**My Writing Targets**

**Year 5**

|  |  |  |  |  |  |  |
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| **Focus** | **Target** | | **1** | **2** | **3** | **4** |
| **Transcription**  **Spelling Prefixes and suffixes** | 1 | Can I spell some words with ‘silent’ letters (for example, knight, psalm, solemn)? |  |  |  |  |
| 2 | Can I use a thesaurus? |  |  |  |  |
| 3 | Can I use the first 3 or 4 letters of a word to check its spelling in a dictionary? |  |  |  |  |
| **Handwriting** | 4 | Can I write legibly, fluently and with increasing speed? |  |  |  |  |
| **Composition** | **Plan:** | | | | | |
| 5 | Can I identify the audience for and purpose of the writing? |  |  |  |  |
| 6 | Can I plan and develop initial ideas? |  |  |  |  |
| **Draft and write:** | | | | | |
| 7 | Can I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning? |  |  |  |  |
| 8 | Can I describe settings, characters and atmosphere and integrate dialogue? |  |  |  |  |
| 9 | Can I use a wide range of devices to build cohesion within and across paragraphs? |  |  |  |  |
| 10 | Can I use organisational and presentational features to structure text (for example, headings, bullet points, underlining)? |  |  |  |  |
| **Evaluate and edit:** | | | | | |
| 11 | Can I change vocabulary, grammar and punctuation to enhance effects and clarify meaning? |  |  |  |  |
| 12 | Can I use the correct tense throughout a piece of writing? |  |  |  |  |
| 13 | Can I ensure correct subject and verb agreement (for example when using singular and plural)? |  |  |  |  |
| **Focus** | **Target** | | **1** | **2** | **3** | **4** |
| **Word** | 14 | Can I convert nouns or adjectives into verbs using suffixes?  (for example, –ate; –ise; –ify) |  |  |  |  |
| 15 | Can I use prefixes? (for example, dis–, de–, mis–, over– and re–) |  |  |  |  |
| **Sentence** | 16 | Can I use **relative clauses** - who, which, when, where, whose, that? - (e.g Mario, *who wasn’t listening*, stared out of the window) |  |  |  |  |
| 17 | Can I indicate degrees of possibility using **adverbs**? (*perhaps, surely, quickly, excitedly*) |  |  |  |  |
| 18 | Can I indicate degrees of possibility using **modal verbs?** (e.g. *would, could, might, should, will)* |  |  |  |  |
| **Text** | 19 | Can I vary connectives (*then, after that, this, firstly*) to **build cohesion in a paragraph?** |  |  |  |  |
| 20 | Can I link my ideas across paragraphs using **adverbials** of time (e.g later), place (e.g nearby) and number (e.g secondly)? |  |  |  |  |
| **Punctuation** | 21 | Can I use **brackets, dashes or commas to indicate parenthesis?** |  |  |  |  |
| 22 | Can I use **commas** to clarify meaning |  |  |  |  |
| **Terminology** | Modal verb, adverbials, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity  + Year 3 and 4 terminology | | | | | |