



Thanks for not printing this page!

Simply print from page 2 in your printing options to avoid wasted paper & ink!



...your first choice for easy to use, trusted and high quality teaching materials for educators and parents worldwide - professionally crafted materials with a personal touch.

A brief word about copyright...

By downloading this resource, you agree to the following:



You may use this resource for personal and/or classroom use only.

In order to support us, we ask that you always acknowledge www.twinkl.co.uk as the source of the resource. **If you love these resources, why not let others know about Twinkl?**



You must not reproduce or share this resource with others in any form. They are more than welcome to download the resource directly from us.

You must not host or in any other way share our resources directly with others, without our prior written permission.

We also ask that this product is not used for commercial purposes and also that you do not alter the digital versions of our products in any way.

Thank you for downloading!

We hope you enjoy the resource and we'll see you very soon!



Did you know we also have twinkl Premium for schools?
Email sales@twinkl.co.uk for more information.

Years 5 and 6 English Writing Assessment Checklist



Transcription

- ☐ I can use further prefixes and suffixes and understand the guidance for adding them.
- ☐ I can continue to distinguish between homophones and other words which are often confused.
- ☐ I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt.
- ☐ I can use dictionaries to check the spelling and meaning of words.
- ☐ I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- ☐ I can use a thesaurus.

Handwriting and Presentation

- ☐ I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- ☐ I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Composition

- ☐ I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- ☐ I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary.
- ☐ I can plan my writing in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- ☐ I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- ☐ I can draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- ☐ I can draft and write by précisising longer passages.
- ☐ I can draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- ☐ I can draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- ☐ I can evaluate and edit by assessing the effectiveness of my own and others' writing.
- ☐ I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ☐ I can evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- ☐ I can evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- ☐ I can proof-read for spelling and punctuation errors.
- ☐ I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation

- ☐ I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- ☐ I can use passive verbs to affect the presentation of information in a sentence.
- ☐ I can use the perfect form of verbs to mark relationships of time and cause.
- ☐ I can using expanded noun phrases to convey complicated information concisely.
- ☐ I can use modal verbs or adverbs to indicate degrees of possibility.
- ☐ I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- ☐ I am learning the grammar for years 5 and 6.
- ☐ I can indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
- ☐ I can indicate grammatical and other features by using hyphens to avoid ambiguity.
- ☐ I can indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses.
- ☐ I can indicate grammatical and other features by using a colon to introduce a list.
- ☐ I can indicate grammatical and other features by punctuating bullet points consistently.