


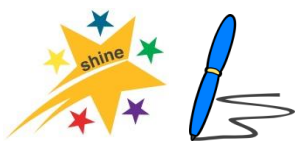


Year 5 Writing Learning Targets



Name: _____ Class: _____

Vocabulary, Punctuation and Grammar (VPG) <i>I must be able to...</i>	Composition (C) <i>I must be able to...</i>	Handwriting (H) <i>I must be able to...</i>
<p>☆☆☆☆ 1/ Use a range of sentence openers in writing, including: conjunctions and adverbial openers (<i>where, when and how</i>).</p> <p>☆☆☆☆ 2/ Write multi-clause sentences using relative clauses with relative pronouns: <i>who, which, where, whose, when, that</i>.</p> <p>☆☆☆☆ 3/ Write and punctuate multi-clause sentences using -ed openers.</p> <p>☆☆☆☆ 4/ Write and punctuate multi-clause sentences using -ing openers.</p> <p>☆☆☆☆ 5/ Use commas in complex sentences to clarify meaning.</p> <p>☆☆☆☆ 6/ Use expanded noun phrases and preposition phrases to add detail to sentences.</p> <p>☆☆☆☆ 7/ Use conjunctions to make links within a paragraph in non-fiction writing, for example: <i>firstly, then, presently, subsequently</i>.</p> <p>☆☆☆☆ 8/ Write dialogue using correct speech punctuation and a new line for a new speaker.</p>	<p>1. Plan my writing</p> <p>☆☆☆☆ 1/ Identify the audience and purpose for my writing.</p> <p>☆☆☆☆ 2/ Choose the appropriate language and text structures.</p> <p>2. Draft and write</p> <p>☆☆☆☆ 1/ Start a new paragraph when the Time, Idea, Person, Topic or Place changes.</p> <p>☆☆☆☆ 2/ Combine action, dialogue and description within and across paragraphs.</p> <p>☆☆☆☆ 3/ Create and use appropriate similes.</p> <p>3. Evaluate and edit my writing</p> <p>☆☆☆☆ 1/ Read my work to check for mistakes in spelling, grammar and punctuation.</p> <p>☆☆☆☆ 2/ Improve my work based on my own proof-reading.</p> <p>☆☆☆☆ 3/ Assess the effectiveness of my own and others' writing in terms of audience and purpose.</p>	<p>☆☆☆☆ 1/ Write fluently, in cursive script, with speed and control.</p> <p>Spelling (S) <i>I must be able to...</i></p> <p>☆☆☆☆ 1/ Recognise and spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</p> <p>☆☆☆☆ 2/ Recognise and spell words ending in –able and –ible.</p> <p>☆☆☆☆ 3/ Recognise and spell words ending in –ably and –ibly.</p> <p>☆☆☆☆ 4/ Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive, receive</i>.</p> <p>☆☆☆☆ 5/ Recognise and spell words containing the letter-string <i>ough</i>.</p> <p>☆☆☆☆ 6/ To recognise and spell the suffixes <i>-al, -ary, -ic</i>.</p> <p>☆☆☆☆ 7/ To spell further suffixes, e.g. <i>Il in full becoming I</i>.</p>
<p>Assessment</p> <p>End of Year 4:</p> <p>Year 5 Assessment 1:</p>	<p>Year 5 Assessment 2:</p> <p>Year 5 Assessment 3:</p> <p>End of Year 5 Assessment:</p>	<p> End of Year 5 Target:</p>



Year 5 Writing Learning Targets



Name: _____ Class: _____

Vocabulary, Punctuation and Grammar (VPG) <i>I can...</i>	Composition (C) <i>I can...</i>	Handwriting (H) <i>I can...</i>
<p>☆☆☆ 9/ Write and punctuate sentences using simile openers.</p> <p>☆☆☆ 10/ Link ideas across paragraphs in narrative writing using adverbials for time, place and numbers.</p> <p>☆☆☆ 11/ Vary the use of direct speech by including the speech before or after the verb, or by using split speech.</p> <p>☆☆☆ 12/ Use modal verbs to show degrees of possibility, for example: <i>might, could, shall, will, must</i>.</p> <p>☆☆☆ 13/ Use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively</i>.</p> <p>☆☆☆ 14) Identify and use brackets to indicate parenthesis in relative clauses.</p> <p>☆☆☆ 15) Identify and use dashes to indicate parenthesis in relative clauses.</p>	<p>1. Plan my writing</p> <p>☆☆☆ 3/ Use similar writing models or examples to support my own writing.</p> <p>☆☆☆ 4/ Make and develop notes and ideas.</p> <p>☆☆☆ 5/ Use research notes to inform my writing.</p> <p>2. Draft and write</p> <p>☆☆☆ 4/ Choose appropriate grammatical styles in my writing.</p> <p>☆☆☆ 5/ Choose appropriate vocabulary in my writing.</p> <p>☆☆☆ 6/ Create and use appropriate metaphors.</p> <p>☆☆☆ 7/ Use organisation and presentational devices, for example: <i>headings, sub headings, bullet points, diagrams, text boxes</i>.</p>	<p>☆☆☆ 2/ Choose when it is appropriate to print or join writing, for example: <i>printing for labelling a scientific diagram, for effect in narrative</i>.</p>
		Spelling (S) <i>I can...</i>
		<p>☆☆☆ 8) Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>.</p> <p>☆☆☆ 9) Use a dictionary to efficiently check a spelling or definition.</p> <p>☆☆☆ 10) Use a thesaurus effectively.</p> <p>☆☆☆ 11) Use the suffixes <i>-ate, -ise, -ify</i> to change nouns and adjectives into verbs.</p> <p>☆☆☆ 12) Investigate and explain the effect of verb prefixes on word meaning, for example: <i>dis-, re-, pre-, mis-, over-</i>.</p> <p>☆☆☆ 13) Spell words from the Year 5 spelling list.</p> <p>☆☆☆ 14) Use words from the Year 5 spelling list correctly in my writing.</p>
Greater Depth <i>I can...</i>		
<p>☆☆☆ 1/ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead</i>.</p> <p>☆☆☆ 2) Explore how meanings can change in multi-clause sentences with different comma placements.</p>		