

# Information for Parents/Carers

## Writing Targets - A Year 5 Writer

### Transcription

#### Spelling

I can form verbs with prefixes.

I can convert nouns or adjectives into verbs by adding a suffix.

I understand the rules for adding prefixes and suffixes.

I can spell words with silent letters.

I can distinguish between homophones and other words which are often confused.

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

I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.

I can use a thesaurus.

I can use a range of spelling strategies.

#### Handwriting

I can choose the style of handwriting to use when given a choice.

I can choose the handwriting that is best suited for a specific task.

### Composition

I can discuss the audience and purpose of the writing.

I can start sentences in different ways.

I can use the correct features and sentence structure matched to the text type we are working on.

I can develop characters through action and dialogue.

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

I can use grammar and vocabulary to create an impact on the reader.

I can use stylistic devices to create effects in writing.

I can add well-chosen detail to interest the reader.

I can summarise a paragraph.

I can organise my writing into paragraphs to show different information or events.

### Grammar and punctuation

#### Sentence structure

I can use relative clauses.

I can use adverbs or modal verbs to indicate a degree of possibility.

#### Text structure

I can build cohesion between paragraphs.

I can use adverbials to link paragraphs.

#### Punctuation

I can use brackets, dashes and commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

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### Writing Targets

#### Year 5: Writing at Greater Depth

My writing is clearly structured and organised according to the text type.

I attempt to write hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.

My use of Standard English is consistent and the level of formality appropriate for the register of the text.

My paragraphs are clearly constructed and help to guide the reader through the text.

In narrative writing, my paragraphs support the plot structure and clearly signal changes in time, place and events.

In all my writing I try to ensure that the closing of the text refers to the opening.

I adapt my sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects.

Detail is often added to my writing by expanding noun phrases and sentence starters with effective word choices.

My editing process may involve taking out or simplifying rather than just adding.

During the editing process I will sometimes re-order sentences if I feel it impacts on the reader.

I sometimes use changes in time and place to guide the reader through my text.