

YEAR 5
WRITING CHILD SPEAK TARGETS

Composition and Text Structure

I can often write to suit the audience and purpose.

I can often describe settings, character and atmosphere in narratives.

I can often integrate dialogue to develop the character and advance the action.

I can often use further organisational and presentational devices when writing non-narrative e.g. headings, sub heading, bullet points, underlining.

I can often group my ideas into paragraphs to show different information or events.

I can often make links between paragraphs e.g. using conjunctions, adverbials, or dialogue.

I can often edit my work for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.

I can often peer assess others' writing and propose changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.

I can often use the correct tense throughout my writing (most of the time).

I can often start a sentence in different ways.

I can often use stylistic devices to create effects in writing.

I can often add well-chosen detail to interest the reader.

I can use the correct vocabulary to discuss the grammar I am using.

Vocabulary and Grammar

I can often extend the range of structures that are appropriate for the style of writing, including subjunctive forms (e.g. *I suggest that he study*)

I can often use adverbs or modal verbs to indicate a degree of possibility.

I can often use relative clauses.

I can often use passive verbs to affect the information.

I can often use passive form of verbs to convey meaning.

I can often write sentences that are grammatically accurate.

Punctuation

I can often use a wider range of punctuation - brackets, dashes and commas to indicate parenthesis.

Handwriting

I can write neatly, legibly and fluently.

I can often use choose the style of handwriting that is best suited for a task.

I can form upper and lower-case letters of the correct size relative to one another.

I am forming upper and lower-case letters of the correct size relative to one another and know which letters, when adjacent to each other, are best left unjoined.

Spelling

I can apply spelling rules for suffixes and prefixes.

I can often spell words with silent letters.

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

I can often spell the commonly mis-spelt words from the Y5/6 word list.

I can use a dictionary and a thesaurus.

I can use a range of spelling strategies.