



**Wood End Primary School**  
**Year 5 Writing Targets**

Experience

Achieved

Fluency

Spelling		Experience				Achieved				Fluency			
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		Experience				Achieved				Fluency			
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		Experience				Achieved				Fluency			
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.													

