

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.

without getting cold.

What do they eat?

Snakes have an appetite of other snakes, rats, mice and they also eat eggs whole. Snakes use their camouflage colour to hunt down their prey. Snakes are vicious, meat eating animals. They mostly swallow their food whole, because they do this because they only use their fangs to grip on their prey to kill what it wants to eat.

Interesting facts!

Snakes have many facts, but there's some which are really interesting like if a snake is cold-blooded when it goes to sleep it turns into a torpor position to help them get to sleep without them getting colds. Did you know a snake has pits below their eyes to sense the heat their prey? Snakes kill their prey by suffocating it's prey and it swallows it whole!

Conclusion

Snakes are an endangered species because people kill venomous snakes so they could use their poison to turn their venom into medicine for other people.

Well done, this is a super non-chronological report



Snakes are really dangerous and poisonous

Exclamation

Colon

Tense

Different tense

Modal verbs

Handwritten notes on a piece of lined paper, likely a student's work, with various annotations in orange and green ink.

Annotations:

- comma for parentheticals* (green)
- expanded noun phrase* (orange)
- adverbial* (orange)
- relative pronoun & clause* (orange)
- modal verb* (orange)
- relative device adverbial* (orange)
- dialogue* (orange)
- comma for clarity* (orange)
- commas in a list* (orange)
- constant tense* (orange)

Text on the paper:

District Y6 H
 Monday 16th November 2015
 Ethan Melrose
 On a beautiful autumn day, around about 1:30pm there in the distance was a little girl named Lizzie, who loved to climb trees. At 2pm she had eaten her dinner. She had spotted not so far away stood a towering, soaring, lofty tree. She thought to herself "perfect". As she got as close as she could to the tree, it was then she started to climb. Not long after, as she was half way up the tree, she could hear the undisturbed sounds of birds singing. Suddenly, the birds stopped. "Who are you?" they asked. Lizzie froze in excitement, who knew birds could talk...
 "I'm Lizzie" she said. "Well Lizzie it's a pleasure to meet you. I'm Marvin Muscles, this is Rainbow bird and here is Rob the boulder".
 They all of a sudden became friends. The tree was really great, overwhelming, exciting. Worried, terrified, shocked, Rob the boulder fell out of the tree. "Are you ok?" asked Lizzie. "Yes don't worry it happens all of the time. Confused, mystified, puzzled Lizzie didn't understand why it stay in one tree when it is breaking and they always fall down.
 At 3:30pm, little Rainbow bird went looking for food so they could have their tea. 5pm she still hasn't come back yet. I don't understand where could she be.

