

YEAR 5 WRITING TARGET MAP

I choose the appropriate form and tone for my writing, based on the audience and the purpose of the writing.

I plan my writing by making notes and then developing my initial ideas by reading and researching other writers' texts and thoughts.

I consider how well-known authors have developed characters and settings and use these ideas in my writing.

I write legibly, fluently and with increasing speed.

When given choices, I can decide whether or not to join specific letters.

I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

I describe and develop settings, characters and the narrative atmosphere, adding well-chosen detail to interest the reader.

I can develop characters through action and dialogue.

I use a range of sentence starters to create specific effects.

I can use expanded noun phrases to add well thought out detail to writing.

I can establish a viewpoint as the writer through commenting on characters and events.

I can summarise a text, conveying key information in writing.

I use themes and details across my texts to help link paragraphs together into a flow of text.

I use headings, bullet points and underlining to structure and guide a reader through my writing.

I evaluate and edit my work by comparing my texts with the work of others'.

I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.

I ensure I use the consistent and correct use of tense throughout a piece of writing.

I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.

I proof-read my work to correct spelling and punctuation mistakes.

I read aloud my own work so the meaning is clear, fluent and flows correctly.

Y5&6 HANDWRITING

I use the standard of handwriting appropriate for the task (e.g. quick notes or final presentation).

Y5&6 SPELLING

I know how to add prefixes and suffixes using the rules we have learnt in class.

I can spell some words that include silent letters, (e.g. knight, psalm and solemn).

I know some words sound the same but are spelt differently (homophones) and can explain them (e.g. "your" and "you're").

I use word parts that I know to help me spell new words but I also know some words need to be learnt individually.

I use a dictionary to check how words are spelt and what words mean.

I use the first three or four letters of a word to find it quickly in a dictionary.

I use a thesaurus to improve my vocabulary use, using a wider vocabulary in my writing.

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

Y5&6 COMPOSITION

Y5 GRAMMAR

I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.

I use brackets, dashes or commas to create an explanation section in a sentence.

I can talk about my work using my Year 5 grammar list.

I begin sentence clauses with "who", "which", "where", "when", "whose", "that" or "with".

I can convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).

I understand a range of verb prefixes (e.g. dis-, de-, mis-, over- and re-).

I can structure my paragraphs by using word structures such as "then", "after that", "this", "firstly".

I link across paragraphs - using time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).

I use commas to mark phrases and clauses, and to clarify the meaning of a text.