

Writing Checklist – Year 5/6 Expectations

Assessment of written work at the end of Year 5:

To be 'Working at the expected level', children will need to have achieved all of the objectives in the sections headed 'Working towards the expected level' and be beginning to achieve within the 'Working at the expected level' objectives.

Working Towards the Expected Standard	
1.	I can write for a range of purposes.
2.	I can use paragraphs to organise ideas.
3.	In fictional writing, I can describe settings and characters.
4.	In non-fiction, I can use: headings; sub-headings; bullet points.
5.	I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
6.	I can spell most Year 3 and Year 4 spelling words correctly.
7.	I can spell some Year 5 and Year 6 spelling words correctly.
8.	I can produce legible handwriting.
Working At the Expected Standard	
1.	I can write effectively for a range of purposes and audiences, selecting appropriate language.
2.	In fictional writing, I can describe settings, characters and atmosphere.
3.	I can integrate dialogue to convey character and advance the action.
4.	I can select vocabulary and grammatical structures that reflect the level of formality required in a piece of writing (formal/informal).
5.	I can use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.
6.	I can use verb tenses consistently and correctly throughout my writing (past/present/future).
7.	I can use a range of punctuation taught throughout Key Stage 2 mostly correctly, including inverted commas and other punctuation to indicate direct speech.
8.	I can spell most Year 5 and Year 6 spelling words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
9.	I can maintain legibility in joined handwriting when writing at speed.
Working At Greater Depth within the Expected Standard	
1.	I can write effectively for a range of purposes and audiences, and draw on my own reading to make choices about vocabulary, structure and layout.
2.	I can distinguish between the language of speech and writing and choose the appropriate style, e.g. using informal language and contracted words in spoken language.
3.	I can demonstrate an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
4.	I can use the full range of punctuation taught at Key Stage 2, including colons, semi-colons, hyphens and dashes, and use it precisely to enhance meaning and avoid ambiguity.