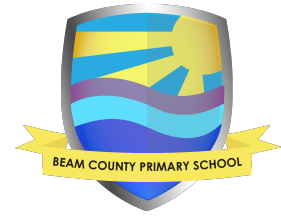


Year 6 Writing Checklists



Writing an autobiography

Clear opening statement explaining what is being discussed & the various views

Arguments 'for'

Arguments 'against'

Supported each point with evidence

Final paragraph gives my opinion and questions the reader

Present tense

Third person

Linked arguments and paragraphs using connectives

Writing a biography

Rhetorical question to hook the reader

First paragraph summarises main points in their life

Third person pronouns

Past tense

Reported speech

Passive voice to make writing more formal

Key events from their life, including dates

Final paragraph mentions:

- their main achievements

- their personality

- how they will be remembered

Writing a recount: diary

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 a recount: diary

To use 1st person.

Use informal language.

To use tense accurately.

(Level 4 past tense, level 5 both past and present tense.)

To show thoughts and feelings.

Use of time connectives.

To use emotive language.

To use appropriate style and tone.

Include a closing statement.

Writing a balanced discussion

Clear opening statement explaining what is being discussed & the various views

Arguments 'for'

Arguments 'against'

Supported each point with evidence

Final paragraph gives my opinion and questions the reader

Present tense

Third person

Linked arguments and paragraphs using connectives

Clear opening statement explaining what is being discussed & the various views

Arguments 'for'

Arguments 'against'

Supported each point with evidence

Journalistic writing

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

Letter Writing

Structured paragraphs- *introduction, main, conclusion*
Ideas/points developed
Persuasive language (flattery)
Complex sentences
Range of connectives
Suitable word choice
Counter arguments (level 5)
Variations of sentences lengths (level 5)
Range of punctuation (level 5)

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 flashbacks

include an exciting opening that 'hooks' the reader.
flashbacks to resolve a problem
describe the setting and main character using similes, adverbs and adjectives
use description to show how characters are feeling
include speech from characters
use sentences that add tension and suspense

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

Suspense stories (1)

- 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

Suspense stories (2)

- 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

Suspense stories (3)

- 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