

My Year 5 Writing Checklist

	Working at the Expected Standard, I can:	
1	<p>Use a range of punctuation taught up to and including Y5 mostly accurate:</p> <ul style="list-style-type: none"> • CL • FS • ! • ? • “” • ’ contraction and possession, both singular and plural • Commas are used to support meaning (in lists, after a fronted adverbial, to punctuate a relative clause) • () - - and , , used for parenthesis. E.g. My teacher (Mr Birch) is excellent at Science. My friend, Kayden, never does his homework. • Use of the colon to introduce a list and semi-colons within lists. 	
2	Use joined handwriting.	
3	Choose noun or pronoun appropriately e.g. she, he, we, they, it, Simon.	
4	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> . e.g. <i>The table which sits by the window is now faded by the sun’s rays.</i>	
5	Use expanded noun phrases e.g. ‘the teacher’ expanded to ‘the strict teacher with curly hair’.	
6	<p>Use a range of techniques to link ideas within a paragraph:</p> <ul style="list-style-type: none"> • Conjunctions e.g. Meanwhile, Although, As a result, In contrast, Furthermore • Adverbials of Time e.g. Yesterday, On Tuesday, Immediately after, As soon as • Place e.g. Back at the house, In the distance, Behind the building • Number or frequency e.g. Once again, Never before, Rarely, 	
7	Writing addresses the audience and purpose	
8	Choose the correct spellings and show evidence of Y5/6 spelling words.	
9	Proofread and amend for errors.	
10	<p>Use a range of ways to show possibility</p> <ul style="list-style-type: none"> • Modal verbs e.g. must, might, will, could, may, • Adverbs e.g. certainly, definitely, surely, obviously, probably, undoubtedly 	

Year 5	
Working at the Greater Depth Standard, I can:	
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types.)	
Reflect the level of formality required to suit the audience and purpose, through vocabulary and grammatical structures (e.g. passive and active voice; subjunctive form, non-contracted verbs)	
Use the range of punctuation taught up to Year 5 correctly, beginning to use it to enhance meaning (e.g. semi-colons, brackets, dashes and colons to introduce lists)	