

	TARGETS	SEEN	SECURE
	<b>Spelling</b>		
1	I can convert nouns or adjectives into verbs using suffixes or verb prefixes.		
2	I can spell most words correctly from the Y5 word list.		
3	I understand the use of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,		
4	I can spell words with silent letters. eg. knight, psalm, solemn		
5	I can use the first 3 or 4 letters of a word to check spelling and meaning in a dictionary.		
	<b>Handwriting</b>		
6	I can increase the legibility, consistency and quality of my handwriting.		
7	I can use joined handwriting consistently throughout a whole piece work.		
	<b>Composition (Plan, Draft, Evaluate and Edit)</b>		
	<b>Plan</b>		
8	I can identify and discuss the audience for and purpose of the writing.		
GD1	I can use my plan effectively for a range of writing genres, drawing on other models that I have read, noting ideas from research where necessary.		
9	I can plan and develop my ideas, drawing on other reading examples where necessary.		
10	I can consider how authors have developed characters and settings in what I have read, listened to or seen performed.		
	<b>Draft</b>		
11	I can use the correct features and layout appropriate to the text type.		
12	I can select appropriate <b>vocabulary</b> to have an impact on the reader eg formal and informal		
13	I can use appropriate <b>grammar</b> to have an impact on the reader eg. a range of sentence starters, relative clauses, adverbials of time		
14	I can integrate dialogue into a narrative to develop character and action.		
GD2	I can distinguish between the language of speech and writing choosing the appropriate register.		
15	I can use a range of devices to build cohesion across paragraphs. eg Sentence structure and adverbials of time.		
16	I can use expanded noun phrases to convey well-chosen detail concisely.		
17	I can use a range of stylistic devices in my writing eg. Alliteration, Rhetorical questions, similes and hyperboles.		
18	I can precis longer passages of text.		
19	I can write in the correct person and tense throughout a piece of writing.		

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<b>Evaluate and Edit</b>				
20	I can assess the effectiveness of my own and others' writing			
21	I can propose changes to vocabulary and grammar and punctuation to enhance effects and clarify meaning.			
22	I can ensure the consistent use of tense throughout a piece of writing.			
23	I can proof-read for spelling and punctuation errors.			
<b>Vocabulary, Grammar and Punctuation</b>				
<b>Word</b>				
24	I can understand the difference between formal and informal language. eg colloquialisms, contractions or first person pronouns such as 'I' or 'We'			
25	I can change nouns into expanded noun phrases to add detail.			
26	I can use modal verbs to indicate a degree of possibility eg might, should, will, must.			
<b>Sentence structure</b>				
27	I can identify and use the relative pronoun in my writing.			
28	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.			
29	I can recognise and use the subjunctive form.			
GD3	I can use the subjunctive form in formal writing and know that certain verbs require a different verb form.			
30	I can use the perfect form of verbs to mark the relationship of time.			
<b>Text structure</b>				
31	I can use cohesive devices across a paragraph eg. adverbials of time, number or tense choices.			
32	I can build cohesion across paragraphs eg. then, after that, this.			
<b>Punctuation</b>				
33	I can use brackets, dashes or commas to indicate parenthesis.			
34	I can use commas accurately to mark phrases and clauses.			
35	I can use commas to clarify meaning or avoid ambiguity.			
GD4	I can use most of the punctuation taught at Key Stage 2 correctly and when necessary, use such punctuation precisely to enhance meaning.			
<b>Key Terminology</b>				
	relative pronoun and relative clause modal verbs cohesion and ambiguity commas for clauses parenthesis, brackets, dashes			