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for a brighter tomorrow

## Wood End Primary School Year 5 Writing Targets

Experienced

Achieved

Fluency

### Spelling

- 1) I can use knowledge of root words, prefixes and suffixes in spelling and understand the spelling of some words needs to learn specifically.
- 2) I can use the prefixes re-, de-, over-
- 3) I can understand and add the suffixes -ment, -ness, -ate, -ise, -ify, -ive, -ship, -ity, -al, -en
- 4) I can spell most exception words from Year 3 / 4
- 5) I can spell some exception words from Year 5 / 6
- 6) I can distinguish between words which sound the same but have different meanings (homophones and near homophones) and other words which are often confused, e.g. Lose/loose
- 7) I can use a range of spelling rules taught at Year 5.
- 8) I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- 9) I can use a thesaurus.
- 10) I can write accurately sentences from memory dictated by the teacher, which include words and punctuation taught so far.

### Handwriting

- 11) I can write legibly by improving choices of which shape of a letter to use
- 12) I can write with fluency and increasing speed, deciding whether or not to join specific letters.
- 13) I can choose the writing implement that is best suited to the task.

### Composition

- 14) I can plan my writing by identifying the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as a model.
- 15) I can make notes and ideas, drawing on my reading and research where necessary.
- 16) I can consider how authors have developed characters and settings in narratives
- 17) I can use a range of devices to build cohesion (e.g. pronouns and nouns, conjunctions, adverbials, synonyms, antonyms) within and across paragraphs
- 18) I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using modal verbs eg might, should, will, must, or adverbs eg perhaps, surely, to suggest degrees of possibility)
- 19) I can write effectively for a range of purposes and audiences selecting language that shows a good awareness of the reader (technical vocabulary, formal adverbials e.g. moreover, furthermore, nevertheless)
- 20) I can write effectively for a range of purposes and audiences selecting grammatical features that shows a good awareness of the reader (expanded form, single and multi-clause sentence lengths for effect, question tags)
- 21) I can describe settings, characters and atmosphere in my narrative writing.
- 22) I can use show not tell sentences to create mood
- 23) I can integrate speech to convey character and advance the action.
- 24) I can precis longer passages.
- 25) I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, subheadings, bullet points, columns, underlining), including paragraphs.
- 26) I can evaluate and assess the effectiveness of my writing.
- 27) I can evaluate and assess the effectiveness of a peer's writing.
- 28) I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- 29) I can proof-read my work for spelling and punctuation errors.
- 30) I can perform my composition, using appropriate intonation, volume and movement so that meaning is clear

Vocabulary, Grammar and Punctuation							
31) I can use consistent and correct use of tense throughout my writing.							
32) I can ensure that I have used correct subject and verb agreement when using singular and plural.							
33) I have some correct use of a colon to introduce a list.							
34) I can ensure correct use of first and third person							
35) I can use expanded noun phrases with pre and post modifiers with ambitious qualifiers (several, countless, copious etc.) to explain complicated information simply.							
36) I can mostly use correctly a range of punctuation, including question marks, exclamation marks, commas in lists, apostrophes, inverted commas, commas to clarify meaning or avoid ambiguity (fronted adverbial and between some clauses).							
37) I can use a variety of ISPACE sentence openers							
38) I can use reported speech in my writing, eg he told me that							
39) I can recognise synonyms and antonyms.							
+0) I am beginning to use semi-colons to mark the boundary between independent clauses							
+1) I can use some relative clauses beginning with <i>who, which, where, when, whose, that</i> , or with an implied (omitted) relative pronoun.							
+2) I have some correct use of punctuation for parenthesis (brackets, dashes, commas)							
+3) I can use a variety of subordinating conjunctions (A WHITE BUS)							
+4) I can use a variety of coordinating conjunctions (FANBOYS)							
+5) I am beginning to include metaphors, personification and onomatopoeia.							
Maintain features of the genre throughout the piece GDS							
Control and sustain level of formality eg vocabulary choice, use of contractions, formal adverbials, use of multi-clausal sentences GDS							
Distinguish between the language of speech and writing and choose the appropriate register eg in writing dialogue for characters GDS							
Use the range of punctuation taught at Y1- 5 mostly correctly GDS							