# Y5 Example Texts - Recounts: Newspaper Reports 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. | n/a |
| 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 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. design**ate**, class**ify**, critic**ise**. | ✓ |
| 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. | ✓ |

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