



Yorkmead School Year 5 Writing Targets

Write for Success - Write for Life

	Emerging	Expected	Exceeding
Spelling	<p>I can spell a wide range of common words with lots of syllables correctly.</p>	<p>I can spell a range of unfamiliar words accurately.</p> <p>I can spell words ending, e.g. cial, tial, cious, tious, ant, ance, ancy, ent, ence, ency, able, ably, ible, ibly.</p> <p>Suffixes beginning with a vowel added to words ending -fer.</p>	<p>I can proof-read to check for errors in spelling and punctuation.</p> <p>I can use a dictionary to check the meaning and spelling of words.</p> <p>I can use a thesaurus.</p>
Sentence and Text Structure	<p>I can organise my writing according to purpose, e.g. fonts, headings, bullet points and captions.</p> <p>I can organise my writing according to purpose, e.g. paragraphs, chapters, letter formats and logically sequenced events.</p>	<p>I can begin to create complex sentences, using commas.</p> <p>I can use the correct tense throughout my independent writing.</p> <p>I can use sophisticated connectives, e.g. 'although', 'nevertheless' and 'however'.</p> <p>I can use nouns, pronouns and tense accurately and consistently.</p> <p>I can plan out my work, so that it has a clearly defined structure.</p> <p>I can maintain consistent tense use.</p>	<p>I can use a wide range of powerful connectives to give order or emphasis.</p> <p>I can use a range of sentence types, e.g. complex, drop in clause, short sentence etc.</p> <p>I can consistently use paragraphs for change of setting, time, new character etc.</p> <p>I can plan out my work, so that it has a clearly defined structure.</p> <p>I can ensure consistent subject verb agreement.</p>
Punctuation and Grammar	<p>I can use a range of punctuation with increasing accuracy.</p>	<p>I can check my work, including punctuation.</p> <p>I can accurately use ! ? ""</p> <p>I can accurately use an apostrophe for omission, e.g. can't, don't.</p>	<p>I can usually use apostrophes for omission and possession, and inverted commas accurately.</p> <p>I can use a wider range of punctuation, e.g. - ' ; : ()</p>

<p>Composition and Effect</p>	<p>I will check that my writing makes sense, both fiction and non-fiction. I will use interesting and adventurous language in my writing at all times. I will use fiction and non-fiction structures accurately so that my writing is clear and organised.</p>	<p>I can identify the audience for and purpose of the writing. I can note and develop ideas, drawing on prior reading and research. I will plan out my work, so that it has a clearly defined structure, appropriate to purpose and audience. I will continue to use techniques to develop interest, e.g. Build tension, Show not Tell etc. In narratives I can describe character, setting and atmosphere. I can include dialogue to convey character and advance the action. I can assess the effectiveness of my own and other's writing, and suggest improvements.</p>	<p>I will choose appropriate adventurous vocabulary. I will develop my ideas in creative and interesting ways. I will select interesting ways to move my writing forward, e.g. characterisation, dialogue with the audience, flashback / forward etc. I will be assertive but not confrontational in my persuasive writing. I will continue to plan out my work, so that it has a clearly defined structure, appropriate to purpose and audience.</p>
<p>Handwriting</p>	<p>I will join my writing in a consistent style. I will edit and publish my work, including use of ICT.</p>	<p>I will write in a clear, neat and joined style. I will edit and publish my work, including use of ICT.</p>	<p>I will write in a clear, neat and joined style. I will edit and publish my work, including use of ICT.</p>

Developed by Andie Crane July 2014