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| --- | --- | --- | --- |
| **Year 5 Writing Targets** | **Advent** | **Lent**  | **Pentecost** |
|  | **Date** | **Date** | **Date** | **Date** |
| **Genre** | **Genre** | **Genre** | **Genre** |
| **Focus** | **Target** |
| **Handwriting** | **1** | I can use the diagonal and horizontal strokes needed to **join letters** in my writing |   |   |   |   |   |   |
| **Word** | **2** | I can convert **nouns or adjectives** into verbs using suffixes  |   |   |   |   |   |   |
|   |   |
| **3** | I can use **challenging and new vocabulary** |   |   |   |   |   |   |
| **4** | I can spell many common exception words from the year **3/4 spelling list** |   |   |   |   |   |   |
| **5** | I can spell many common exception words from the year **5/6 spelling list** |   |   |   |   |   |   |
| **Sentence** | **6** | I can write for a **particular audience** relaying my ideas clearly and cohesively |   |   |   |   |   |   |
| **7** | In narratives, I am beginning to **describe settings, character and atmosphere** |   |   |   |   |   |   |
| **8** | I can use **relative clauses** - who, which, when, where, whose, that - (e.g. Mario, *who wasn’t listening*, stared out of the window) |   |   |   |   |   |   |
| **9** | I can indicate degrees of possibility using **adverbs** (*perhaps, surely, quickly, excitedly*) |   |   |   |   |   |   |
| **10** | I can indicate degrees of possibility using **modal verbs** (e.g. *would, could, might, should, will)* |   |   |   |   |   |   |
| **11** | I can use **correct verb tenses** throughout a whole piece of writing |   |   |   |   |   |   |
| **Text** | **12** | I can vary connectives (*then, after that, this, firstly*) to **build cohesion in a paragraph** |   |   |   |   |   |   |
|   |   |
| **13** | I can link my ideas across paragraphs using **adverbials** of time (later), place (nearby) and number (secondly)  |   |   |   |   |   |   |
|   |   |
|  | **14** | I can use **conjunctions** to build cohesion |   |   |   |   |   |   |
| **Punctuation** | **15** | I can use **brackets, dashes or commas to indicate parenthesis** |   |   |   |   |   |   |
|   |   |
| **16** | I can use **commas** to clarify meaning and in a list |   |   |   |   |   |   |
| **17** | I can use an **apostrophe** in contracted forms |   |   |   |   |   |   |
| **Editing** | **18** | I can **proof read** for spelling and punctuation errors using green pen |   |   |   |   |   |   |
| **Oracy** | **19** | I can **read and perform** my own compositions using **intonation** and volume |   |   |   |   |   |   |