



Year 3 Writing Checklists

Adventure Stories

- 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

Writing a play script (1)

Include cast list at the start

Has a narrator

Speakers' names on the left

Not used speech marks

Started new line for each new speech

Has scenes

Stage directions in brackets

Include cast list at the start

Has a narrator

Speakers' names on the left

Writing a play script (2)

Follows layout of play script

No speech marks

Thought about the audience

Stage directions

Technical terms

Good match between character and dialogue

Development of character and relationships

Dramatic interest

Writing a fable

Is a complete story

Clever/amusing

Quite short

Animals as main characters

Treated animals as people

Moral at the end

Writing an information text/book (1)

Front page tells the reader what the book is about

Questions to engage the reader

Clear labels and diagrams
Sentences make sense
Contents page
Index

Writing an information text/book (2)

Front cover and title give clues about the content
Contents page
First sentence contains an important fact
Headings and subheadings
Used questions
Present tense
Captions to give information about illustrations
Labelled diagrams
Index
Blurb on back cover

Writing an information text/book (3)

My title 'How...' or 'Why...' indicates what I am writing about
Opening statement introduces the topic
Series of logical steps explain how or why something happens
Clearly labelled diagrams
Concluding summary or statement relates the subject to the reader
Additional information in boxes
Present tense
Time and causal connectives
Contents page
Index
Glossary

Writing an information text/book (4)

My title 'How...' or 'Why...' indicates what I am writing about
Opening statement introduces the topic
Series of logical steps explain how or why something happens
Clearly labelled diagrams
Concluding summary or statement relates the subject to the reader
Additional information in boxes
Present tense
Time and causal connectives
Contents page
Index
Glossary

Writing an information text/book (5)

Title is clear
Paragraph structure is clear and sub headings make the text easy to navigate and understand
Illustrations and diagrams add to the text and are clearly labelled
Vocabulary includes:

- Technical language
- Precise details

-Formal language, e.g. 'recorded' instead of 'written'
Explanation gives an impersonal view
Passive voice
Mainly present tense
Causal connectives, e.g. 'because', 'this results in'
Easy to understand because it is logical
Contents page, index and glossary

Writing instructions

Used "how to..." in the title
Introduction to hook the reader
'You will need' subheading
Time openers (First, then, next)
Numbered instructions in correct order
Imperative verbs
Use the second person ('you')
Diagrams (if relevant)
Labels, arrows, lines, keys (if relevant)
Short conclusion

Writing a legend

Legend is about people
Has a possible basis of truth
Features monsters/strange beasts
Features some magical powers
Makes little mention of gods/goddesses
Includes brave, heroic characters
Places emphasis on brave heroes and daring deeds
May feature battle/fights/struggles
Makes distinction between honour and dishonour
Good defeats evil
Includes traditional ending

Writing a letter (1)

Address at top right hand side
Dear _____,
First paragraph explains why writing
Second paragraph includes more detail
Third paragraph is closing statement (asking for reply, if needed)
Correct ending:
-Informal if family or friend
-Yours sincerely if formal
Mixture of long and short sentences
Capital letters to start all names and places

Writing a formal letter (2)

Correct layout
First paragraph tells who writer is and why writing
Second paragraph gives the main message
Third paragraph (might state what is expected)
Standard English

Appropriate greeting and sign off
Formal tone
Correct layout

Mystery stories

Introduces the character
Shows through language a degree of mystery/unknown
One event leads to the next
Adjectives
Simile
Suspense words or short sentences for dramatic effect
Ending resolves the dilemma
Happy ending

Non chronological report

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...?'
Conclusion

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

Non chronological report

Indented paragraph
Heading/Subheadings (maybe as questions)
Technical vocabulary
Labelled diagrams
Captions
Factual adjectives
Present tense
Included a question for the reader,
e.g. 'Did you know...?'

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 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