## LITERACY HOUR - TARGET STATEMENTS - RECORD SHEET.

YEAR 5. As for Year 4 and ....

		YEAR 5. As for Year 4	and	••••					1			
$\left  \right $	Group.	NAME.										
		Date of birth.										
	Reading age.	/ = . / = .										
	Spelling age.	/ = . / = .										
		Spell words for Year 5 in Appendix List 2 in NLS Framework										
W		Spell words containing more complex prefixes and suffixes e.g. circum; im;tion.; cian.										
O R	SPELLING	Have strategies for spelling unstressed vowels in polysyllabic words, e.g. etymological, mnemonic.										
D R		Spell inflected forms of words containing short vowels and split diagraphs, hop & hope, doubling the final consonant where necessary. E.g. hopping or replacing the final 'e' - hoping Use the apostrophe accurately for words ending in 's' e.g. dad's										
		shoes; Their dad's tickets; (possession); dad's in the bath(contraction; Their dads were all going to the match(plural)										
S	STYLE: Language effects	Use well-chosen phrases and vocabulary to engage the reader										
		Use appropriate grammatical features for different text types. Write complex sentences, selecting and using a wide range of	-						<u> </u>		┢──┥	
Ĕ	STYLE: Sentence construction	subordinators										
		Adapt or rearrange sentences in relation to text type, using subordinate clauses to add information, to give reasons and to explain										
N T		Select appropriate word order in sentences to create interest and to increase precision, clarity and economy.										
Ē		Write using direct and reported speech										
		Demarcate at least three out of four sentences correctly using the Y4 range of punctuation marks.										
N C	PUNCTUATION	Use punctuation to create effects. e.g slowing the pace of a sentence										
		Make more use of commas to separate items in a list, clauses and phrases										
E		Use speech marks, with new lines for speaker and correct punctuation.										
		Secure apostrophe for possession and omission										
T E X T	PURPOSE AND ORGANISATION	Use a repertoire of casual and logical connectives as well as those that signal time e.g however, therefore, next, meanwhile.										
		Secure grammatical agreement and coherence to avoid ambiguities and contradiction										
		Draw writing, both narrative and non-fiction forms, towards a defined conclusion.										
		Suggest insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader										
		Use setting to create and reflect changes in mood.										
		In non-fiction, apply features of non-fiction types for use in other curriculum subjects e.g. instructional texts for Technology										
		Use paragraphs to structure plot, by shifting paragraphs for change of time, scene, action, mood or person.										
		In non-fiction, elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose.										
		Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or by use of specific detail										
		Adapt writing to be concise and clear, and use an impersonal style.										
	PROCESS	Log ideas for writing in a journal.										
		Map text structures and lines of development										
		Review and edit writing to produce final form, matched to the needs of an identified reader										
		Refine own writing and evaluate work.				_	_					
P		Target statements – Record Chart 5 – Hard disc –	L'Anne a					•	•		<u>_</u>	

Target statements - Record Chart 5 - Hard disc - Literacy Hour