

# Y5 Story Writing: Adventure I Can Checklist

| Y5 I Can Checklist  | ✓ |
|---|---|
| I can use the full range of spelling, grammar and punctuation features that I have been taught in previous year groups.   | ✓ |
| I can select appropriate grammar and vocabulary to match the purpose and audience of my writing.  | ✓ |
| I can describe settings, characters and atmosphere.   | ✓ |
| I can use dialogue to convey a character and advance the action.  | ✓ |
| I can use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining   | ✓ |
| I can plan, write and edit longer passages.   | ✓ |
| I can use 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) | ✓ |
| I can 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.  | ✓ |
| I can use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might   | ✓ |
| I can use brackets, dashes or commas to indicate parenthesis.   | ✓ |
| I can use commas to clarify meaning or to avoid ambiguity.  | ✓ |
| I can spell a wider range of verb prefixes correctly, e.g. deactivate, overturn, misconduct   | ✓ |
| I can spell nouns or adjectives converted into verbs using suffixes, e.g. designate, classify, criticise  | ✓ |
| I can spell more complex homophones correctly, e.g. affect/effect, practice/practise  | ✓ |
| I can spell most words correctly from the Y5/6 statutory spelling list.   | ✓ |
| I can write legibly, fluently and with increasing speed.  | ✓ |

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