



Year 2 Writing Checklists

Writing an explanation (1)

Present tense
Heading in large, clear font
Main text in order that things happen
Illustrations and diagrams with labelled captions
Arrows to show the order things happen
Subheadings

Writing an explanation (2)

Text explains how/why something works or happens
Title may be a question
Text may begin with 'How' or 'Why'
Introductory opening statement
Information in a series of steps
Diagrams, if helpful
Chronological order
Present tense
Technical vocabulary
Time and causal connectives
Text answers the title question

Writing instructions (1)

List of what is needed
Numbers to show the order
Imperative verbs

Writing instructions (2)

Title shows what the instructions are for
'What you need' list
Instructions in correct order
Language to show chronology or order
Imperative verbs
Can be followed by someone else

Writing instructions (3)

Used "how to..." in the title
Introduction to hook the reader
'You will need' subheading
Two lists: equipment and materials
Numbered instructions in correct order
Imperative verbs
Use the second person ('you')
Diagrams (if relevant)
Labels, arrows, lines, keys (if relevant)
Short conclusion

Writing instructions (4)

Heading/title
introduction

List of equipment
Step-by-step instructions
Conclusion or tip at the end
Bullet points, numbers or connectives to make the order clear
Diagrams
Imperative verbs
Adjectives
Adverbs
Special technical words
Conjunctions to join two ideas
Different fonts, styles, bold and underline
Can be followed by someone else

Writing instructions (5)

Title makes purpose of instructions clear
Clear goal or reason for using the instructions
List of items/equipment needed
Sequenced steps
Numbers, bullet points or time connectives
Additional information in a separate box
Diagrams/illustrations
Imperative verbs
Present tense
Second person
Clear, precise language
Can be followed by someone else

Non chronological report (1)

Introductory paragraph
Subheadings (maybe as questions)
Technical vocabulary
Labelled diagrams
Captions for illustrations & diagrams
Writing in paragraphs
Present tense (past tense for historical reports)
Factual adjectives
Included a question for the reader,
e.g. 'Did you know...?'
Introductory paragraph

Non chronological report (2)

Introduction includes general description about what is to follow
Organised into categories, using headings
Ended with a conclusion
Present tense (or past tense for historical reports)
Third person
Technical words

Non chronological report (3)

Opening statement describes the purpose of the report
Organised in paragraphs

Headings/sub headings
Impersonal tone
Non-chronological
Present tense (or past tense for historical reports)
Third person
Technical words
Clear explanations where needed
Factual and accurate
Some longer/complex sentences
Headings
Quotation marks used correctly
Ends with conclusion
Acknowledged my sources

Writing a poem (1)

Capital letter at the start of each line
I repeated '.....'
Rhyming words in lines and

Writing a poem (2)

Copied rhythm and rhyme patterns where appropriate
Used repetition for effect
Powerful verbs and adjectives
Alliteration
Personification
Onomatopoeia
Similes

Writing a poem (3)

Used interesting form for my poem
Style is distinctive and memorable
Used repetition or word play to effect
Thought about rhyme and sound patterns
Chose words carefully
Deliberately positioned words and phrases
Showed feelings and mood
Included a message for the reader
Made link between the poem and the title

Writing a shape poem

Powerful verbs
Adjectives
Alliteration
Onomatopoeia
Simile
Precise nouns
Rhyming words
Layout that is the shape of the subject

Writing an additional verse to a poem

Verse fits with rest of poem
Correct rhyme pattern
Rhymes make sense
Appropriate rhythm pattern
Effective word choice
Considered sound of words

Writing a poem like a long established poet

Appropriate title that generates interest and hints at what the poem is about
Word choice is appropriate for subject
Personification, similes and/or metaphors
Language to create atmosphere and mood
Rhythm is natural and easy to read aloud
Language choice makes it easy for the listener to understand

Stories by the same author

- Opening
- Build-up
- Climax
- Resolution
- Ending

Ending mentions something from the start
Used suspense at least once
Speech and powerful verbs to describe characters
Powerful verbs used after speech to describe what character is doing
Started sentences in different ways
Adjectives, similes and precise nouns to describe
Alliteration and sounds effects
Mixture of short and longer sentences
Correct use of speech marks

Stories from significant children's authors

- Opening
- Build-up
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Ending mentions something from the start
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Stories with familiar settings (1)

Verbs in the past tense
Described the setting

Described character in third person
Used some time phrases, e.g. 'Sometimes', 'Now and again'
Powerful verbs to show how characters were acting
Exciting verbs
Exclamation marks after exciting sentences
Change of setting

Stories with familiar settings (2)

Story begins with direct speech
Past tense
Direct speech to move story forward
New line when new character speaks
Time phrases to move the story on
Clear beginning, middle and end

Stories with familiar settings (3)

Includes a setting using the time of day and/or the time of year
Described weather
Described what can be seen, heard, smelt, touched and tasted
Powerful verbs
Adjectives
Similes
At least two named characters
Dialogue with correct punctuation
Powerful verbs after speech
Described what the characters are doing when they are speaking

Traditional Stories (1)

Traditional opening
Adjectives to describe characters
Time connectives to move the story on
Speech to:

- tell the reader what jobs the goody has to do
- introduce the magic character
- describe the baddies

Included magic and warning
Traditional ending

Traditional Stories (2)

Traditional story start
Introduced and described the main character
Described the setting
Introduced the task using direct speech
Described the journey of the character
Introduced and described another character
Direct speech when characters meet
Repetitive language
Resolved the problem/s
Used traditional story ending