| Wood End Primary School Year 5 Writing Targets  | Experience | 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      |            |          | 111     |
| 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.                          |            |          |         |

| Jse the range of punctuation taught at Y1- 5 mostly correctly GDS   |   |  |
|---|---|--|
| Distinguish between the language of speech and writing and choose the appropriate register eg in writing dialogue for characters GDS                            |   |  |
| formal adverbials, use of multi-clausal sentences GDS   |   |  |
| Control and sustain level of formality eg vocabulary choice, use of contractions,   |   |  |
| Maintain features of the genre throughout the piece GDS   |   |  |
| 45 I am beginning to include metaphors, personification and onomatopoeia.   |   |  |
| 44) I can use a variety of coordinating conjunctions (FANBOYS)  |   |  |
| 43) I can use a variety of subordinating conjunctions (A WHITE BUS)   |   |  |
| 42) I have some correct use of punctuation for parenthesis (brackets, dashes, commas)   |   |  |
| 41) I can use some relative clauses beginning with who, which, where, when, whose, that, or with an implied (omitted) relative pronoun.                         |   |  |
| 40) I am beginning to use semi-colons to mark the boundary between independent clauses  |   |  |
| 39) I can recognise synonyms and antonyms.  |   |  |
| · · · · · · · · · · · · · · · · · · ·   |   |  |
| 38) I can use reported speech in my writing, eg he told me that   |   |  |
| 37) I can use a variety of ISPACE sentence openers  |   |  |
| exclamation marks, commas in lists, apostrophes, inverted commas, commas to clarify meaning or avoid ambiguity (fronted adverbial and between some clauses).    |   |  |
| 36) I can mostly use correctly a range of punctuation, including question marks,  |   |  |
| simply.   |   |  |
| 35) I can use expanded noun phrases with pre and post modifiers with ambitious qualifiers (several, countless, copious etc.) to explain complicated information |   |  |
| 34) I can ensure correct use of first and third person  |   |  |
| 33) I have some correct use of a colon to introduce a list.   |   |  |
| singular and plural.  |   |  |
| 32) I can ensure that I have used correct subject and verb agreement when using   |   |  |
| 31) I can use consistent and correct use of tense throughout my writing.  |   |  |
| Vocabulary, Grammar and Punctuation   |   |  |
| movement so that meaning is clear.  |   |  |
| 30) I can perform my composition, using appropriate intonation, volume and  |   |  |
| 29) I can proof-read my work for spelling and punctuation errors.   |   |  |
| 28) I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  |   |  |
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