**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *All of the targets below will be evident in indeoendent writing, with some occasional lapses.* | | | | | | |
| **Year 5: Working at The Expected Standard** | **A1** | **A2** | **Sp 1** | **Sp 2** | **Su 1** | **Su 2** |
| I can write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. |  |  |  |  |  |  |
| Across a range of narrative writing, I can describe settings, characters and atmosphere to consciously engage the reader (e.g. expanded noun phrases and adverbials; adventurous vocabulary). |  |  |  |  |  |  |
| I can select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. |  |  |  |  |  |  |
| I can begin to proofread work to precis (summarise) longer passages by removing unnecessary repetition or irrelevant details. |  |  |  |  |  |  |
| I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. |  |  |  |  |  |  |
| I can create paragraphs that are usually suitably linked. |  |  |  |  |  |  |
| I can use synonymns and pronouns to avoid repetition. |  |  |  |  |  |  |
| I can use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. |  |  |  |  |  |  |
| I can use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. |  |  |  |  |  |  |
| I can use verb tenses consistently and correctly throughout my writing. |  |  |  |  |  |  |
| I can use commas to clarify meaning or to avoid ambiguity with increasing accuracy. |  |  |  |  |  |  |
| I can use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. |  |  |  |  |  |  |
| I can link clauses in sentences using a range of subordinating and coordinating conjunctions. |  |  |  |  |  |  |
| I can use brackets, dashes or commas to begin to indicate parenthesis. |  |  |  |  |  |  |
| I can use inverted commas and other speech punctuation to indicate direct speech. |  |  |  |  |  |  |
| I can use apostrophes for contractrions/possesive apostrophe with plural and singular nouns mostly correctly. |  |  |  |  |  |  |
| I can spell homophones correctly, e.g. their, their, they’re, your, you’re, to, too. |  |  |  |  |  |  |
| I can spell many words correctly from the Y5/6 statutory spelling list. 50%+ |  |  |  |  |  |  |
| I can write in a joined legible style with increasing fluency. |  |  |  |  |  |  |
| **Total (19):** |  |  |  |  |  |  |