Y5 Recounts: Newspaper Reports
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.	n/a
I can use dialogue to convey a character and advance the action.	n/a
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.	✓

Y5 Recounts: Newspaper Reports
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.	n/a
I can use dialogue to convey a character and advance the action.	n/a
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.	