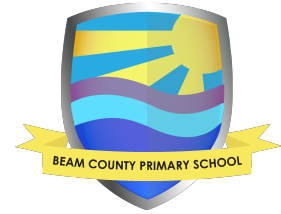


Year 4 Writing Checklists



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

Persuasive advert/ flyer (1)

Start with a question
Object or event being advertised at the centre
Concluding statement at the end
Tried to persuade by using:
 -slogans and wordplay
 -alliteration
 -repetition and rhyme
Different fonts, sizes and colours

Persuasive argument (2)

Start by stating the issue and my opinion
Support my argument with reasons and factual evidence
Logical cause and effect connectives to link arguments in paragraphs
Summarised my arguments
Used some or all of the following:
 -emotive language
 -rhetorical questions
 -cause and effect connectives
 -daring the reader to disagree
 -making opinions sound like facts

Persuasive argument (3)

State my point of view in opening and conclusion
Backed up each argument with relevant evidence and detail
Mainly in present tense
Used conditionals
Used connectives:

- to structure the argument: 'first', 'finally'
 - to link ideas within the argument: 'because', 'consequently'
- Used persuasive devices, such as:
- statistics
 - emotive language
 - rhetorical questions

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

Writing a recount (1)

Answered 'W' questions

-Where?

-Why?

-Who?

-What?

-When?

Sentences in the right order

Can read my recount back

Answered 'W' questions

-Where?

-Why?

-Who?

-What?

-When?

Sentences in the right order

Can read my recount back

Writing a recount (2)

Answered 'W' questions

-Where?

-Why?

-Who?

-What?

-When?

Scene-setting opening

Events in chronological order

Temporal connectives

Past tense

Used names of people, places and objects

Recount as if I was 'telling the story'

End with comment on the event

Writing a recount (3)

Answered 'W' questions

-Where?

-Why?

-Who?

-What?

-When?

Introduction

Time connectives

Illustrations (if helpful)

Past tense

Connectives, e.g. *first of all / next / after / a while later / when / eventually / immediately / meanwhile / finally*

Appropriate style and tone for the reader

Several quotes with names

Right choice of vocabulary and sentences

Chronological order

First or 3rd person

Closing statement

Writing a newspaper report (4)

Mast head (newspaper name)

Headline (short, punchy, eye-grabbing)

By-line (author's name)

Date

Flash (line beneath the headline)

Answered 'W' questions

-Where?

-Why?

-Who?

-What?

-When?

Time connectives

Events in order

Quotes (eye witness accounts, direct/indirect speech)

Third person

Past tense

Emotive language

Stories set in imaginary worlds

Set in imaginary time or place

Describes what can be seen, heard, smelt and/or touched

Make-believe characters such as elves, dragons, wizards

Special effects, such as magic

Setting tells something about characters

Some made-up words

Adjectives and adjectival phrases to create atmosphere

Stories which raise issues and dilemmas

Introduction which sets the scene

Build up of problem or issue

Dilemma shown by words like 'perhaps' or 'maybe'

Resolution and ending linked back to introduction

Involves reader by using:

-some present tense

-first person

-rhetorical questions

Described feelings

Hooked reader with cliff hanger

Stories with historical settings

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

Ending mentions something from the start

Used a historical reference 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