

## Year 5 - Writing Targets

Working Towards the expected standard					
The pupil can write for a range of purposes and audiences.		Evidence 1	Evidence 2	Evidence 3	Evidence 4
To use paragraphs to group ideas					
To describe settings/characters or using non-fiction devices in context.					
To use some adverbials within and across sentences and paragraphs.					
Using different verb tenses accurately (e.g. was, were)					
To use coordinating and subordinating conjunctions to extend sentences.					
Use <b>mostly</b> correctly	Capital letters				
	Full stops				
	Question marks				
	Exclamation marks				
	Commas in a list				
	Apostrophes for contraction				
Spelling most correctly (3/4 words)					
Spelling some words correctly (5/6 words)- including words with silent letters and homophones					
Producing legible joined handwriting					
Expected Standard					
• converting nouns or adjectives into verbs using suffixes ( E.g. -ate,ise, ify) and pre-fixes (E.g. dis-, de-mis-over-and re-)					
• choosing suitable vocabulary for precise word choices (e.g. expanded noun phrases).					
• identify audience and purpose - selecting the appropriate form for different genres.					
• using modal verbs and adverbs mostly appropriately					
• using relative clauses (beginning with who, which, where, when, whose that), sometimes varying their position within the sentence					
• using devices to build cohesion within paragraphs (E.g. then, after that, firstly).					
• using a dictionary and a thesaurus to check spelling and find precise word choices					
Use mostly correctly	Inverted commas				
	Commas for clarity				
Use some correctly	Brackets				
	dashes				
Greater Depth					
•creating atmosphere and integrating dialogue					

to convey character and advance the action					
<ul style="list-style-type: none"> <li>• selecting vocabulary and grammatical structures that reflect the level of formality mostly correctly</li> </ul>					
<ul style="list-style-type: none"> <li>• using a wide range of clause structures, sometimes varying their position within a sentence.</li> </ul>					
<ul style="list-style-type: none"> <li>• linking ideas across paragraphs using adverbials of time, place, number (E.g. secondly) or tense choices to create tension. (E.g. He had seen her before)</li> </ul>					
<ul style="list-style-type: none"> <li>• creating atmosphere and integrating dialogue to convey character and advance the action</li> </ul>					

NB: Before moving to the next standard ALL objectives must be highlighted in the previous standard. It is not a best fit.