**High Ercall Primary School**

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| **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 ISPACE to start sentences: *-ing, simile, preposition, adverb, conjunction, -ed verb* |  |  |
| Use a detailed fronted adverbial: *Beyond the dark gloom of the cave* |  |  |
| Use coordinating conjunctions: FANBOYSUse a range of subordinating conjunctions: ISAWAWABUB |  |  |
|  |  |
| Use expanded noun phrases: the curly haired boy with piercing blue eyes…  |  |  |
| 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**:** *Poor Tim, exhausted by so much effort, raced home* |  |  |
| **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. |  |  |
| Understand and explain proper nouns. |  |  |
| Use and select determiners to be grammatically correct: the cat/a cat/ one cat/ many cats. |  |  |
| 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**  |  |  |
| 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. |  |  |