

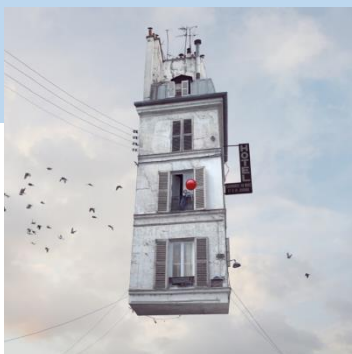
Hello, Year 5! Today, let's look again at the story starter:  
Moving House.

1. Read the story starter again.

2. Write the next part of the story as Harry's house comes to land in a different place.

3. Use your ideas from yesterday to help you to describe the place where Harry lands. How did he end up here? Will he stay in this new location?

Remember to use the Y5 writing checklist to help you. The additional Y5 checklist and Y6 checklist are on the next slide.



Year 5 Writing Checklist	
Working at the expected standard:	
I can use brackets to indicate parenthesis.	
I can use dashes to indicate parenthesis.	
I can use commas to indicate parenthesis.	
I can use commas to clarify meaning/avoid ambiguity .	
I can use expanded noun phrases to convey complicated information concisely.	
I can use cohesive devices (pronouns) within and across sentences and paragraphs.	
I can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, must).	
I can use relative clauses beginning with who, which, where, when, whose and that.	
I can create and correctly punctuate complex sentences including –ed opening clauses, -ing opening clauses and simile openers.	
I can spell most words correctly (year 3 & 4).	
I can spell most words correctly (year 5).	
I can increase the legibility, quality and consistency of my handwriting.	

This is the next Year 5 checklist.

### Year 5 Writing Checklist

Working at Greater Depth within the expected standard:

I can select vocabulary and grammatical structures that demonstrate a growing awareness of the required formality.

I can use a wide range of clause structures, sometimes varying their position within a sentence.

I can use a range of cohesive devices within and across sentences and paragraphs.

I can use the full range of punctuation taught correctly.

I can use apostrophes for possession (singular and plural) and contraction consistently.

I can use commas to mark boundaries correctly, eg – after a subordinate clause, before a relative clause.

This is the Year 6 checklist that you will use next year.

### Year 6 Writing Checklist

Working at the expected standard:

I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).

In narratives, I can describe settings, characters and atmosphere.

I can integrate dialogue in narratives to convey character and advance the action.

I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

I can use a wide range of clause structures.

I can use verb tenses consistently and correctly throughout my writing.

I can use inverted commas and other punctuation to indicate direct speech mostly correctly.

I can use brackets, commas and dashes to indicate parenthesis mostly correctly.

I can use commas for clarity mostly correctly.

I can use some semi-colons, colons, dashes and hyphens.

I can spell correctly most words (Y5/6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

I can maintain legibility in joined handwriting when writing at speed.