**Year 5 Writing Checklist**

Children must be secure in standard preceding before being assessed at EXS or GDS.

Year 5 writing expectation: 5 paragraphs of 4-5 sentences



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| **Working towards the expected standard Date:** | |  |  |  |  |  |  |
| * Using paragraphs to organise ideas | |  |  |  |  |  |  |
| * In narratives, describing settings, characters and actions | |  |  |  |  |  |  |
| * In non-narrative writing, use simple devices to structure the   writing (headings, sub-headings, bullet points etc) | |  |  |  |  |  |  |
| * using some coordinating conjunctions to extend with detail | |  |  |  |  |  |  |
| * using some subordinating conjunctions to extend with detail | |  |  |  |  |  |  |
| * trying to use modal verbs or adverbials of possibility (Year 5) | |  |  |  |  |  |  |
| * **using mostly correctly:** | capital letters |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |
| question marks |  |  |  |  |  |  |
| exclamation marks |  |  |  |  |  |  |
| commas for lists |  |  |  |  |  |  |
| inverted commas and related punctuation (year 3 and 4) |  |  |  |  |  |  |
| * spelling most words correctly (year 3 and 4) | |  |  |  |  |  |  |
| * spelling some words correctly (year 5 and 6) | |  |  |  |  |  |  |
| * mostly producing legible joined handwriting | |  |  |  |  |  |  |
|  | | | | | | | |
| **Working at the expected standard** | | **1** | **2** | **3** | **4** | **5** | **6** |
| * choose a writing style that matches purpose: developing   character setting and plot, use of presentation and devices for  non-fiction, formal or non-formal style | |  |  |  |  |  |  |
| * using a range of devices to build cohesion (e.g. conjunctions,   adverbials of time and place, pronouns) | |  |  |  |  |  |  |
| * using precise descriptive devices creating atmosphere | |  |  |  |  |  |  |
| * using dialogue to convey character and advance the plot | |  |  |  |  |  |  |
| * using commas for clarity of meaning (Year 5) | |  |  |  |  |  |  |
| * using commas after or around fronted or embedded clauses | |  |  |  |  |  |  |
| * using a range of modal verbs or adverbs | |  |  |  |  |  |  |
| * using a wide range of different conjunctions | |  |  |  |  |  |  |
| * using different clauses, including relative clauses | |  |  |  |  |  |  |
| * using passive and perfect form of verbs | |  |  |  |  |  |  |
| * using verbs create by adding – ify, -ate or –ase suffix | |  |  |  |  |  |  |
| * **using mostly correctly:** | apostrophes for contraction (Year 4) |  |  |  |  |  |  |
| apostrophes for possession (Year 4) |  |  |  |  |  |  |
| * **making some correct use of:** | Brackets (Year 5) |  |  |  |  |  |  |
| Dashes (Year 5) |  |  |  |  |  |  |
| Colons (Year 5) |  |  |  |  |  |  |
| * spelling most words correctly (year 5 and 6) and use a dictionary to check | |  |  |  |  |  |  |
| * mostly producing legible joined handwriting throughout work | |  |  |  |  |  |  |
|  | | | | | | | |
| **Working at greater depth within the expected standard** | | **1** | **2** | **3** | **4** | **5** | **6** |
| * using standard and non-standard English appropriately | |  |  |  |  |  |  |
| * maintaining detailed paragraphs | |  |  |  |  |  |  |
| * accurate use of a range of clauses with confidence | |  |  |  |  |  |  |
| * **using the full range of punctuation taught at key**   **stage 2 mostly correctly, including:** | punctuation for parenthesis |  |  |  |  |  |  |
| commas for different purposes |  |  |  |  |  |  |
| * spelling most words correctly (year 5 and 6) and use a dictionary   to check the spelling of more ambitious vocabulary | |  |  |  |  |  |  |
| * maintaining legible and fluent handwriting at all times when writing with speed | |  |  |  |  |  |  |
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| Speaking and Listening Objectives Year 5 | |
| Speaking | Listening |
| 1. Tell a story using notes designed to cue techniques, such as repetition, recap and humour. | 1. Identify different question types and evaluate impact on audience. |
| 1. Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language. | 1. Identify some aspects of talk which vary between formal and informal occasions. |
| 1. Use and explore different question types. | 1. Analyse the use of persuasive language. |
| 1. Participate in whole class debate using the conventions and language of debate, including Standard English. | 1. Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose. |