

**This is the Y5 checklist which we use in class.**

<b>Year 5 Writing Checklist 2019-20</b> <b>Working at the expected standard:</b>	
I can use brackets to indicate parenthesis	
I can use dashes to indicate parenthesis	
I can use commas to indicate parenthesis	
I can use commas to clarify meaning/avoid ambiguity	
I can use expanded noun phrases to convey complicated information concisely	
I can use cohesive devices (pronouns) within and across sentences and paragraphs	
I can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, must)	
I can use relative clauses beginning with who, which, where, when, whose and that	
I can create and correctly punctuate complex sentences including –ed opening clauses, -ing opening clauses and similie openers	
I can spell most words correctly (year 3 & 4)	
I can spell most words correctly (year 5)	
I can increase the legibility, quality and consistency of my handwriting	

**When you are confident in adding the above features to your work,  
we would move to use this checklist as well:**

<b>Year 5 Writing Checklist 2019-20</b> <b>Working at Greater Depth within the expected standard:</b>	
I can select vocabulary and grammatical structures that demonstrate a growing awareness of the required formality	
I can use a wide range of clause structures, sometimes varying their position within a sentence	
I can use a range of cohesive devices within and across sentences and paragraphs	
I can use the full range of punctuation taught correctly	
I can use apostrophes for possession (singular and plural) and contraction consistently	
I can use commas to mark boundaries correctly, eg – after a subordinate clause, before a relative clause	

**This is the writing checklist that you will use in Y6:**

<b>Year 6 Writing Checklist 2019-20</b> <b>Working at the expected standard:</b>	
I can 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, I can describe settings, characters and atmosphere	
I can integrate dialogue in narratives to convey character and advance the action	
I can 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)	
I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
I can use a wide range of clause structures	
I can use verb tenses consistently and correctly throughout my writing	
I can use inverted commas and other punctuation to indicate direct speech mostly correctly	
I can use brackets, commas and dashes to indicate parenthesis mostly correctly	
I can use commas for clarity mostly correctly	
I can use some semi-colons, colons, dashes and hyphens	
I can spell correctly most words (Y5/6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
I can maintain legibility in joined handwriting when writing at speed	