



For Skills to be awarded they should be completely embedded and demonstrated in a range of contexts and learning experiences.



Year 5 Writing Checklist

Name: _____

Class: _____

Autumn Skills	Achieved	Spring Skills	Achieved	Summer Skills	Achieved
Composition		Composition		Composition	
I can compose a paragraph (including dialogue when appropriate) orally before writing		I can write in a manner that is thoughtful and considered (giving explanations, opinions, justifications and deductions)		I can organise ideas appropriately for both purpose and reader across a range of styles and forms (captions, headings, chapters, letter formats, paragraphs, contextual background information)	
I can evaluate the effectiveness of a piece of writing, incorporating elements that I like into my own		I am beginning to develop a sense of pace		I am beginning to use stylistic devices such as alliteration, onomatopoeia, similes, metaphor and pathetic fallacy to add effect to narrative writing	
Vocabulary, grammar and punctuation		I can organise my paragraphs around a theme, with some links between paragraphs		I can demonstrate an awareness of how mood and atmosphere affect the reader	
I can always use capital letters, full stops, question marks and exclamation marks accurately		Vocabulary, grammar and punctuation		Vocabulary, grammar and punctuation	
I can write extended sentences using a range of coordinating and subordinating conjunctions, including those to form relative clauses (who, which, when etc.)		I can use devices to build cohesion within paragraphs (then, after, that, this, firstly)		I can link ideas across paragraphs using adverbials of time, place and number or tense choices	
I can use apostrophes for omission and possession, including in regular and irregular plurals		I can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)		I can use brackets, dashes or commas to indicate parenthesis	
I always write sentences with accurate subject-verb agreement		I can use ambitious and varied vocabulary for detail and emphasis, with some use of expanded noun phrases, idiom, simile and metaphor		I can use commas to separate the clauses in a sentence with an embedded clause	
I can maintain an appropriate tense and person throughout my writing, using pronouns to avoid repetition		I can use commas to separate the clauses in a multi-clause sentence (main clause, subordinate clause / subordinate clause, main clause)		I can use inverted commas, commas, full stops and capital letters to demarcate direct speech accurately	
I can use commas to signify items in a list and after fronted adverbials		I can use a colon to introduce a list		Transcription and Spelling	
I can use the correct forms of determiners (e.g. <i>this</i> and <i>these</i>, <i>an</i> and <i>a</i>, etc.)		I can use a thesaurus to find synonyms of a word		I can use year-appropriate prefixes and suffixes accurately	
Transcription and Spelling		Transcription and Spelling		I can demonstrate in my writing an understanding of year-appropriate spelling rules	
I can use accurate and consistent handwriting that is joined, controlled and fluent		I can use my knowledge of other similar or related words to attempt to spell unknown polysyllabic words		I can spell all common and some year-appropriate exception words correctly and distinguish between common homophones, although I may not always use them correctly	
I can use a dictionary to check spelling, meaning or both in a dictionary		I can vary my handwriting style for different purposes and effects (e.g. note-taking, formal writing, unjoined for labels etc.)			