



MRS MORLEY'S STAR WRITERS



Year 6 Checklist		Point Value	
FEATURES OF WRITING		/15	
All sentences start with a capital letter and are punctuated.	1		
Writing is organised in paragraphs.	1		
Verb tenses are used accurately. This means that you can read it aloud and it makes sense. Check tenses with -ed and -ing endings on verbs.	1		
All proper nouns (names of specific people and places) start with capital letters.	1		
Include co-ordinating conjunctions to join ideas (<i>for, and, nor, but, or, yet, so</i>).	1		
Include subordinating conjunctions to introduce a subordinate clause (<i>than, that, which, after, before, since, until, when, while, though, although, even though, if, unless, because...</i>).	1		
Include modal verbs to show certainty or possibility (<i>should, would, can, may, might, can't, won't, couldn't...</i>).	1		
Use the passive voice. Focus on the object having something done to it, rather than the person or object performing the action. Example of passive: <i>The bone was devoured by the dog.</i> Example of active: <i>The dog devoured the bone.</i>	2		
In non-narrative writing, headings and sub headings are used to organise writing.	1		
Include speech in inverted commas. Speech must start with a capital letter and have punctuation inside the inverted commas.	1		
Experiment by putting the reporting clause in different places. Example: <i>Luke moaned, "I'm tired."</i> / <i>"I'm tired," moaned Luke.</i>	2		
Use speech as a way to show more about a character or to advance the action in a story.	1		
Use pronouns to avoid the repetitions of names (<i>he, she, her, him, it, they, I, we, your, our, their...</i>).	1		
ADDING DETAIL AND DESCRIPTION		/9	
Adjectives and noun phrases are used to add description and detail.	1		
Use fronted adverbials, followed by a comma. This is when an adverbial (gives more detail about how a verb is done) is placed at the start of a sentence. Examples: <i>Quickly, he strode towards the door. After midnight, it felt cold.</i>	1		
In narratives, include 'show not tell' to develop character. Example: <i>His knees trembled.</i> (This tells us he was scared.)	1		
Include a simile (compare things using 'like' or 'as'.) Example: <i>as cold as ice, sharp like needles</i>	1		
Include a metaphor (compare things but saying something IS something which it is not). Example: <i>the show was dynamite, my heart was a beating drum in a military parade.</i>	1		

Include personification (give human characteristics to something which is not human). Example: <i>the snowflake danced to the ground.</i>	1	
Include synonyms (words with the same meaning).	1	
Use prepositional phrases to show position in time or location. Examples: <i>behind the door, after lunch, before noon, last year</i>	1	
Include a relative clause, starting with a relative pronoun (who, that, which, whose, whom). Example: <i>Professor Scriffle, who was a famous inventor, had made a new discovery.</i>	1	
PUNCTUATION	/10	
Question marks. Could be used in a rhetorical question.	1	
Commas in a list	1	
Apostrophes for contraction (<i>don't, won't, can't etc.</i>)	1	
A hyphenated word. Examples: <i>cold-hearted,, co-operation</i>	1	
Apostrophes for possession. Put the box around what is owned, then put the apostrophe outside the box.	1	
A colon is used to start a list, after a complete sentence or independent clause. Example: <i>There are three things every dog needs: food, water and healthcare.</i> The part before the colon should make sense alone.	1	
A semi-colon to join two closely linked sentences. Example: <i>He was tired; he retired to bed for the night.</i>	1	
Brackets, dashes or commas used for parenthesis (extra information)	1	
Bullet points are used, where appropriate. Capital letters on these are consistent.	1	
Use an ellipsis (...) to build suspense. Only where appropriate for effect; do not overuse.	1	
SPELLING AND HANDWRITING	/6	
All words from the Year 3/4 statutory spelling list, if used, are spelt correctly.	1	
All words from the Year 5/6 statutory spelling list, if used, are spelt correctly.	1	
Spell most verb prefixes correctly. E.g. <i>deactivate, misconduct</i>	1	
Have they written using an appropriate register and level of formality for the purpose? The language used would be different if writing a diary, compared to writing a formal letter to the prime minister.	1	
Handwriting is legible and joined in some places. Upper case letters should be double the size of lower case letters.	1	
Stamina for writing. Writing length is at least a page.	1	
Total points for this piece of writing:	/ 40	