

Child: _____

| Year 5 | Genre of Writing and Date Achieved | | | | | | | |
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| Genre | | | | | | | | |
| Date Achieved | | | | | | | | |
| 5E | | | | | | | | |
| I can write legibly. | | | | | | | | |
| I can consistently organise my ideas into paragraphs. | | | | | | | | |
| I can use capital letters and full stops mostly correctly. | | | | | | | | |
| I can use question marks and exclamation marks mostly correctly. | | | | | | | | |
| I can use pronouns to avoid repetition. | | | | | | | | |
| I can add expanded noun phrases to make sentences more precise and detailed. | | | | | | | | |
| I can use question marks and exclamation marks mostly correctly. | | | | | | | | |
| I can use the correct subject and verb agreement when using singular and plural (they/we were , I/he/she was) | | | | | | | | |
| 5E+ | | | | | | | | |
| I can use apostrophes for contraction | | | | | | | | |
| I can analyse text types before writing, understanding the features they use, and applying these to my own writing. | | | | | | | | |
| I can spell some words from the year 3/year 4 common exception words. | | | | | | | | |
| I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary/iPad. | | | | | | | | |
| I can use inverted commas around the words being spoken in a sentence. | | | | | | | | |
| I can develop characters and describe settings | | | | | | | | |
| I can use brackets to add parenthesis | | | | | | | | |

Child: _____

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| I can use similes and metaphors to add interest. | | | | | | | | | |
| Genre | | | | | | | | | |
| Date Achieved | | | | | | | | | |
| 5D | | | | | | | | | |
| I can plan my writing by noting down and developing ideas, drawing on reading/research when necessary. | | | | | | | | | |
| I can recognise vocabulary and structures that are appropriate for formal writing. | | | | | | | | | |
| I can punctuate bullet points consistently. | | | | | | | | | |
| I can use presentational devices to guide the reader (e.g. headings, bullet points and underlining). | | | | | | | | | |
| I can use a colon to introduce a list. | | | | | | | | | |
| I can use modal verbs or adverbs to indicate degrees of possibility. | | | | | | | | | |
| I can use a subordinate clause and vary their position in the sentence. | | | | | | | | | |
| 5D+ | | | | | | | | | |
| I can spell most words from the year 3/year 4 common exception words. | | | | | | | | | |
| I can spell some of the year 5 and 6 common exception words. | | | | | | | | | |
| I can use a thesaurus/iPad to improve my word choices. | | | | | | | | | |
| I can use a wide range range of subordinating and coordinating conjunctions e.g before, after, while, so, because although, when, if, however, nevertheless | | | | | | | | | |
| I can use relative clauses using the appropriate relative pronoun (who, which, where, when, whose, that etc.). | | | | | | | | | |
| I can edit spelling and punctuation errors (proofread) | | | | | | | | | |

Child: _____

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| I can use personification to add interest | | | | | | | | |
| 5S | | | | | | | | |
| I can use tense consistently and correctly in many pieces of writing. | | | | | | | | |
| I can use dashes to add parenthesis. | | | | | | | | |
| I can use comas mostly accurately throughout my writing, for range of purposes. | | | | | | | | |
| I can use apostrophes for singular and plural possession. | | | | | | | | |
| I can punctuate speech correctly (inverted commas, ending punctuation, capital letter, reported clause) | | | | | | | | |
| I can build cohesion within a paragraph (for example then, after that, firstly). | | | | | | | | |
| I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and referring back. | | | | | | | | |
| I can perform my own compositions using appropriate intonation, volume and movement | | | | | | | | |
| I can identify and use simple past, present and future tense (SPAG) | | | | | | | | |
| I can identify and use the past and present progressive (SPAG) | | | | | | | | |
| 5S+ | | | | | | | | |
| I can use hyphenated words within my writing | | | | | | | | |
| I can semi-colons between independent clauses. | | | | | | | | |
| I can integrate dialogue in narratives to convey character and advance the action (new line new speaker, purposeful dialogue, extending reported clause). | | | | | | | | |
| I can use appropriate ambitious vocabulary to enhance my writing | | | | | | | | |
| I can evaluate and make revisions to my writing by proposing changes to vocabulary, grammar and punctuation (upskill) | | | | | | | | |