



Writing Checklist

Years 5&6



Spelling

- I can use dictionaries to check the spelling and meaning of words.
- I can use a thesaurus to find synonyms to improve my writing.
- I can spell words including silent letters (e.g. knight) and a range of prefixes and suffixes.
- I can spell the words in the Year 5/6 spelling list and tell the difference between common homophones (e.g. there/their/they're).

Handwriting

- I can write neatly, legibly and with increasing speed.
- I can use joined handwriting consistently in my work, choosing whether or not to join specific letters.

Vocabulary, Grammar and Punctuation

- I can select ambitious vocabulary and well-chosen similes and metaphors to interest and engage the reader.
- I can use commas, brackets and dashes for parenthesis e.g. The girl, who was usually so timid, marched confidently onto the stage.
- I can use a colon to introduce a list and punctuate bullet points consistently.
- I can use semi-colons, colons or dashes to mark boundaries between independent clauses e.g. It's raining; I'm fed up.
- I can use hyphens to avoid confusion e.g. The man eating shark versus the man-eating shark.
- I can use varied and expanded noun phrases e.g. The dilapidated shed at the bottom of the garden is in desperate need of repair.
- I can use modal verbs (e.g. should, will, might) and adverbs (e.g. cautiously).
- I can use the passive verb form e.g. The window was broken by the boy.

Composition

- I can identify my audience and write with them in mind (including informal and formal writing styles e.g. ask for/request).
- I know the features of different genres of writing and can match my writing to the purpose of the task.
- I can plan my work, developing my first ideas and researching where necessary.

<ul style="list-style-type: none"> I understand how authors develop characters and settings and use that knowledge to plan my own work.
<ul style="list-style-type: none"> My story writing includes a mixture of action, description and dialogue to engage and entertain the reader.
<ul style="list-style-type: none"> I use varied sentence structure in my writing (e.g. fronted adverbials, subordinate clauses and short sentences for effect).
<ul style="list-style-type: none"> I can use a range of organisational and presentational devices to structure the text and guide the reader (e.g. subheadings, bullet points, underlining).
<ul style="list-style-type: none"> I can check my work carefully for spelling and punctuation errors and to ensure I have used the correct tense and subject/verb agreement.
<ul style="list-style-type: none"> I can assess the effectiveness of my own and others' writing and suggest possible improvements.

Checklist for Year 5

I know.....

<ul style="list-style-type: none"> Direct speech For example: <i>"Excellent effort!" exclaimed Jack.</i>
<ul style="list-style-type: none"> Changing nouns or adjectives into verbs using different suffixes - ate, -ise, -ify For example: <i>fortune – fortunate, test – testify</i>
<ul style="list-style-type: none"> Prefixes (dis-, de-, mis-, over-, re-) For example: <i>like – dislike, efficient – deficient, understand – misunderstand</i>
<ul style="list-style-type: none"> Adverbs are words which modify the verbs (e.g. <i>Cautiously, the boy approached the haunted house.</i>).
<ul style="list-style-type: none"> Adverbials are words or phrases that are used to modify a verb or clause For example: <i>The bus leaves in five minutes.</i>
<ul style="list-style-type: none"> Modal verbs are used with another verb to indicate probability or obligation For example: <i>will, would, can, could, may, might, shall, should, must</i>
<ul style="list-style-type: none"> Relative clauses are a type of subordinate clause which gives more information about the noun. They contain a verb and usually a relative pronoun. For example: <i>The boy, who worked extremely hard, achieved high marks in the test.</i>
<ul style="list-style-type: none"> Cohesion: we need to use words to help build the links between different parts of a paragraph or the text as a whole For example: <i>Furthermore... Many years later... On the other hand...</i>
<ul style="list-style-type: none"> Parenthesis is a part of the sentence which contains extra detail which is not essential to the meaning of that sentence. Commas, brackets and dashes are often used to mark this part of the sentence.
<ul style="list-style-type: none"> Commas to mark parenthesis: For example: <i>Rome, which is a very beautiful city, is visited by millions of tourists each year.</i>
<ul style="list-style-type: none"> Brackets to mark parenthesis: For example: <i>Rome (a very beautiful city) is visited by millions of tourists each year.</i>
<ul style="list-style-type: none"> Dashes to mark parentheses: For example: <i>Rome – a very beautiful city – is visited by millions of tourists each year.</i>

Checklist for Year 6

I know.....

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
For example, find out – discover; ask for – request; go in – enter
- How words are related by meaning as synonyms (means the same) and antonyms (means the opposite) e.g. big, large, little.
- How the use of the passive affects the presentation of information in a sentence
For example: Tom broke the window in the greenhouse/The window in the greenhouse was broken by Tom.
- The sentence structure typical of informal speech such as question tags
For example: He's your friend, isn't he?
- The use of subjunctive forms in some very formal writing and speech
For example: If Zoë were the class president, things would be much better.
- Subject as the noun who is performing the verb
For example: Tom) and object as the noun the verb is being performed on (e.g. the window).
- The difference between active where it is subject-verb-object
For example: Tom broke the window.) and passive where it is object-verb-subject (e.g. The window was broken by Tom.
- How to use and punctuate a bullet points.
- How to use colons to introduce a list
For example: You will need the following equipment at PGL: comfortable trainers, a warm jacket and a sleeping bag.
- How to use semi-colons and colons to mark boundaries between independent clauses
For example: It's raining; I'm fed up.
- How to use hyphens to avoid confusion
For example: The man eating shark versus the man-eating shark.
- Ellipsis as the omission of a word or phrase which is expect