|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Target | Target achieved | | |
|  | The forms of writing are mainly appropriate to their audience and purpose and demonstrate a mix of sentence structures, including mostly accurately punctuated subordinate and relative clauses, with ideas organised into paragraphs. A range of punctuation is mostly used correctly, including: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials; question and exclamation marks; apostrophes for contraction and possession. Embedded clauses are used mostly correctly to insert detail and are punctuated with commas, brackets or dashes where necessary. A wide range of devices, including adverbials and tense choice are used to link ideas and build cohesion within and across paragraphs and expanded noun phrases add detail. Vocabulary is beginning to be selected to enhance meaning. In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action. In non-fiction, further organisational devices are used to structure the text and guide the reader. Tenses, including modal verbs, are used mostly accurately and subject-verb agreement is mostly correct. Spelling is mostly correct including words with silent letters and homophones. Handwriting is mostly fluent and legible and written with increasing speed. |  |  |  |
| **Spelling:** | | | | |
|  | To spell most words correctly with silent letters and homophones |  |  |  |
|  | To add prefixes and suffixes using the Year 5 spelling rules |  |  |  |
|  | To use a range of verb prefixes (such as dis-, de-, mis-, over- and re-) |  |  |  |
|  | To apply the Year 5/6 statutory spellings |  |  |  |
| **Handwriting and Presentation:** | | | | |
|  | Using diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. |  |  |  |
| **Composition:** | | | | |
|  | Plan their writing through;   1. discussion, research, taking notes and recording of ideas |  |  |  |
|  | 1. planning a structure of my writing based on the audience and purpose |  |  |  |
|  | Draft and write:   1. use simple organisational devices including headings and bullet points to structure and guide a reader |  |  |  |
|  | 1. use rich, ambitious and relevant topic vocab. |  |  |  |
|  | 1. use themes and detail to link paragraphs in a flow of text |  |  |  |
|  | 1. use an increasing range of sentences to create atmosphere. |  |  |  |
|  | 1. select appropriate grammar and vocabulary understanding how choices can change and improve meaning |  |  |  |
|  | Evaluate and Edit:   1. assessing effectiveness of own writing |  |  |  |
|  | 1. proof-read and make changes to correct spelling and punctuation mistakes |  |  |  |
|  | 1. proof-read and make changes to grammar and vocab in their own writing |  |  |  |
|  | 1. precis a longer passage to create a short text with the same meaning |  |  |  |
|  | 1. use the correct and consistent use of tense throughout a piece of work |  |  |  |
|  | Vocab, grammar and punctuation;   1. to use capital letters, full stops, question marks, exclamation marks, commas for list and apostrophes for omission (contractions and possession) |  |  |  |
|  | 1. to uses commas correctly to separate fronted adverbials |  |  |  |
|  | 1. to punctuate speech correctly including inverted commas and a comma after the reporting clause |  |  |  |
|  | 1. to punctuate embedded clauses accurately including the use of dashes, brackets and commas |  |  |  |
|  | 1. to use paragraphs and further organisational to structure the text and guide the reader |  |  |  |
|  | 1. to use modal verbs correctly |  |  |  |
|  | 1. to use relative pronouns correctly |  |  |  |
|  | 1. to use a variety of sentence structures including accurately punctuated subordinate clauses |  |  |  |
|  | 1. to use a wide range of devices, including adverbials and tense choice are used to link ideas and build cohesion across paragraphs |  |  |  |

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|  | Y5 Target: Greater Depth | Target achieved | | |
|  | **The pupil can:** | | | |
|  | * write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) |  |  |  |
|  | * distinguish between the language of speech and writing3 and choose the appropriate register |  |  |  |
|  | * exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this |  |  |  |
|  | * use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. |  |  |  |