

### Year 5 Writing Assessment Targets

Spelling	Handwriting & Presentation	Composition	Vocab, punctuation & Grammar
I can spell words ending in ant, ance, ancy, ent, ency	I can write legibly, fluently and with increasing speed	I can identify the audience, purpose, structure and features needed for a text	I can use formal vocabulary and structures in writing and speeches, e.g. use the subjunctive (to demand that, to insist that)
I can spell words ending in able, ably, ible, ibly	I can choose which shape of a letter to use and decide when to join letters	I can write from different points of view	I use the perfect form of verbs to show time and cause, e.g. I have made dinner, I have been working.
I can spell words ending in cious, tious	I choose the writing implement that is best suited for the task	I use reading, research and notes to develop my ideas	I use expanded noun phrases (adjective, adjective, noun), e.g. glaring hot sun
I can spell words containing ough, ei		I select appropriate grammar and vocabulary to support the meaning of my text	I use modal verbs and adverbs (should, would, perhaps, surely)
I can spell words containing a silent t and/or b, e.g. comb, doubt, nestle, soften		In narratives, I can describe settings, characters and atmosphere as well as include dialogue to advance the action	I can use relative clauses, using who/which/where/whose/that or with
I can spell words ending in tial.		I can structure paragraphs, e.g. using then/after/that/this/firstly, use topic sentences	I can use a range of complex sentences e.g. Complex-fronted adverbials, relative (who, which, when), subordinate clauses at different parts of a sentence
I can spell more difficult homophones, e.g. using ce and se such as advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy		I can link ideas across paragraphs by using: Time adverbials, e.g. later Place, e.g. nearby Number, e.g. secondly Tense, e.g. he had seen her before	I use commas accurately to show meaning
I can spell most words correctly from the Years 3 and 4 spelling list		I can make links between my introduction and conclusion	I use brackets, dashes or commas for parenthesis (marking subordinate clauses)
I can spell some words correctly from the Years 5 and 6 spelling list		I structure texts clearly, e.g. using headings, subheadings, bullet points, underlining	I punctuate bullet points consistently
		I can assess mine and other peoples writing clearly.	I can convert nouns or adjectives into verbs using suffixes, e.g. ate, ise, ify

		I can suggest changes to vocabulary, grammar, and punctuation to improve writing	I understand the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
		I can maintain accurate tense throughout my writing, e.g. stay in the same tense or change when appropriate	
		I use accurate subject verb agreement including for singular and plural, e.g. My <u>dog</u> always <u>growls</u> at the postal carrier. <u>Basketballs</u> roll across the floor.	
		I understand the appropriate format to apply in my writing, e.g. informal/formal, 1st/3rd person	
		I proofread for spelling and punctuation errors	