a progressively varied and rich vocabulary and an increasing range of sentence structures						
	28. In narratives, creating settings, characters and plot that are increasingly detailed and consistent in tone and atmosphere.						
	29. Is able to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader						
	30. Is able to integrate dialogue in narratives to convey character and advance the action						
	31. Is able to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately ⁱ						
	32. write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure						
	33. select precise and ambitious vocabulary and grammatical structures that reflect the level of formality required mostly correctly						
