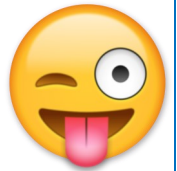




Writing Checklist

Lower Key Stage 2



I can write for a range of purposes and audiences: 

- Using paragraphs to organise ideas
- ⇒ *One paragraph for each topic or idea*



- Describing settings and characters
- ⇒ *Including adjectives and emotive language*



- Mostly correct verb tense used throughout
- ⇒ *I hit the ball, ran around the posts and scored a point.*

- Including the features of the text type
- ⇒ *Subheadings, specific vocabulary, diagrams etc.*

- Using co-ordinating conjunctions
- ⇒ *E.g. or, and, but*



- Using subordinating conjunctions
- ⇒ *E.g. when, if, that, because*



- Using a range of punctuation mostly correctly



- | | |
|-------------------------------|-----|
| ⇒ capital letters | ABC |
| ⇒ full stops | . |
| ⇒ question marks | ? |
| ⇒ exclamation marks | ! |
| ⇒ commas | , |
| ⇒ apostrophes for contraction | I'm |

- Spelling most words correctly
- ⇒ *Using spelling patterns and rules*



- Handwriting is legible with some joining

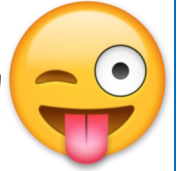


Years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	



Writing Checklist



Working towards the expected standard

I can write for a range of purposes and audiences:



- Using paragraphs to organise ideas
- ⇒ *One paragraph for each topic or idea*



- Describing settings and characters
- ⇒ *Including adjectives and emotive language*



- Including the features of the text type
- ⇒ *Subheadings, specific vocabulary, diagrams etc.*

- Using co-ordinating conjunctions



- Using subordinating conjunctions



- Using a range of punctuation mostly correctly



⇒ capital letters

ABC

⇒ full stops

.

⇒ question marks

?

⇒ exclamation marks

!

⇒ commas for lists

,

⇒ apostrophes for contraction

I'm

- Spelling most words correctly
- ⇒ *Using spelling patterns and rules*

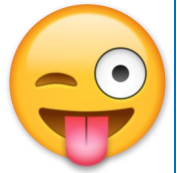


- Handwriting is legible





Writing Checklist

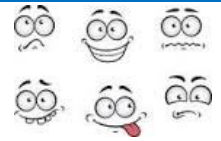


Working at the expected standard

I can write for a range of purposes and audiences:



- Describing settings, character and atmosphere
⇒ *Including emotive language and adding details*



- Selecting vocabulary and grammar appropriate to the genre
⇒ *Topic-specific words, formal and informal writing*



- Using cohesive devices across sentences and paragraphs
⇒ *Including conjunctions and adverbials to link ideas*



- Using dialogue effectively to advance the story
⇒ *"Help me!" pleaded Eric, as the wild bull raced forward.*



- Using a wide range of clause structures and varies their position
⇒ *Including simple, compound and complex sentences*



- Speech is punctuated correctly
⇒ *"Miss," called Claire, "I know the answer."*



- Correct verb tense is used throughout the text
⇒ *Past, present or future verb tense*



- Correctly using



⇒ inverted commas " "

⇒ commas for clarity ,

⇒ punctuation for parenthesis (, - -,)

- Spelling most words correctly
⇒ *Using spelling patterns and rules*



- Handwriting is legible and mostly joined



Working at greater depth

- Clear use of genre specific structure, grammar and vocabulary
⇒ *Flashbacks, character behaviour, personification etc.*

- Clear changes between formal and informal writing style
⇒ *Use of contractions in speech, idioms, etc.*

- Correctly using further punctuation ; : -

Years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	