

# How to use the whole-school writing checklists for Years 1-6 to support moderation and to pitch year-group expectations

These stickers were designed to be used in books by pupils to either edit, evaluate and proofread their work or to assess their final pieces of writing. The national curriculum states that from Year 2 onwards, pupils should evaluate and edit their own and others' writing proposing changes to grammar and vocabulary and to also proofread for spelling and punctuation errors. They have been trialled by approximately 20 primary schools (maintained, academies and independent) in the London Borough of Sutton, who use them for pupils to check their work. In Sutton, these are used on a weekly or fortnightly basis. However, they can also be used for 'cold' pieces of writing across the curriculum because they are generic writing skills. Not all of the statements will be appropriate for every piece of writing, e.g. inverted commas are not used in playscripts.

## Colour coding

Year-group colours are designed so that they can be used flexibly, especially if pupils are working significantly below their year groups. Although very rare, they can also be used for pupils working above their year group, where appropriate. Pupils do not need to know the year group so the stickers are colour-coded. In general, most pupils will be working within their year-group because the stickers incorporate content from the previous years.

### Colour of boxes by year group:

Year 1 – purple

Year 2 – brown

Year 3 – yellow

Year 4 – green

Year 5 – blue

Year 6 – red

## Numbers

### My Writing Checklist

1. CL FS "?!? ; ; : -- () ' ...
2. Brackets, dashes or commas for parenthesis
3. Commas to avoid confusion: Let's eat, Grandma/Let's eat Grandma
4. Colon to introduce a list, semi-colon to separate items within a list
5. Adverbs, preposition phrases and expanded noun phrases
6. Cohesion within and between paragraphs: topic sentences, supporting detail, pronouns, adverbials and conjunctions to link ideas
7. Range of vocabulary and stylistic features
8. Range of sentences
9. Joined handwriting and correct spellings
10. Use passive and modal verbs appropriately

### How this can be used by teachers – cutting workload

The numbers were created by teachers who wanted to ease their workload. Instead of writing: 'Next step: remember to use a wider range of cohesive devices in your writing', teachers can simply write: 'Next step: no. 6.' Pupils can then check whether or not they have used their next step in future work. The checklist can also be displayed in the classroom.

### How this can be used by pupils

Teachers commented that pupils were ticking or highlighting what they achieved but had no examples of this in their actual writing. Pupils are therefore expected to number **one** example of where they have used a particular aspect of grammar or punctuation in the margin.


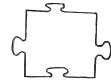


### Year 2 and Year 6

Year 2 and Year 6 teachers have found these extremely useful for moderating and assessing writing this year. They are fully in-line with the national curriculum and the interim assessment framework.




**Shareen Mayers** has an extensive and proven track record of raising standards in reading and writing across a range of primary schools. She is an experienced primary school teacher with senior leadership experience and holds an MA in leadership and the NPQH. Shareen is assessment adviser to Rising Stars and is a published author and series editor.

## My Writing Checklist

1. FS and CL for names and 'I'
2. Joining words: and
3. Finger spaces
4. Describing words
5. !, ?
6. Sounding out words
7. Say your sentence out loud

CL    


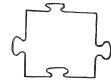


1. Full stops, and capital letters for names and 'I'
2. Joining words Use 'and'
3. Finger spaces
4. Describing words




5. Punctuation
6. Sounding out words
7. Say your sentence out loud

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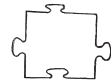


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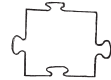


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## My Writing Checklist

1. CL and FS!?
2. Spaces between words
3. Joining words using: when, if, that, because, or, and, but, so
4. Apostrophes used for missing letters (e.g. can't, couldn't)
5. Expanded noun phrases: my beautiful purse, the blue butterfly with colourful wings
6. Write statements, commands, exclamations and questions
7. Adverbs of time, e.g. first, next, second
8. Adverbs, e.g. slowly, quickly, cautiously
9. Joined handwriting and correct spellings

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1. CL and FS! ? " " , ' ,
2. Commas in a list
3. 'a' and 'an' used correctly
4. Conjunctions using: while, before, after, because, although, if
5. Range of adverbs, e.g. then, soon, next, therefore
6. Prepositions, e.g. before, after, during, in
7. Verbs, e.g. has gone/have been
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2. Paragraphs (topic sentence and supporting details)
3. Pronouns and nouns, e.g. he, she, we, Sally
4. Range of adverbs: then, next, soon, therefore
5. Conjunctions, prepositions and adverbs, e.g. when, after, so, because, soon, next, because of, during, in, before, while
6. Expanded noun phrases (e.g. 'the teacher' expanded to 'the strict teacher with curly hair')
7. Fronted adverbials with a comma
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2. Sentences with relative clauses: who, which, what, that. E.g. the table that is made of oak is now black with age
3. Adverbs/adverbials, prepositions and conjunctions
4. Expanded noun phrases and interesting vocabulary
5. Modal verbs, e.g. might, could, should, will, must
6. Paragraphs (topic sentence and supporting details)
7. Pronouns and nouns for cohesion: she, Sally, her
8. Cohesion within and between paragraphs: then, after, although, meanwhile, firstly, had been
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3. Commas to avoid confusion: Let's eat, Grandma/Let's eat Grandma
4. Colon to introduce a list, semi-colon to separate items within a list
5. Adverbs, preposition phrases and expanded noun phrases
6. Cohesion within and between paragraphs: topic sentences, supporting detail, pronouns, adverbials and conjunctions to link ideas
7. Range of vocabulary and stylistic features
8. Range of sentences
9. Joined handwriting and correct spellings
10. Use passive and modal verbs appropriately