Year 5 writing checklist – working at expected standard

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| **Pupil(s) are beginning to independently apply their knowledge:** |
| **Composition and effect** |
| To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. |
| To describe settings, characters and atmosphere to consciously engage the reader. |
| To use dialogue to convey a character and advance the action with increasing confidence. |
| To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. |
| To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details. |
| To create paragraphs that are usually suitably linked. |
| To proofread their work and assess the effectiveness of their own and others’ writing and make necessary corrections and improvements. |
| **Grammar and punctuation** |
| To use the full range of punctuation from previous year groups. |
| To use commas to clarify meaning or to avoid ambiguity with increasing accuracy |
| To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly. |
| To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. |
| To use brackets, dashes or commas to begin to indicate parenthesis. |
| To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. |
| **Transcription** |
| To spell many verb prefixes correctly, e.g. **de**activate, **over**turn, **mis**conduct, etc. |
| To convert nouns or adjectives into verbs using suffixes, e.g. design**ate**, class**ify**, critic**ise**, etc. |
| To spell many complex homophones correctly, e.g. affect/ effect, practice/practise, etc. |
| To spell many words correctly from the Y5/6 statutory spelling list. |
| To write legibly, fluently and with increasing speed. |