

High Ercall Primary School

Writing targets for Year 5	Pupil	Teacher
Text structure		
Use your own structure to plan your writing.		
In narratives describe characters, settings and atmosphere.		
To use features of a non-fiction text to structure writing (eg. Headings, topic sentence)		
Use a consistent verb form, tense and person.		
Choose nouns, pronouns or synonyms to help cohesion and avoid repetition.		
Use of a rhetorical question.		
Sentence Construction		
Use SPACE to start sentences: <i>-ing, simile, preposition, adverb, conjunction, -ed verb</i>		
Use a detailed fronted adverbial: <i>Beyond the dark gloom of the cave</i>		
Use coordinating conjunctions: FANBOYS		
Use a range of subordinating conjunctions: ISAWAWABUB		
Use expanded noun phrases: <i>the curly haired boy with piercing blue eyes...</i>		
Use complex sentences with a relative clause in parenthesis: use 'who, which, that'		
Use a sentence of 3 verbs for action.		
Use expanded dialogue – use speech + verb + action. What is the character doing and saying?		
Use modal verbs (eg. might, could, should, will)		
Drop in 'ed' clause or 'ing' clause as parenthesis: <i>Poor Tim, exhausted by so much effort, raced home</i>		
Word Language		
Understand and use a range of prepositions.		
Choose powerful and appropriate verbs and adverbs.		
Choose and use technical vocabulary or deliberately chosen interesting words.		
Use and select determiners to be grammatically correct: <i>the cat/a cat/ one cat/ many cats.</i>		
Understand and begin to use metaphors and personification to create interesting imagery.		
Handwriting and spelling		
Use cursive writing and maintain legibility in joined handwriting, when writing at speed.		
Spell some common exception words correctly from the Y5/6 word list: show in writing		
Spell accurately more complex words that are often misspelt: different, interest, special		
Spell homophones accurately for the correct meaning.		
Know families of words around the root and apply rules when adding prefixes and suffixes.		
Use a dictionary or an ipad to check spellings. Identify incorrect spellings independently.		
Punctuation		
Correctly use capital letters for all uses – start of sentence/proper nouns		
Use full stops, question marks and exclamation marks when needed.		
Use commas after an –ly opener and a fronted adverbial.		
Use a comma in a complex sentence to separate clauses.		
Fully punctuate direct speech, including close speech punctuation ?!,.		
Use apostrophes for contractions and to show possession.		
Use a colon to introduce a list, followed by commas to separate each item in the list		
Begin to use brackets, dashes and commas for parenthesis (adding in an extra clause)		
The writing process		
Proof read for missing punctuation and spelling mistakes.		
Assess my work, and that of others and suggest improvements to grammar and sentences.		
Edit and make significant changes to the vocabulary, grammar and sentences in my writing.		
Greater Depth		
Use brackets, dashes and commas correctly for parenthesis.		
Use dashes confidently to add on a word, phrase or clause at the end of a sentence.		
Use ellipsis to create suspense by adding a pause, or to show a thought trailing off.		
Use commas accurately in sentences in different ways – to mark clauses, in a list, to show parenthesis, in speech.		
Use figurative language to engage the reader (eg. metaphor, personification, empty word)		
Sentences are used deliberately for effect: short ones for suspense, long ones for description.		
In editing, move sentence parts around and make deliberate choices: e.g choose where to put adverbials – at the front, or embedded, or at the end.		

