

## Target Tracker Statements – Writing Band 5

Band 5 Statements for Spelling	
1.	I can spell word endings which sound like "shus" spelt -cious or -tious eg vicious, delicious, ambitious, cautious
2.	I can spell word endings which sound like "shil" spelt -cial or -tial eg official, partial
3.	I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency eg transparent/transparency, tolerant/tolerance
4.	I can spell words ending in -able and -ible also -ably and -ibly eg adorable, possible, adorably, possibly
5.	I can spell words containing the letter-string "ough" eg bought, rough, through, bough
6.	I can spell some words with "silent" letters eg knight, psalm, solemn
7.	I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically
8.	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
9.	I can use a thesaurus

Band 5 Statements for Composition	
<b>10.</b>	<b>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</b>
11.	I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary
12.	I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films
13.	I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) -
<b>14.</b>	<b>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood</b>
15.	I can draft and write by summarising longer passages
16.	I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph
17.	I can draft and write by linking ideas across paragraphs using adverbials of time eg later, place, eg nearby and number,
18.	eg secondly or tense choices eg he had seen her before
<b>19.</b>	<b>I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing eg letter, leaflet, information text, instructions</b>
20.	I can give feedback on and improve my own writing and my classmates

21.	I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer
<b>22.</b>	<b>I can mark and edit work to have the correct tense throughout</b>
23.	I can mark and edit work to have the correct subject and verb agreement
24.	I can read work looking for spelling errors and correct them using a dictionary
<b>25.</b>	<b>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</b>
26.	I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear

Band 5 Statements for Vocabulary, Grammar and Punctuation	
<b>27.</b>	<b>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify eg elasticate, standardise, solidify</b>
28.	I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-
29.	I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun
<b>30.</b>	<b>I can indicate degrees of possibility using adverbs eg perhaps, surely or modal verbs eg might, should, will, must</b>
<b>31.</b>	<b>I can use devices to build cohesion within a paragraph eg then, after that, this, firstly</b>
32.	I can link ideas across paragraphs using adverbials of time eg later, place eg nearby and number eg secondly or tense choices eg he had seen her before
33.	I can use brackets and can also use dashes or commas for the same purpose
<b>34.</b>	<b>I can use commas to make my writing clear to the reader</b>
35.	I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity