

Year 5 Writing Checklist

These Twinkl writing checklists link to the expectations set out in the 2014 English National Curriculum for Writing and also include reference to the guidance set out in English Appendixes 1 & 2. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, Twinkl have tried to ensure that the criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group's National Curriculum expectations.

It is important to reiterate that there are no DfE-published exemplification assessment documents available for Years 1, 3, 4 and 5, and therefore the Twinkl writing checklists should only be used as a guide for referencing the attainment of pupils within these year groups.

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils' understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or writing targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/group progresses throughout a term or school year.

The statements with the checklists are set out in colour-coded boxes: **pink** for composition; **green** for grammar and punctuation and **blue** for transcription.

Year 5 Writing Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	
To describe settings, characters and atmosphere with increasing awareness of the reader.	
To begin to use dialogue to convey a character and advance the action.	
To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
To create paragraphs that are usually suitably linked (some transitions may be awkward).	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	
To use the full range of punctuation from previous year groups.	
To begin to use commas to clarify meaning or to avoid ambiguity.	
To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	
To begin to experiment with relative clauses with support and modelling.	
To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	
To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell some words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	

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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.	
To describe settings, characters and atmosphere to consciously engage the reader.	
To use dialogue to convey a character and advance the action with increasing confidence.	
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 proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
To create paragraphs that are usually suitably linked.	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
To use the full range of punctuation from previous year groups.	
To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.	
To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	
To use relative clauses beginning with a relative pronoun (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 spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, 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.	

Year 5 Writing Checklist

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	
To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.	
To regularly use dialogue to convey a character and advance the action.	
To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
To consistently link ideas across paragraphs.	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
To use commas consistently to clarify meaning or to avoid ambiguity.	
To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	
To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. <i>Professor Scriffle, who was a famous inventor, had made a new discovery.</i>	
To use brackets, dashes or commas to indicate parenthesis.	
To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell most verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	
To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.	

To spell most words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	