

Barkisland CE VA Primary School



Writing Targets

Stage 5



Wicked Writing

W1. I can identify the audience and purpose for writing and choose a suitable writing model <i>e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.</i>						
W2. I can develop characters through action and dialogue.						
W3. I can draw on my reading to help me develop my own characters and settings in my writing.						
W4. I can use direct speech to tell the reader about a character.						
W5. I can create more interesting characters by focusing on details of their behaviour and interaction with others.						
W6. I can vary the opening of my writing to grab the reader's attention <i>e.g. action, dialogue, description.</i>						
W7. My paragraph structure is controlled to shape a piece of writing <i>e.g. 5 paragraph structure involving a build-up, conflict and resolution.</i>						
W8. My paragraphs follow a logical sequence and are linked in a range of ways <i>e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph.</i>						
W9. I use paragraphs of varying length to achieve pace and emphasis and to structure the plot.						
W10. I can draw on my reading and research to plan and develop my ideas <i>e.g. using a spidergram model to organise and develop ideas drawn from reading and research.</i>						
W11. I can use a range of organisational features to structure my writing.						
W12. I can evaluate and edit my writing in relation to a success criteria.						
W13. I can listen to and respond to feedback from a response partner or teacher and re-think my writing as a consequence.						
W14. I can assess the effectiveness of others' writing <i>e.g. peers/writers.</i>						
W15. I can proof-read my work for spelling and punctuation errors.						
W16. I can précis longer passages						
W17. I can identify examples of informal and formal speech patterns and structures <i>e.g. uses of dialect, slang, idioms</i>						
W18. I can use informal and formal speech patterns and structures in my writing <i>e.g. dialect, slang, idioms</i>						

Great Grammar and Wonderful Words

G1. I can use metaphors and similes in my writing.						
G2. I can use personification in my writing.						
G3. I can use onomatopoeia in my writing.						
G4. I can use relative clauses in my work <i>e.g. who, which, where, when, whose.</i>						
G5. I can use adverbs (perhaps/surely) and modal verbs (could, would, will, might, must) to indicate possibility.						
G6. I use adverbials of time (<i>e.g. later</i>), place (<i>e.g. nearby</i>) or number (<i>e.g. secondly</i>) to link my ideas in my writing and across paragraphs.						
G7. I build cohesion within my work and across paragraphs by making careful tense choices.						
G8. I can use expanded -ed clauses as starters <i>e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</i>						
G9. I can use expanded -ing clauses as starters <i>e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i>						
G10. I can drop in -ing clauses in my sentences <i>e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i>						
G11. I can use adverbial phrases <i>e.g. Beyond the dark gloom...</i>						
G12. I can use the present perfect form of verbs to mark relationships of time and cause <i>e.g. She has gone on holiday/The coach has left without you.</i>						
G13. I use powerful vocabulary to add tension or deepen the reader's understanding of a specific situation.						
G14. I use a range of technical vocabulary in my fiction & non-fiction writing where appropriate.						
G15. I can ensure the consistent and correct use of tense throughout a piece of writing.						
G16. I am consistent in the use of language associated with first, second and third person.						

Perfect Punctuation

P1. I can use brackets, dashes or commas to indicate parenthesis.						
P2. I can use commas to clarify meaning or avoid ambiguity.						
P3. I can use rhetorical questions.						
P4. I can use ellipses in order to create greater clarity and effect in my writing.						
P5. I can use a colon to introduce a list.						

Super Spelling

S1. I understand the rules for adding prefixes and suffixes and can spell these accurately in my writing.						
S2. I can form verbs with prefixes (e.g. mistreated, recharge)						
S3. I can convert nouns or adjectives into verbs by adding a suffix (e.g. dark to darken, assassin to assassinate)						
S4. I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency						
S5. I can spell words ending in -able, -ible, -ably, -ibly						
S6. I can spell words using the hyphen (co-own, re-enter)						
S7. I know and use the 'I before e' rule following c.						
S8. I can spell words containing the letter-string ough (rough, bought, although, plough)						
S9. I can spell words with 'silent' letters (e.g. doubt, island, thistle, knight)						
S10. I can spell and distinguish between homophones and other words that are often confused (advice/advise, guest/guessed, herd/heard, who's/whose)						
S11. I can spell some of the words on the Year 5/6 list and apply these to my writing.						
S12. I have a good attitude towards spelling e.g. <i>I learn my spellings, I try my best at spelling</i>						
S13. I try hard to apply my spellings to my writing						
S14. I can identify spelling errors and edit where needed.						

Handy Handwriting

H1. My style of writing is consistently neat, legible and joined where appropriate.						
H2. My handwriting is adapted to suit the purpose.						
H3. I use different styles of handwriting for different purposes with a range of media, developing a consistent and personal style.						
H4. I know when to use an un-joined style of handwriting e.g. labelling a diagram, writing an email address, for algebra or filling in a form.						

Terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, verb, prefixes.