

**Year 5 Writing Target Card**

**Name:**

<b>Working towards the expected standard</b>					
My writing is in sentences, grouped together in paragraphs.					
I can structure my non-fiction writing e.g., subheadings, bullet points					
I can use descriptive language and expanded noun phrases for setting and characters.					
I use capital letters, full stops, commas in a list, question marks and apostrophes accurately.					
I can spell common words correctly, remembering spelling rules and patterns e.g., plural rules, there/their and words on the 3/4 list.					
My handwriting is clear for someone else to read. I start at the margin.					
<b>Working at the expected standard</b>					
I can plan my writing thinking about the purpose and the audience noting ideas and drawing on research.					
I can use a range of devices to describe settings and characters (my senses, expanded noun phrases, similes, show not tell)					
I can include dialogue to advance the action and convey character. I can punctuate the speech accurately.					
I can build cohesion within a paragraph and across paragraphs e.g., adverbials showing how, when or where something happened.					
I can start my sentences in different ways and vary the length for effect.					
I can use consistent and correct tenses including the perfect and progressive tenses.					
I can confidently use a thesaurus and a dictionary to make ambitious word choices and check my spelling.					
I can remember the Year 5 spelling patterns (including cious/tious, ible/able, cial/tial, ance/ence and silent letters) using root words, suffixes, and prefixes to help me. I know some words on the 5/6 list.					
I can proofread writing, checking for spelling and punctuation and propose changes to improve its effectiveness.					
I can add information into my sentence with a relative clause using who, which, where that or by missing out the pronoun.					
I can indicate degrees of possibility using adverbs e.g., perhaps, surely, or modal verbs e.g., might, should, will, must.					
I can use brackets, dashes, and commas.					
My handwriting is joined and legible when writing at speed.					
I can perform my own work controlling tone and volume to make the meaning clear.					
<b>Working at greater depth</b>					
I can begin to write effectively for a range of purposes and audiences, using ideas from books I have read.					
I can begin to write using different levels of formality including the passive voice.					
I can begin to use the full range of punctuations taught at Key stage 2 (semi-colons, colons, dashes, hyphens) to enhance meaning and avoid ambiguity.					

