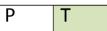
YEAR 5 WRITING TARGETS – ('Tick IN THE BOX' when achieved consistently in School P = PUPILS, T = TEACHERS)

NAME			

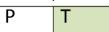
CLASS_____

Spelling

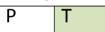
I can spell word endings which sound like 'shus' spelt -ciousor -tious e.g. vicious, delicious, ambitious, cautious.



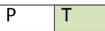
I can spell word endings which sound like 'shil' spelt -cial or-tial e.g. official, partial.



I can spell words ending in -ant, -ance/ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.



I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.



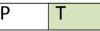
I can spell words containing the letter-string 'ough' e.g. bought, rough, though, bough.



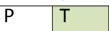
I can spell some words with 'silent' letters e.g. knight, psalm, solemn.

Р	Т

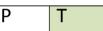
I can spell some more complex words correctly including words that are often misspelt.



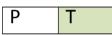
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.



I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.

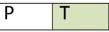


I can use a thesaurus.

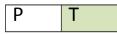


Handwriting

I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

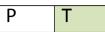


I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

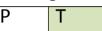


Composition

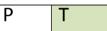
I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.



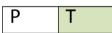
I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.



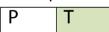
I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.



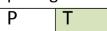
I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.



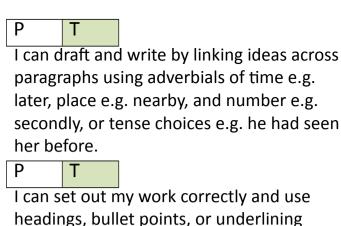
I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.



I can draft and write by summarising longer passages.



I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.



I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

I can use different verb forms with consideration for the audience and purpose.

I can give feedback on and improve my own writing and my classmates'.

I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.

I can mark and edit work to have the correct tense throughout.

P T

I can mark and edit work to have the correct subject and verb agreement.

P T

I can read work looking for spelling errors and correct them using a dictionary.

P T

I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.

P T

I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

P T

Vocabulary, Grammar & Punctuation

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.

P T

I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.

P T

I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.

P T

I can use a wide range of different sentence structures.

P T

I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

P T

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

P T

I can link ideas across paragraphs using adverbials of time e.g. later, place e.g.

pearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

P T

I can use brackets and can also use dashes

Br commas for the same purpose.

P T

I can use commas to make my writing clear to the reader.

I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash.

STEPS