



**Brookfield Primary YEAR 5 WRITING TARGET SHEET**

| TEACHER |  | NAME   | CHILD |  |  |
|---------|--|--|-------|--|--|
|         |  | <b>T1</b> I have <b>fluent, joined up</b> handwriting  |       |  |  |
|         |  | <b>T2</b> I can use <b>paragraphs</b>  |       |  |  |
|         |  | <b>T3</b> I can use <b>capital letters</b> for proper nouns<br>(Brookfield, Miss Morley, Cheam)  |       |  |  |
|         |  | <b>T4</b> Can I use <b>question marks (?)</b> and <b>exclamation marks (!)</b>   |       |  |  |
|         |  | <b>T5</b> I can use <b>commas</b> for lists<br><b>The ravenous dog had: shaggy hair, a blue collar and appeared lost.</b>                              |       |  |  |
|         |  | <b>T6</b> I can use <b>apostrophes</b> for <b>contraction</b><br>(It's Can't I'm)  |       |  |  |
|         |  | <b>T7</b> I can use <b>commas</b> to make my writing clear   |       |  |  |
|         |  | <b>T8</b> I can use a <b>dash</b> in my writing –  |       |  |  |
|         |  | <b>T9</b> I can sometimes use <b>parenthesis (...)</b>   |       |  |  |
|         |  | <b>T10</b> I can sometimes use <b>semi-colons (;)</b> and <b>colons (:)</b>  |       |  |  |
|         |  | <b>T11</b> I can expanded noun phrases effectively to add detail<br><b>The evil-looking, ruthless man, with a venomous smile and glaring eyes.....</b> |       |  |  |
|         |  | <b>T12</b> I can create settings through accurate description<br><b>'show not tell'</b>  |       |  |  |
|         |  | <b>T13</b> I can create character descriptions through accurate description<br><b>'show not tell'</b>  |       |  |  |
|         |  | <b>T14</b> I can use <b>coordinating conjunctions</b> to join sentences<br><b>(FANBOYS)</b>  |       |  |  |
|         |  | <b>T15</b> I can use <b>subordinating conjunctions</b> to join sentences<br><b>(AWUBIS)</b>  |       |  |  |
|         |  | <b>T16</b> I can use <b>relative clauses (who, which, whom)</b>  |       |  |  |
|         |  | <b>T17</b> I can use <b>subordinate clauses (AWUBIS)</b>   |       |  |  |
|         |  | <b>T18</b> I can make writing flow and make sense ( <b>cohesion</b> )  |       |  |  |
|         |  | <b>T19</b> I can use <b>dialogue</b> between characters to add <b>effect</b>   |       |  |  |
|         |  | <b>T20</b> I can use <b>action</b> to advance speech<br>(... <b>yelled the man, as he ran away in fear.</b> )  |       |  |  |
|         |  | <b>T21</b> I can use <b>adverbials</b> that define possibility (possibly, probably)  |       |  |  |
|         |  | <b>T22</b> I can use <b>adverbials</b> in and across paragraphs  |       |  |  |
|         |  | <b>T23</b> I can use a <b>variety of clauses</b> at the start, middle and the end of sentences.  |       |  |  |
|         |  | <b>T24</b> I can use <b>adverbs</b> effectively to add detail  |       |  |  |
|         |  | <b>T25</b> I can use <b>modal verbs (will, could, should)</b>  |       |  |  |
|         |  | <b>T26</b> I can <b>check</b> my spelling using a dictionary   |       |  |  |
|         |  | <b>T27</b> I can use <b>suffixes</b> and <b>prefixes</b> accurately  |       |  |  |
|         |  | <b>T28</b> I can <b>edit, up-level</b> and <b>polish</b> my writing using a purple pen   |       |  |  |
|         |  | <b>T29</b> I can spell <b>most year 5 words</b> correctly  |       |  |  |