

Year 5
WRITING TARGET
GRIDS

When I am drafting my ideas, I choose exciting vocabulary, and a range of sentences.

I can note down my ideas and develop them using research and further reading.

I can select the appropriate form for my writing using examples to help me.

I can identify both the audience and purpose of my writing.

Planning

I can use fronted adverbials to vary my sentences. I use the comma correctly.

I can choose whether to use a noun or a pronoun to make my writing flow.

I can show degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g., might, should, will, must).

I use relative clauses beginning with who, which, where, when, whose, & that.

I can use expanded noun phrases to convey complicated information concisely.

Writing Sentences

I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, statements and underlining).

I use a wide range of devices to build cohesion within and across paragraphs

I am secure at précising longer passages of text.

In narratives I can describe characters, setting and create atmosphere.

I understand how vocabulary and grammar choices can change and enhance meaning.

I can select appropriate grammar and vocabulary in my writing.

Writing

I proof read my work for spelling and punctuation errors.

I check that subject and verb agreement is correct when using singular and plural.

I ensure the consistent and correct use of tense in my writing.

I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

I can assess the effectiveness my work and that of others, suggesting and making changes to improve the writing.

Editing my work

Words I need to know:
Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

My handwriting is fluent, neat and clear. It is joined and the letters are all correctly sized.

Handwriting

I use apostrophes correctly for contraction and for possession.

I can use commas to clarify meaning and make my sentences clear to the reader,

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

Punctuation

I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

I can use devices to build cohesion within a paragraph e.g., then, after that, this, firstly.

Whole Text