



Year 5 Writing Targets



Target

I can select grammatical devices to enhance the meaning of my writing. I can select words from a reasonably wide vocabulary that creates a particular atmosphere or effect.

In narrative writing, I can combine description of setting and character with dialogue that advances the plot.

I can attempt to summarise longer passages.

I can use a wide range of devices that help my writing flow and make sense within and across paragraphs. I do this, for example, by using topic sentences and adverbial openers.

I can use headings, sub-headings and bullet points to lay my writing out and guide the reader.

I can say who I am writing for and what I hope to achieve, using similar writing to help me choose appropriate vocabulary, grammatical devices and layout.

I can make notes and develop my ideas, using my reading and what I have researched to help me.

I use my reading and knowledge of what real authors do to develop characters and settings in narrative writing.

I can assess the effectiveness of my own and others' writing.

I can suggest changes to vocabulary, grammar and punctuation that enhance the effect or clarify the meaning of my writing.

I can check for consistent and correct use of tense throughout a piece of writing.

I can check that the subject and verb agree when using singular and plural nouns.

I can distinguish between the language of speech and writing and can choose the appropriate register.

I can proof-read for errors in spelling and punctuation.

I can use suffixes like -ate, -ise and -ify to change nouns into adjectives.

I can use prefixes like dis-, de-, mis-, over- and re- to change the meaning of verbs.

I can add extra details efficiently using relative clauses. For example: Mr Dean, who is the maths teacher at my school, ran away and hid!

I can show how possible something is using words such as perhaps or surely or by using modal verbs like might, should, could and must.

I can use a range of devices to build cohesion in a paragraph and make my writing flow.

I can link ideas across paragraphs. To do this, I may use adverbial phrases such as 'Later that evening..', 'Nearby...' or 'Finally...' or I may make choices about tenses.

I can use brackets, dashes and commas to add extra, non-essential information.

I can use commas to clarify meaning or avoid ambiguity.

I can use further prefixes and suffixes and understand the guidelines for adding them.

I can spell some words with silent letters like knight, psalm and solemn.

I can distinguish between homophones and other words which are often confused.

I can use knowledge of word meanings and the origins of words to help with spelling and I understand that the spellings of some words just need to be learnt.

I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

I can use a thesaurus.

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

I understand that I might use different handwriting when writing a quick note and writing up in best.

I can choose the writing implement that is best suited for a task.