

Year 5 Writing Targets – Pupil Asset order

	Foundational and Conceptual Achievement Statements	I am working towards ARE	I am at ARE	I am working at greater depth
5F8	I can use all of the key words to explain the grammar in my writing (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)			
5F12	I can use commas to clarify meaning in my writing			
5F13	I can use brackets, dashes or commas to show where additional information has been added to a text			
5F7	I can use relative clauses (e.g. beginning with who, which, where, when) in my writing			
5C3	I can set out a report like a newspaper article (headings, sub-headings, columns)			
5C4	I can describe a setting for a story well			
5C5	I can plan a piece of writing including how characters and the plot will develop			
5C6	I develop action and dialogue between my characters			
5C7	I can independently recognise and know when to use formal and informal language			
5C8	I can lay out two sides of an argument			
5C9	I can use selected words to build cohesion within paragraphs (e.g. then, after, this)			
5C10	I can link ideas across paragraphs			
5C11	I can review and edit my work to improve its impact			
5F1	I can spell at least half of the words on the Y5/6 word list (see NC guidance)			
5F2	I can check my work for errors in spelling and punctuation			
5F3	I can convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify')			
5F4	I can add prefixes to verbs to change their meaning (e.g. 'dis-', 'de-', 'mis-', 'over-', 're-')			
5F5	I can spell some words with silent letters (e.g. knight, psalm, solemn)			
5F6	I can usually spell homophones correctly			

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5C1	I can highlight the most important details in a text that I want to summarise			
5C2	I can write a shortened version of a text that has most essential details in it			