



## Year 5 Writing Targets

Target	Target achieved on these dates
1. I can select grammatical devices to enhance the meaning of my writing. I can select words from a reasonably wide vocabulary that create a particular atmosphere or effect.	
2. In narrative writing, I can combine description of setting and character with dialogue that advances the plot.	
3. I can attempt to summarise longer passages.	
4. 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.	
5. I can use headings, sub-headings and bullet points to lay my writing out and guide the reader.	
6. 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.	
7. I can make notes and develops my ideas, using my reading and what I have researched to help me.	
8. I use my reading and knowledge of what real authors do to develop characters and settings in narrative writing.	
9. I can assess the effectiveness of my own and others' writing.	
10. I can suggest changes to vocabulary, grammar and punctuation that enhance the effect or clarify the meaning of my writing.	
11. I can check for consistent and correct use of tense throughout a piece of writing.	
12. I can check that the subject and verb agree when using singular and plural nouns; for example, 'The dog barks at the postman' vs 'The dogs bark at the postman'. I can distinguish between the language of speech and writing, and can choose the appropriate register.	
13. I can proof-read for errors in spelling and punctuation.	
14. I can use suffixes like -ate, -ise and -ify to change nouns into adjectives.	
15. I can use prefixes like dis-, de-, mis-, over- and re- to change the meaning of verbs.	
16. 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!"	
17. 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.	
18. I can use a range of devices to build cohesion in a paragraph and make my writing flow.	



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19. 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 tense.	
20. I can use brackets, dashes and commas to add extra, non-essential information.	
21. I can use commas to clarify meaning or avoid ambiguity.	
22. I can use further prefixes and suffixes and understands the guidelines for adding them.	
23. I can spell some words with silent letters like knight, psalm, solemn.	
24. I can distinguish between homophones and other words which are often confused.	
25. 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.	
26. I can use dictionaries to check the spelling and meaning of words.	
27. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
28. I can use a thesaurus.	
29. I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.	
30. I can decide whether or not to join specific letters as I develop my personal style.	
31. I understand that I might use different handwriting when writing a quick note and writing up in best.	
32. I can choose the writing implement that is best suited for a task.	