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Year 5

Writing Targets

Name _____

	Child Speak Target		Greater Depth Target	
Transcription				
	<i>I add some prefixes and suffixes.</i>		<i>I add some prefixes and suffixes to create other words and use them in my writing.</i>	
	<i>I can spell some words that include silent letters.</i>		<i>I can spell some words that include silent letters and use them in context in my work.</i>	
	<i>I know some words sound the same but are spelled differently.</i>		<i>I know some words sound the same but are spelled differently and include them in my writing independently.</i>	
	<i>I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</i>		<i>I more confidently use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually and use these in my writing.</i>	
	<i>I am beginning to use a dictionary to check how words are spelled and what words mean.</i>		<i>I am beginning to use a dictionary to check how words are spelled and what words mean independently.</i>	
	<i>I use the first three letters of a word to quickly find it in a dictionary.</i>		<i>I use the first three letters of a word to quickly find it in a dictionary accurately.</i>	
	<i>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</i>		<i>I am beginning to use a thesaurus to improve my vocabulary use, finding the most appropriate words in my text.</i>	
Handwriting				
K	<i>I make sure others can read my handwriting.</i>		<i>I make sure others can read my handwriting with ease, across sustained pieces of writing.</i>	
	<i>I often choose the writing tool that is best suited for a task.</i>		<i>I can explain why I choose the writing tool that is best suited for a task.</i>	
Composition				
K	<i>I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</i>		<i>I am beginning to plan the structure of my writing by thinking more clearly about the audience for my text and the purpose of the writing.</i>	
	<i>I plan my writing by making notes and then develop my initial ideas.</i>		<i>I plan my writing by making notes independently and then creatively develop my initial ideas.</i>	
	<i>I plan my writing by using ideas from how other authors have developed their characters and settings.</i>		<i>I plan my writing by using the most effective ideas from how other authors have developed their characters and settings creatively.</i>	
	<i>I draft and write by selecting grammar and vocabulary to enhance my work.</i>		<i>I draft and write by selecting the most effective grammar and vocabulary to enhance my work, justifying my choices.</i>	
K	<i>I review my work to add description to develop settings and characters.</i>		<i>I review my work to add creative description to develop settings and characters.</i>	
	<i>I can precis a passage to create a sentence with the same meaning.</i>		<i>I can precis a passage independently without losing the meaning of the text.</i>	
	<i>I am beginning to use details across my texts to help link paragraphs together into a full text.</i>		<i>I can use details across my texts to help link paragraphs together into a full text more confidently.</i>	
K	<i>I use headings and bullet points to structure my writing.</i>		<i>I use headings and bullet points to structure my writing independently.</i>	
	<i>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</i>		<i>I evaluate and edit my work to think about whether it can be improved based on what I have read.</i>	
	<i>I edit my texts to improve their content.</i>		<i>I edit my texts to improve their content effectively.</i>	
K	<i>I use the correct tense throughout a piece of writing.</i>		<i>I independently use the correct tense throughout sustained piece of writing in different styles.</i>	

	<i>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</i>		<i>I use singular and plural words accurately and I know my writing should not be the language of speech.</i>	
K	<i>I can read through my work to correct some spelling and punctuation mistakes.</i>		<i>I can read through my work to correct some spelling and punctuation mistakes independently.</i>	
	<i>I read aloud my own work so the meaning is clear to the listeners.</i>		<i>I confidently read aloud my own work to a range of different audiences so the meaning is clear to the listeners.</i>	
Vocabulary Grammar Punctuation				
K	<i>I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</i>		<i>I confidently use and apply modal verbs (such as can, could, may, might, must, will, would, and shall, should) to explain how something might be possible.</i>	
K	<i>I use brackets, dashes or commas to create an explanation section in a sentence.</i>		<i>I always use brackets, dashes or commas when required to create an explanation section in a sentence.</i>	
K	<i>I can talk about my work using the learning from my Year 5 grammar list.</i>		<i>I can talk confidently about my work using all of the learning from my Year 5 grammar list independently.</i>	
K	<i>I begin sentence clauses with who, which, where, when, whose, that or with.</i>		<i>I begin sentence clauses with who, which, where, when, whose, that or with independently.</i>	
K	<i>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</i>		<i>I can confidently convert nouns or adjectives into verbs using a wider range of suffixes [for example -ate; -ise; -ify].</i>	
	<i>I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>		<i>I understand and can confidently apply range of verb prefixes (such as dis-, de-, mis-, over- and re-).</i>	
K	<i>I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</i>		<i>I can make the structure of my paragraphs more cohesive by using a wider range of conjunctions independently.</i>	
	<i>I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</i>		<i>I confidently link ideas across paragraphs - using time [for example: later], place [for example: nearby] and number [for example: secondly] or tense choices [for example: he had seen her before].</i>	
K	<i>I use commas to structure my sentences and clarify the meaning of a text.</i>		<i>I use commas independently to structure my sentences and clarify the meaning of a text.</i>	