

Year 5 Writing Checklist

Writing - Working Towards the Expected Level		Name:					
Writing Tasks		Evidence					
Write for a range of purposes							
Use paragraphs to organise ideas							
In narratives, describe settings and characters							
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
using co-ordinating and subordinating conjunctions							
using mostly correctly	use capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
	apostrophes for contraction						
spelling most words correctly* (year 3 and 4)							
spelling some words correctly* (year 5 and 6)							
write legibly							

Writing - Working At the Expected Level	Name:						
Writing Task	Evidence						
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)							
In narratives, describe settings, characters and atmosphere							
Integrate dialogue in narratives to convey character and advance the action							
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs							
use verb tenses consistently and correctly throughout their writing							
use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
spell correctly most words from the year 5 / year 6 spelling list							
use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
maintain legibility in joined handwriting when writing at speed							

Writing - Working At Greater Depth Within the Expected Level	Name:						
Writing Tasks	Evidence						
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)							
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)							
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 (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity							