

Year 5 Writing Checklist

<i>Pupils are beginning to independently apply their knowledge:</i>	
Composition	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 proofread work to precise 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 capital letters, full stops, question marks, exclamation marks, commas, brackets, dashes and inverted commas.
	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. designate, classify, criticise, etc.
	To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
	To spell many words correctly from the Year 5/6 statutory spelling list.
	To write legibly, fluently and with increasing speed.