



# Writing Checklist for Years 5 and 6

## Spelling

- I can use **dictionaries** to check the spelling and meaning of words.
- I can use a **thesaurus** to find synonyms to improve my writing.
- I can spell words including **silent letters** (e.g. *knight*) and a range of **prefixes and suffixes**.
- I can spell the words in the **Year 5/6 spelling list** and tell the difference between common **homophones** (e.g. *there/their/they're*).

## Handwriting

- I can write **neatly, legibly** and with increasing **speed**.
- I can use **joined handwriting consistently** in my work, choosing whether or not to join specific letters.

## Composition

- I can identify my **audience** and write with them in mind (including informal and formal writing styles e.g. *ask for/request*).
- I know the **features of different genres** of writing and can **match my writing** to the **purpose** of the task.
- I can **plan** my work, developing my first ideas and researching where necessary.
- I understand how authors **develop characters and settings** and use that knowledge to plan my own work.
- My story writing includes a **mixture of action, description and dialogue** to **engage and entertain** the reader.
- I use **varied sentence structure** in my writing (e.g. *fronted adverbials, subordinate clauses and short sentences for effect*).
- I can use a range of **organisational and presentational devices** to structure the text and guide the reader (e.g. *subheadings, bullet points, underlining*).
- I can **check** my work carefully for **spelling and punctuation errors** and to ensure I have used the **correct tense** and **subject/verb agreement**.
- I can assess the **effectiveness** of my own and others' writing and **suggest possible improvements**.

## Vocabulary, Grammar and Punctuation

- I can select **ambitious vocabulary** and **well-chosen similes and metaphors** to **interest and engage** the reader.
- I can use **commas, brackets and dashes** for parenthesis e.g. *The girl, who was usually so timid, marched confidently onto the stage.*
- I can use a **colon** to introduce a list and punctuate bullet points consistently.
- I can use **semi-colons, colons or dashes** to mark boundaries between independent clauses e.g. *It's raining; I'm fed up.*
- I can use **hyphens** to avoid confusion e.g. *The man eating shark versus the man-eating shark.*
- I can use **varied and expanded noun phrases** e.g. *The dilapidated shed at the bottom of the garden is in desperate need of repair.*
- I can use **modal verbs** (e.g. *should, will, might*) and **adverbs** (e.g. *cautiously*).
- I can use the **passive verb form** e.g. *The window was broken by the boy.*

# GPS Checklist for Year 5



## I can explain and identify:

<ul style="list-style-type: none"> <li>• <b>Direct speech</b> (e.g. "Excellent effort!" exclaimed Jack.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Changing <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using different suffixes - ate, -ise, -ify (e.g. fortune - fortunate, test - testify)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Prefixes</b> (dis-, de-, mis-, over-, re-) e.g. like - dislike, efficient - deficient, understand - misunderstand</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Adverbs</b> are words which modify the verbs (e.g. <u>Cautiously</u>, the boy approached the haunted house.).</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Adverbials</b> are words or phrases that are used to modify a verb or clause (e.g. The bus leaves <b>in five minutes.</b>)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Modal verbs</b> are used with another verb to indicate probability or obligation (e.g. will, would, can, could, may, might, shall, should, must).</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> are a type of subordinate clause which gives more information about the noun. They contain a verb and usually a relative pronoun. (e.g. The boy, <u>who worked extremely hard</u>, achieved high marks in the test.)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Cohesion:</b> We need to use words to help build the links between different parts of a paragraph or the text as a whole (e.g. Furthermore... Many years later... On the other hand...).</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Parenthesis</b> is a part of the sentence which contains extra detail which is not essential to the meaning of that sentence. Commas, brackets and dashes are often used to mark this part of the sentence.</li> <li>• Rome, <u>which is a very beautiful city</u>, is visited by millions of tourists each year. (commas to mark parenthesis)</li> <li>• Rome (a very beautiful city) is visited by millions of tourists each year. (brackets to mark parenthesis)</li> <li>• Rome - a very beautiful city - is visited by millions of tourists each year. (dashes to mark parenthesis)</li> </ul>	

# Reading Checklist for Years 5 and 6



## Word Reading

- I can apply my knowledge of **root words, prefixes and suffixes** to read aloud and **understand the meaning** of new words that I meet.
- I can read aloud with **fluency and expression**, using intonation, tone and volume so that the meaning is clear to and audience.
- I **check** that what I have read **makes sense** to me and use a variety to strategies to '**fix meaning break downs**'.
- I can learn a range of **poetry by heart** and perform it in front of an audience.

## Comprehension

- I can read and discuss an **increasingly wide range** of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can **recommend** books that I have read, **giving reasons** for my choices.
- I can identify and discuss **themes** and conventions in and across a wide range of texts (e.g. greed, loss, heroism).
- I can make **comparisons** between and within texts.
- I **ask questions** about what I have read to improve my understanding.
- I understand how the **meaning** of words can **change in different contexts**.
- I can **draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, and **justify my inferences with evidence** from the text.
- I can **predict** what might happen from details stated and implied.
- I can **summarise** the main ideas drawn from more than one paragraph.
- I can discuss and evaluate **how authors use language**, including figurative language, considering the **impact on the reader** (e.g. choice of vocabulary, simile, metaphor, personification, rhetorical question etc.)
- I can tell the difference between statements of **fact and opinion**.
- I can **find, record and present information** from non-fiction texts, making **effective notes** which **summarise** the key points.
- I can participate in **discussions** about what I have read and **challenge others' views politely** where appropriate.
- I can participate in **formal presentations and debates** about what I have read.
- I provide a **reasoned argument using evidence from the text** (including well-chosen quotations) to support my views.