

Writing Assessment Checklist

Year 5

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working towards the expected standard					
<ul style="list-style-type: none"> • Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations 					
<ul style="list-style-type: none"> • Ensure that descriptions have enough detail to help the reader gain a better understanding about the way the story is unfolding 					
<ul style="list-style-type: none"> • Use words that have not been used before when describing events, characters, emotions and feelings 					
<ul style="list-style-type: none"> • Vary sentences, adding phrases to make the meaning more precise. 					
<ul style="list-style-type: none"> • Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair' 					
<ul style="list-style-type: none"> • Check punctuation and use all 3/4 punctuation correctly; including: ./?/!/'"/',/, 					
<ul style="list-style-type: none"> • Include descriptions of events and characters in a variety of styles and sometimes use humour 					
<ul style="list-style-type: none"> • Know how and when to use similes and metaphors 					
<ul style="list-style-type: none"> • Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports 					
<ul style="list-style-type: none"> • Spell all words from the 3/4 spelling list 					
<ul style="list-style-type: none"> • Spell words that are often misspelt 					
<ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 					
<ul style="list-style-type: none"> • Understand the following terminology – determiner, pronoun, possessive pronoun, adverbial 					
Working at the expected standard					
<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements 					
<ul style="list-style-type: none"> • Check to see if there are any sentences that can be re-organised so as to give writing a greater impact 					
<ul style="list-style-type: none"> • Consciously use short sentences to speed up action sequences 					
<ul style="list-style-type: none"> • Use dialogue and reactions from other characters to make characters interesting 					
<ul style="list-style-type: none"> • Recognise when a simile may generate more impact than a metaphor, and vice versa 					
<ul style="list-style-type: none"> • Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality 					
<ul style="list-style-type: none"> • Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of characters 					
<ul style="list-style-type: none"> • Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural 					
<ul style="list-style-type: none"> • Use commas or ellipses in order to create greater clarity and effect when writing 					
<ul style="list-style-type: none"> • Spell some words correctly from the Y5/6 spelling list, including: 					
<ul style="list-style-type: none"> • Using suffixes; -ate, -ise, 					
<ul style="list-style-type: none"> • Use rhetorical questions to add interest 					
<ul style="list-style-type: none"> • Use parenthesis – brackets – dash in their writing 					
<ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. 					
<ul style="list-style-type: none"> • Use passive verbs to affect the presentation of information in a sentence 					
<ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause 					
<ul style="list-style-type: none"> • Use commas and/or hyphens to clarify meaning or avoid ambiguity in writing 					
<ul style="list-style-type: none"> • use semicolons, colons or dashes to mark boundaries between independent clauses 					
<ul style="list-style-type: none"> • Use modal verbs or adverbs to indicate degrees of 					

possibility							
Working at greater depth							
• Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.							
• Use changes in time and place to guide the reader through the text							
• Use paragraphs to organise information logically and shape a non-fiction text effectively.							
• Sustain and develop ideas within a paragraph, introducing it with a topic sentence							
• Close text with reference to its opening							
• Re-order sentences to create impact on the reader.							
• Use expanded noun phrases to add well thought out detail to writing.							
• Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses.							
• Use dialogue effectively and punctuate it accurately							