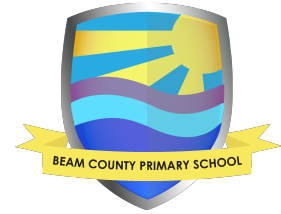# Year 5 Writing Checklists

Giving a choral performance
Clear delivery
Good balance of voices
Used feeling and expression
Used correct rhythm
Considered volume
Used correct speed
Tone and voice suited words' meaning
Variety in delivery
Considered background/sound effects

Writing a recount: diary (1)
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: diary (2)
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 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 a fable
Is a complete story
Clever/amusing
Quite short
Animals as main characters
Treated animals as people
Moral at the end
Is a complete story
Clever/amusing

Writing a film review
Hooks the reader with a strong first sentence
Included the genre of the film
Stated who it appeals to
Summary of the action without the ending
Included technical details
Included my opinion as the reviewer
Mentioned the strengths and weaknesses

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
Impersonal tone (no 'you' or 'I')
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

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 myth (1)
      -Beginning
      -Build up
      -Climax
      -Resolution
      -Ending
Explained a natural phenomena
Traditional opening and ending
Adjectives and powerful verbs to describe characters
Alliteration
Repetitive sentences
Speech between main characters
Included a question

Writing a myth (2)
About gods and/or goddesses
Set in ancient times
Features danger and/or revenge
Includes use of magical powers
Powerful imagery
Characters are heroes
Explains a strange/important happening
Strange, frightening creatures

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 persuasive argument (1)
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

Writing a persuasive argument (2)
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 persuasive advert (3)
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

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 from significant children's authors
-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

Narrative Stories
-Opening
-Build-up
- Problem
-Climax
-Resolution
-Ending
Developed and rounded ending
Used descriptive and emotive language
Speech to add to description
Powerful verbs used after speech to describe what character is doing
Started sentences in different ways
Adjectives, similes, adverbs and precise nouns to describe
Vary punctuation and sentence lengths for effect.
Correct use of speech marks