Freeland School Writing Expectations Year 5



Year 5 Writing Checklist: Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:

To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.

- *Cross-curricular writing is encouraged
- *Narrative; instructions; non-chronological reports; recounts (including news reports and biography); persuasive pieces (including adverts and formal letters); discursive; explanation; poetry
- *Reference web link for text-type checklist: innovateeducation.co.uk/writing-1

To describe settings, characters and atmosphere to consciously engage the reader.

- *Similes, metaphors, powerful adjectives, expanded noun phrases (including a "with" clause-e.g: the repulsive, menacing monster, with piercing eyes....)
- *Personification *Appropriate, ambitious comparisons drawn (not "like a cheetah")
- *Ellipsis and rhetorical questions for suspense

To use dialogue to convey a character and advance the action with increasing confidence.

*Use a combination of direct speech with an appropriate reporting clause to convey character; Correct punctuation is essential; use reported speech to move a narrative forward; Reporting clause should use an appropriate speech verb and character actions (For example: "Go away!" yelled George, smashing his fist on the table.)

To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.

To create paragraphs that are usually suitably linked.

*Appropriate order is always used; Ellipsis moments; RANGE of cohesive fronted adverbials (Cause and effect; reinforcing/In addition; opposition, clarification) Topic openers (e.g. a paragraph about ballet dancing starts with the phrase "Ballet dancing is a hobby enjoyed by many...)

To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

*Basic spelling and punctuation checked. Additionally, improvement in vocabulary choice evident (e.g. improvement of adjectives, addition of expanded noun phrases for impact, up-levelling figurative language, inclusion of technical vocabulary).

To use the full range of punctuation from previous year groups.

*full stops; capital letters; question marks; exclamation marks; commas within a list; commas for fronted adverbials; apostrophes for possession and omission; apostrophes for possessive plurals; inverted commas for direct speech.

To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.

*After fronted adverbials, separating a subordinate and main clause, lists, demarcate dialogue, relative clause/parenthesis

To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion.

*including time adverbials, e.g. later; place adverbials, manner, degree and frequency e.g. nearby; and number, e.g. secondly.

To use relative clauses, employing a range of relative pronouns (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

To use brackets, dashes or commas to begin to indicate parenthesis.

To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

*To use modal verbs for different purposes (in different text types)

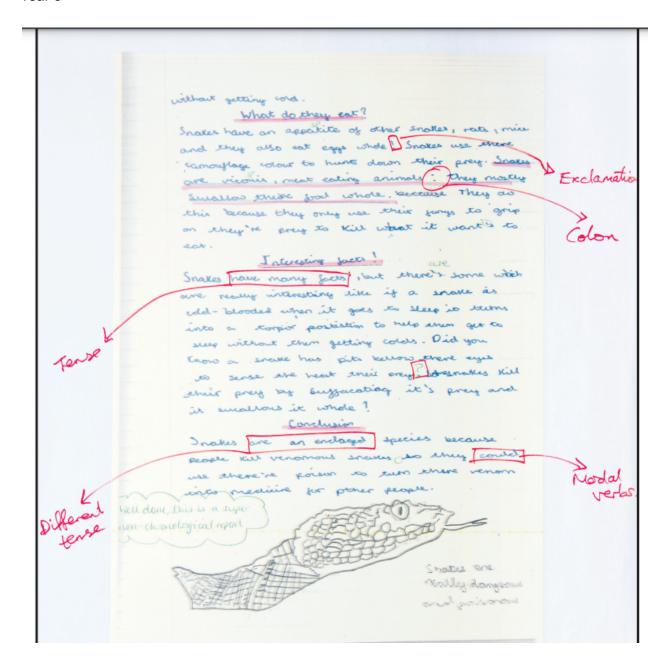
To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.

To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.

To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.

To spell many words correctly from the Y5/6 statutory spelling list.

To write legibly, fluently and with increasing speed.



E	Control expanded noun phrase	
adverbia Trelative pronoun & clause.	Monday 16th November 2015 The Monday 16th November 2015 On a beautiful autumn day, round about 1:30pm there in the distance was a latele girl named Lizzie. Who loved to climb trees the 2pm of the had eaten her dinner? The had spotted not so that away Stood a towering, Boaring, lot by tree. The thought to hersely "perfect". As She got as close as the could to the tree, it was then the transited to climb. Not long after at the was half way up the bree, the Could hear the undefeated bound of birds Singing. Suddonly, the birds Stopped. "Who are you" they asked hizzie froze in enterent, who knew birds Could talk The hizzie "She Said "Well hizzie it to a pleasure to meet you I'm Marvin Muscles, this is Rainbow bird and	time adverbal
Modal verb where derice advertised	here is Too the builder. They all of a Sudden became Friends. The tree was really great, overwelming Enting. Worried, terrified, Shocked, Rob the builder feel out of the tree. "Are you ok" asked hizze." You don't worry it happens all of the time. Confused, Mystified, puzzled hizzie dudn't understand with they always fall down. At 3:30pm, hittle Rainbow bird Went looking for Food So they could have their tea. 5pm She Still hasn't came back yet. I don't understand where Could She be.	comma dority commas in a list
(øv	instant	

