

Band 5 Writing Targets

Targets	Date Completed
Spelling	
I can spell some more complex words correctly including words that are often misspelt.	
I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.	
Handwriting	
I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.	
I can produce legible joined handwriting.	
Composition	
I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.	
I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.	
I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.	
I can mark and edit work to have the correct tense throughout.	
I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.	
Vocabulary, Grammar and Punctuation	
I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.	
I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.	
I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.	
I can use commas to make my writing clear to the reader.	