

Year 5 writing checklist

I can:

describe settings, characters and atmosphere to consciously engage the reader.	
use dialogue to convey a character and advance the action with increasing confidence.	
select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
create paragraphs that are usually suitably linked.	
proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
use the full range of punctuation from previous year groups.	
use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	
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.	
use brackets, dashes or commas to begin to indicate parenthesis.	
use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
spell many words correctly from the Y5/6 statutory spelling list.	