

Year 5

Writing Self-Assessment Checklist

I can use **commas** to provide clarity to the reader.

Commas can give the reader clarity. This example clarifies who is crying.

The room was full of crying babies and mothers.

The room was full of crying babies, and mothers.

I can use **modal verbs**.

Modal verbs show possibility or certainty.

Shall, may, can, ought to, will, should, must, need, might.

I can use **adverbs** and **adverbials** to detail when, why, how or where a verb happened.

Use TRaMP to add adverbs and adverbials.

Time – Last night, the cat sat.

Reason – The cat sat because it was exhausted after a long day.

Manner – The cat sat still.

Place – The cat sat in front of the fireplace.

I can use a **range of tenses** in my writing.

Simple. I ate a sandwich. I eat a sandwich. I will eat a sandwich.

Progressive. I was eating a sandwich. I am eating a sandwich. I will be eating a sandwich.

Perfect. I had eaten a sandwich. I have eaten a sandwich. I will have eaten a sandwich.

I can use **expanded noun phrases**.

Add two adjectives before a noun or an adjectival phrase after the noun.

The old, bearded wizard.

The wizard with square glasses.

I can use **co-ordinating conjunctions**.

Co-ordinating conjunctions join two independent clauses together.

for, and, nor, but, or, yet, so

I like fish. → Mum prefers chips.

I like fish, but Mum prefers chips.

I can use **subordinating conjunctions**.

Subordinating conjunctions join a subordinate clause to an independent clause.

after, when, if, that, even though, because, until, since

When it started raining, we went inside.

If I win the lottery, I want to buy a chocolate house!

I can use **inverted commas**.

“How lovely to see you!” said Mum.

I can use **apostrophes** for possession.

Apostrophes for possession show that an object belongs to someone.

The pencil belongs to Molly.

It is Molly's pencil.

I can use **parentheses** to include additional information.

Use commas, brackets or dashes for parentheses.

Dashes Upon discovering the errors – all 24 of them – she called Frank.

Brackets The president (and his assistant) travelled by jet.

Commas Shirley, the bartender, disagreed with Roger.

I can **spell** correctly.

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely, soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

I can **vary the position of clause structures**.

Fronted adverbials

Before they arrived, they received a text.

Relative/embedded clauses

John, who lives in Liverpool, enjoys reading.

I can **organise my writing** into sections/paragraphs.

Use TiP ToPD to help you to remember when to start a new paragraph.

Time, Place, Topic, Person and Dramatic Effect

I can **draft, redraft** and **edit** my work.

(If appropriate) I can use **bullet points, headings and subheadings** and **columns** in my work.

