

Y5 Letter Writing: Informal Exemplar Checklist

Y5 Exemplar Checklist	✓
Uses the full range of spelling, grammar and punctuation features that have been taught in previous year groups.	✓
Selects appropriate grammar and vocabulary to match the purpose and audience of their writing.	✓
Describes settings, characters and atmosphere.	✓
Uses dialogue to convey a character and advance the action.	n/a
Uses organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining.	✓
Précises longer passages.	✓
Uses 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.	✓
Uses relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.	✓
Uses adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might.	✓
Uses brackets, dashes or commas to indicate parenthesis.	✓
Uses commas to clarify meaning or to avoid ambiguity.	✓
Spells a wider range of verb prefixes correctly, e.g. de activate, over turn, mis conduct.	✓
Spells nouns or adjectives converted into verbs using suffixes, e.g. designate, classify, criticise.	✓
Spells more complex homophones correctly, e.g. affect/effect, practice/practise.	✓
Spells most words correctly from the Y5/6 statutory spelling list.	✓
Writes legibly, fluently and with increasing speed.	✓

Y5 Letter Writing: Informal Exemplar Checklist

Y5 Exemplar Checklist	✓
Uses the full range of spelling, grammar and punctuation features that have been taught in previous year groups.	
Selects appropriate grammar and vocabulary to match the purpose and audience of their writing.	
Describes settings, characters and atmosphere.	
Uses dialogue to convey a character and advance the action.	
Uses organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining.	
Precises longer passages.	
Uses 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.	
Uses 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.	
Uses adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might.	
Uses brackets, dashes or commas to indicate parenthesis.	
Uses commas to clarify meaning or to avoid ambiguity.	
Spells a wider range of verb prefixes correctly, e.g. de activate, over turn, mis conduct.	
Spells nouns or adjectives converted into verbs using suffixes, e.g. designate, classify, criticise.	
Spells more complex homophones correctly, e.g. affect/effect, practice/practise.	
Spells most words correctly from the Y5/6 statutory spelling list.	
Writes legibly, fluently and with increasing speed.	