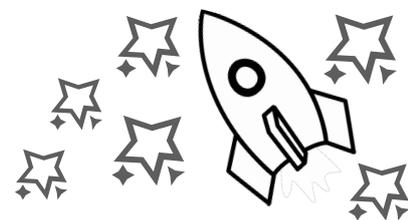


# Achievement Statements

## Year 5 Writing



Foundational Achievement Statements		Power Statement
I can spell at least half the words on the year 5/6 word list (see NC guidance)		☆
I can check my work for errors in spelling and punctuation		☆
I can convert nouns or adjectives into verbs using suffixes (e.g. -'ate', '-ise', '-ify')		
I can add prefixes to verbs to change their meaning (e.g. 'dis-', 'de-', 'mis-', 'over-', 're'-)		
I can spell some words with silent letters (e.g. knight, psalm, solemn)		☆
I can usually spell homophones correctly		☆
I can use relative clauses (e.g. beginning with who, which, where, when) in my writing		☆
I can use all of the key words to explain the grammar in my writing (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion ambiguity)		☆
Conceptual Achievement Statements		Power Statement
I can highlight the most important details in a text that I want to summarise		☆
I can write a shortened version of a text that has most essential details in it		☆
I can set out a report like a newspaper article (headings, sub-headings, columns)		☆
I can describe a setting for a story well		☆
I can plan a piece of writing including how characters and the plot will develop		☆
I develop action and dialogue between characters		☆
I can independently recognise how and when to use formal and informal language		☆
I can lay out two sides of an argument		
I can use selected words to build cohesion within paragraphs (e.g. then, after, this)		☆
I can link ideas across paragraphs		☆
I can review and edit my work to improve its impact		☆
I can use commas to clarify meaning in my writing		
I can use brackets, dashes or commas to show where additional information has been added to a text		☆

### The Progression of Evidence

This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.
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