



Year 5 & 6 Writing Targets



Name: _____

By the end of Year 5...

By the end of Year 6...

Writing: Composition Targets

To write with purpose	<ul style="list-style-type: none"> *I am beginning to show an awareness of the audience in my writing. *With the support of a success criteria, my writing is in line with purpose. *I include the main features of a type of writing.
To use imaginative description	<ul style="list-style-type: none"> *I can write character and setting descriptions that are successfully developed. *My plots in stories are successfully developed. *I am beginning to use similes, alliteration, metaphors and personification appropriately. *I generally write about characters, settings and atmosphere in separate paragraphs or blocks.
To organise writing appropriately	<ul style="list-style-type: none"> *I can use a range of connectives as organisational devices. *My tenses are generally correct throughout a piece of writing, although there may be exceptions. *I am showing a growing awareness of effective grammar and punctuation.
To use paragraphs	<ul style="list-style-type: none"> *With support, my paragraphs have a clear purpose. *Occasionally, my paragraphs refer to previously introduced ideas. *My shorter pieces of writing are clear and cohesive, longer pieces may lack cohesion.
To use sentences appropriately	<p>Some of the features listed are evident:</p> <ul style="list-style-type: none"> *relative clauses *mixture of active and passive voice *modal verbs *relative pronouns *clear subject and object. *brackets *hyphens, colons and semi colons *Parenthesis *bullet points.

<ul style="list-style-type: none"> *I am able to identify the audience and my writing shows an awareness of it. *I can choose the appropriate form of writing to suit the purpose. *I can use the main features of a type of writing.
<ul style="list-style-type: none"> *I can use techniques which authors have used to create characters, settings and plots. *My writing demonstrates a lively imagination, including successful use of alliteration, similes, metaphors and personification. *I can interweave descriptions of characters, settings and atmosphere with dialogue.
<ul style="list-style-type: none"> *I can use organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining. *Effective grammar and punctuation are often used, to both change and enhance writing. *Tenses are used correctly throughout my writing.
<ul style="list-style-type: none"> *My paragraphs show a clear purpose and logical sequence. *My writing, including longer pieces, are written cohesively.
<p>Most of the features listed are evident:</p> <ul style="list-style-type: none"> *relative clauses *mixture of active and passive voice *modal verbs *relative pronouns *clear subject and object. *brackets *hyphens, colons and semi colons *Parenthesis *bullet points.

Writing: Transcription Targets

To present neatly	*My writing is presented in a legible style.
To spell correctly	<ul style="list-style-type: none"> *I am beginning to use prefixes appropriately. *I can attempt to spell words with silent letters, although there may be errors. *My spelling shows a good understanding of the rules and exception of rules. *I can use dictionaries and thesaurus correctly.
To punctuate accurately	<p>Some of the features listed are evident:</p> <ul style="list-style-type: none"> *Indicate grammatical and other features by: <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity -using hyphens -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark clauses. -using a colon to introduce a list -punctuating bullet points consistently.

<ul style="list-style-type: none"> *My writing is fluent and legible, with some evidence of a personal style.
<ul style="list-style-type: none"> *I can use prefixes and suffixes with accuracy. *I can spell some words with silent letters e.g. knight, psalm, solemn. *I can spell the vast majority of words correctly, including those listed in appendix 1. *I can distinguish between homophones and other words which are often confused.
<p>Most of the features listed are evident:</p> <ul style="list-style-type: none"> *Indicate grammatical and other features by: <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity -using hyphens -using brackets, dashes or commas to indicate parenthesis. -using semi-colons, colons or dashes to mark clauses. -using a colon to introduce a list -punctuating bullet points consistently.

Writing: Analysis and Presentation Targets

To analyse writing	<p>I can use and understand grammatical terminology when discussing reading and writing.</p> <p>*relative clause *modal verb *dash</p> <p>*determiner *cohesion *ambiguity</p> <p>*parenthesis *bracket *relative pronoun</p>	<p>I can use and understand grammatical terminology when discussing reading and writing.</p> <p>*active and passive voice *subject and object</p> <p>*colon *semi-colon *bullet points</p> <p>*hyphen *synonym</p>
To present writing	<p>*My performances show growing awareness and experimentation with intonation, volume and pace.</p>	<p>*My performances show confidence, appropriate intonation and good pace and volume.</p>

Teacher assessment framework at the end of key stage 2 – writing

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

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.[^]

[There are no additional statements for spelling or handwriting]