

Name: _____



Year 5 Writing Checklist

Non negotiable

previous year objectives

--- No evidence in this text

--- Not looking for evidence in this text type

Overall: Evidence in text

Some evidence

Most evidence

✓ Secure evidence

Working towards the expected standard						
Date:						
Genre						
• Using some paragraphs to organise ideas						
• In narratives, describing some settings and characters	S C	S C	S C	S C	S C	S C
• In non-narrative writing, use some simple devices to structure the writing (headings, sub-headings, bullet points etc)						
• using some coordinating / subordinating conjunctions to extend with detail.						
• Use correct tense (mostly correct) throughout						
Punctuation correct all of the time (anything less is PKS)	capital letters					
	full stops					
	question marks					
	commas for lists					
	apostrophes for contraction					
• spelling most words correctly (year 3 and 4)						
• spelling some words correctly (year 5 and 6)						
• mostly producing legible handwriting – letter size and spacing						
• using a range of devices to build cohesion: use a <i>range</i> of conjunctions; adverbials to show time (<i>later</i>), place (<i>nearly</i>) and number (<i>secondly</i>); synonyms mostly	c a s	c a s	c a s	c a s	c a s	c a s
Using commas after fronted adverbials mostly (Year 4)						
• Inverted Commas and related punctuation mostly (Year 3 and 4)						
• Apostrophes for possession and plural possession mostly (Year 4)	p pp	p pp	p pp	p pp	p pp	p pp
Working at the expected standard						
• Select language that shows good awareness of the reader (e.g. the use of 1 st person in a diary; direct address in instructions and persuasive writing).						
In narratives, describing settings, characters and atmosphere mostly (figurative language)	S C A	S C A	S C A	S C A	S C A	S C A
• Using verb tenses consistently and correctly throughout their writing						
• Cohesion within a paragraph (then, after, that, this, firstly) mostly (Year 5)						
• Using dialogue to convey character and advance the plot mostly (Year 5)						
• Using different clauses eg: compound, complex and embedded with the correct use of commas mostly (Year 5)						
• Use relative clauses (beginning with: who, which, where, when, whose, that) mostly (Year 5)						
• Using a range of modal verbs (might, should, will, must) and adverbs (perhaps, surely) mostly (Year 5)	m a	m a	m a	m a	m a	m a
• Commas to clarify meaning or avoid ambiguity mostly (Year 5)						
• Parenthesis – Brackets, Dashes and commas mostly (Year 5)	() - - "	() - - "	() - - "	() - - "	() - - "	() - - "
• Spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or ambitious vocabulary.	5/6 A	5/6 A	5/6 A	5/6 A	5/6 A	5/6 A
• Maintaining legibility in joined handwriting when writing at speed						
Working at greater depth						
Distinguish between the language of speech and writing and choose the appropriate register						
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
Use the range of punctuation taught at Key Stage 2 correctly (see above) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity						
Other						
Word: converting nouns or adjectives into verbs using suffixes [eg: -ate, -ise, ify]						
Word: verb prefixes [eg: dis-, de-, mis-, over-, re-]						
Terminology: modal verb						
Terminology: relative pronoun						
Terminology: relative clause						
Terminology: parenthesis						
Terminology: cohesion						
Terminology: ambiguity						

