

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 use what I have read, seen and listened to in my narratives, e.g. when I develop characters and settings	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		I select appropriate grammar and vocabulary to support the meaning of my text	I can use relative clauses, using who/which/where/whose/that or with
I can spell words ending in tial.		In narratives, I can describe settings, characters and atmosphere as well as include dialogue	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 words ending in ly.		I can structure paragraphs, e.g. using then/after/that/this/firstly, use topic sentences	I use commas accurately to show meaning
I can spell words add suffixes to words ending in fer, e.g. refer - referring, reference		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 brackets, dashes or commas for parenthesis (marking subordinate clauses)
I can spell more difficult		I can make links between my introduction and	I punctuate bullet points consistently

homophones, e.g. using ce and se such as advice/advise, device/devise, licence/ license, practice/practise, prophecy/prophesy		conclusion	
I can use a hyphen to join a prefix to a root word, e.g. co-ordinate, re-enter		I structure texts clearly, e.g. using headings, subheadings, bullet points, underlining	I can convert nouns or adjectives into verbs using suffixes, e.g. ate, ise, ify
I can use a dictionary to check the spelling and meaning of words		I can assess mine and other peoples writing clearly.	I understand the following terms: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
I can use the first 3/4 letters of a word to check spelling and meaning in a dictionary		I can suggest changes to vocabulary, grammar and punctuation to improve writing	
I can use a thesaurus		I 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	
		I can perform my writing adding appropriate actions, tone of voice and volume	