



## Year 5&6 Writing Checklist

### Writing - Transcription

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

**Assessment Point 1:**                      **Point 2:**                      **Point 3:**

### Writing - Handwriting and Presentation

#### Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

**Assessment Point 1:**                      **Point 2:**                      **Point 3:**

### Writing - Composition

#### Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

#### Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

#### Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**Assessment Point 1:**                      **Point 2:**                      **Point 3:**

### Writing - Vocabulary, Grammar and Punctuation

#### Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Y6)
- Using passive verbs to affect the presentation of information in a sentence(Y6)
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility (Y5)
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun(Y5)
- Learning the grammar for years 5 and 6 in English Appendix 2.

#### Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing (Y5)
- Using hyphens to avoid ambiguity (Y6)
- Using brackets, dashes or commas to indicate parenthesis (Y5)
- Using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6)
- Using a colon to introduce a list (Y6)
- Punctuating bullet points consistently (Y6)
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

**Assessment Point 1:**                      **Point 2:**                      **Point 3:**