

Year 5 Writing Targets

I can ...	Evidence		
write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.			
describe settings, characters and atmosphere to consciously engage the reader.			
select and use organisational and presentational devices that are relevant to the text type, eg. headings, bullet points, underlining, etc.			
create paragraphs that are usually suitably linked.			
use the full range of punctuation from previous year groups.(full stops, capital letters, commas, question mark, exclamation mark, apostrophe for omission)			
write legibly, fluently with increasing speed in a cursive style			
proof-read their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.			
use dialogue to convey a character and advance the action with increasing confidence.			
use commas to clarify meaning or to avoid ambiguity with increasing accuracy.			
use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.			
use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.			
use brackets, dashes or commas to begin to indicate parenthesis.			
use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.			
spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.			
convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.			
spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.			
spell many words correctly from the Y5/6 statutory spelling list.			
(GDS) begin to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			