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| **Working Towards** | **Grammar & Punctuation**   1. I can use apostrophes for contraction mostly correctly. 2. I can use capital letters, full stops, question marks, exclamation marks, commas for lists. 3. I can use fronted adverbials *e.g. later that day,*   **Composition & Effect**   1. I can use paragraphs to organise ideas. 2. I can use some cohesive devices within and across sentences and paragraphs.   **Penmanship & Spelling**   1. I can spell most words correctly (3 – 4.) 2. I can produce legible joined handwriting. |
| **Working At** | **Grammar & Punctuation**   1. Use expanded noun phrases. 2. I can use inverted commas to show direct speech. 3. I can use brackets and dashes to add extra information. 4. I can use a colon to introduce a list. 5. I can use expanded noun phrases. 6. I can use hyphens e.g. man-eating shark.   **Composition & Effect**   1. Describe settings and characters using a range of adjectives. 2. Use dialogue to convey a character e.g. ‘snapped the teacher’. 3. I can use adverbials across sentences and paragraphs.   **Penmanship & Spelling**   1. My writing is consistently the same size, joined and legible. 2. I can spell most words correctly\* (years 5 and 6.) 3. I can spell common homophones correctly. 4. My writing is mostly joined. |
| **Greater Depth** | * I can use dashes, commas and brackets for parenthesis. * I can select words with care and attention. * My writing is always joined using the cursive style. |

**Year 5 Writing Targets**