

Barlby Primary School – Year 5 Writing Assessment Targets



Name: _____

By the end of Year 5, I will be able to..

Spelling	Handwriting and Presentation	Composition	Vocabulary, Punctuation and Grammar
Spell words ending in -ant, -ance, -ancy, -ent, -ency	Write legibly, fluently and with increasing speed Choose which shape of a letter to use and decide when to join letters Choose the writing implement that is best suited for the task	Identify the audience, purpose, structure and features needed for a text	Use formal vocabulary and structures in writing and speeches, e.g. use the subjunctive (to demand that, to insist that)
Spell words ending in -able, -ably, -ible, -ibly		Write from different points of view	Use the perfect form of verbs to show time and cause, e.g. I have made dinner, I have been working.
Spell words ending in -cious, -tious		Use reading, research and notes to develop my ideas	Use expanded noun phrases (adjective, adjective, noun), e.g. glaring hot sun
Spell words containing ough and ei			Select appropriate grammar and vocabulary to support the meaning of my text
Spell words containing a silent t and/or b, e.g. comb, doubt, nestle, soften		Describe settings characters and atmosphere as well as include dialogue to advance the action (narratives)	Use relative clauses, using who/which/where/whose/that or with
Spell words ending in -tial			Structure paragraphs, e.g. using then/after/that/this/firstly, use topic sentences
Spell more difficult homophones, e.g. using -ce and -se such as advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy		Link ideas across paragraphs by using time adverbials, e.g. later, place, e.g. nearby, number, e.g. secondly, tense, e.g. he had seen her before	Use commas accurately to show meaning
Spell most words correctly from the Years 3 and 4 spelling list		Make links between my introduction and conclusion	Use brackets, dashes or commas for parenthesis (marking subordinate clauses)

Spell some words correctly from the Years 5 and 6 spelling list		Structure texts clearly, e.g. using headings, subheadings, bullet points, underlining	Punctuate bullet points consistently
		Assess mine and other peoples writing clearly	Convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, -ify
		Suggest changes to vocabulary, grammar, and punctuation to improve writing	Understand the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
		Maintain accurate tense throughout my writing, e.g. stay in the same tense or change when appropriate	
		Use accurate subject verb agreement including for singular and plural, e.g. My dog always growls at the postal carrier. Basketballs roll across the floor.	
		Understand the appropriate format to apply in my writing, e.g. informal/formal, 1st/3rd person	
		Proof read and evaluate my writing with a teacher or peer to check for spelling and punctuation errors	