

Year 5 Writing Target Tracker Statements

Spelling	Draft and write by using further organisational and presentation devices to structure texts and to guide the reader, e.g. headings, bullet points and underlining.
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (see EA1).	Use different verbs forms mostly accurately with consideration for purpose and audience.
	Evaluate and edit by assessing the effectiveness of his/her own and others writing.
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).
Spell words containing the letter string ough, e.g. bought, rough, through, bough.	Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
Spell some words with silent letters, e.g. knight, psalm, solemn.	Evaluate and edit ensuring correct subject verb agreement when using singular and plural, distinguishing between the language of speech and writing.
Spell word endings which sound like shush spelt: -cious, -tious, e.g. vicious, delicious, ambitious, cautious.	
Spell some of the Year 5 and 6 words correctly. English Appendix 1.	Proof read for spelling errors linked to spelling statements for Year 5.
Use the first three or four letters of a word to check spelling, meaning or both in a dictionary.	Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity.
Use a thesaurus.	Perform his/her own compositions, using appropriate intonation, volume and movement, so that meaning is clear.
Handwriting	Vocabulary, Grammar and Punctuation
Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify ... vaccinate, circulate, intensify.
Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.	Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.
Composition	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
Plan his/her writing by identifying the audience for and purpose of the writing using other similar writing for his/her own.	Use a wide range of clause structures, sometimes varying their position within the sentence.
	Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.	Use devices to build cohesion within a paragraph e.g. then, after, that, this, firstly.
Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read/listened to/seen performed.	Link ideas across paragraphs using adverbials of time (e.g. later); place (e.g. nearby); number (e.g. secondly) or tense choices (e.g. he had seen her before).
Draft and write by selecting appropriate grammar and vocabulary including that within English Appendix 2.	Use brackets, dashes or commas to indicate parenthesis.
Draft and write narratives describing settings, characters and atmosphere and integrating dialogue to convey character.	Use commas to clarify meaning or avoid ambiguity.

Draft and write by précising longer passages.	Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. the, after that, this, firstly.	
Draft and write by linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before)	