

# Writing Feedback System

(goes with Writing Check Sheet)

This system makes the following assumptions.

Children will write better if...

- They know exactly what they are doing right.
- They know exactly what they are doing wrong.
- They know what their next target is and how to reach it.

Allow the children to have the writing check sheet in front of them when they are writing as a prompt . When the children have finished their writing take them through the check sheet one target at a time. Explain to the children that they can only tick the targets they can prove they have met.

For example –        They should read the first line of their story back to themselves.  
                              They should ask their next door neighbour to read the first line of their work.  
                              If they say they have written one sentence with a capital letter and full stop - put one finger on the capital letter, and the other on the full stop.  
                              Tick all the words they have used to join sentences at the top of the sheet.

Eventually they should be able to do this without supervision.

After the lesson the teacher then ticks the second column. If a child has not for example met all of the targets in Group 3 the targets the child has not met should be highlighted. The targets in Group 3 could then be cut out and stuck at the bottom of the pupil's work. The teacher can mark on the writing all the places where these targets have not been met. This means the pupil can compare what they think they have done, with what the teacher thinks and develop a better understanding of what the targets mean.

At the start of the next lesson, ask the pupils to read through their last piece of writing carefully and ask them to select one target to concentrate on for their next piece of writing.

You can also have a 'Writing Ladder' display, which shows which groups the children are in, and which the children can move up or down on according to their last piece of work.

**Some of the targets came from Harmans Water Primary School's English Writing Target Sheet which can be found at <http://www.primaryresources.co.uk/english/pdfs/3targets.pdf>**

# Writing Check Sheet

## Vords and phrases used to join sentences(Conjunctions):

and	but	so	when	because	as
before	after	during	while	until	if
for	unless	although	however	as if	rather than
therefore	inspite of	due to	yet	since	though
whereas	in case	whether or not	neither..nor	either..or	as well as

	Writer	Teacher
<b>Group 1</b>		
I can spell some words which have two or three letters correctly ( e.g. he, she, the, and)		
I can read my own writing back.		
My teacher can read my writing.		
I use the correct shapes for my letters.		
I write from left to right.		
I write my letters the correct way round.		
I can write on my own (with no help from the teacher).		
I have used at least one full stop.		
I have used at least one capital letter.		
I can find a word I can use from my wordbook.		
<b>Group 2</b>		
I have at least one sentence that starts with a capital letter and ends with a full stop.		
My story has a clear beginning, middle and end.		
I join sentences using 'and' and 'and then'.		
I can spell simple four letter words correctly (then, same, girl etc.)		
My friends can read my writing.		
I show that I know what I should be writing about.		
<b>Group 3</b>		
I can use words like 'but' and 'so' to join sentences.		
There is more than one character in my story.		
Several things happen and these things are written in the correct order.		
I can sometimes use unusual words.		
I start sentences correctly with a capital letter and end them with a full stop, !, or ? at least half of the time.		
I can spell the words that I use the most.		
I try to spell more difficult words.		
I use capital letters for the names of people and places.		
I don't use capital letters in the middle of a sentence where they do not belong.		
If I am writing a story or about something that has already happened, I use the past tense.		
I do not miss words out of my sentences.		
<b>Group 4</b>		
I correctly start sentences with a capital letter and end them with a full stop, !, or ? most of the time.		
I use words other than 'and', 'but' and 'so' to join sentences.		
I start my sentences in different ways.		
I use at least 3 different adjectives in my writing.		
I use at least one adverb in my writing.		
The verbs I use are in the corre ct tense.		
I use the singular form of the verb for one person or thing (e.g. He was running) and the plural form of the verb when talking about more than one person or thing (e.g. They were running.)		
I use some words or phrases that are appropriate to the kind of writing I am doing.		
I use speech marks and make it clear who is talking (e.g. Jane said "I like chocolate.")		
I use commas in lists (e.g. Louise bought apples, pears and oranges.)		
I have used ? and ! correctly.		

<b>Group 5</b>		
I try to use the appropriate style of writing for my story, report or instructions.		
The events that happen, or points I make in my writing are in a sensible order.		
I explain why things happen.		
I use words which describe the different scenes in my story (e.g. dark shadowy forest, gloomy castle)		
I describe the characters in my story.		
I say how the characters feel in my story.		
I use at least 3 adverbs.		
I have used suspense in my story.		
I have used humour in my story.		
I have written in paragraphs.		
I can use apostrophes to show missing letters (e.g. I'm He's)		
I can use apostrophes to show that something belongs to something else (e.g. the girl's handkerchief)		
<b>Group 6</b>		
The characters in my story talk to each other (e.g. "Can you come to my party on Tuesday?" asked Sarah. "No" replied Anna. "My mum says she's not going to let me out of her sight again until I'm eighteen.")		
I show how the characters in my story feel about each other. (e.g. Jack was furious with Tony.)		
When people speak in my story, what they say fits in with the kind of characters they are and the situations they are in (e.g. The wicked stepmother shouted "Scrub that floor again Cinderella. It's filthy and we got a prince coming to visit us stupid girl.")		
I can use alliteration (e.g. the funny friendly fairy).		
I start a new line when a new person starts talking.		
I can use commas to separate adjectives to describing a noun (The dress was blue, green and gold. The horrible, ugly man would not give the ball back.)		
I can use commas to show a series of events in a sentence (e.g. She opened the door, stepped outside and looked down the road. The football bounced off the wall, hit the car and then smashed the kitchen window.)		
I can use commas to allow me to give additional information within a sentence (e.g. Bethany, a member of class 4a, likes cartoons.)		
I comment on the events that take place in the story in the narrative. (e.g. The fact that the cat survived was unbelievable.)		
I comment on the characters in my story. (Peter had been stupid to even think he'd get away with cheating.)		
<b>Group 7</b>		
I correctly start sentences with a capital letter and end them with a full stop, !, or ? all of the time.		
I use commas to help me punctuate speech (e.g. "Anna!", yelled her mum, "When are you going to tidy your room?").		
I can use brackets in my sentences. (e.g. The cat (who was rather fat) sat on the chair and broke it.)		
I can use dashes in my sentences (e.g. She paused – blue or green? Which one was the right button?)		
I use language accurately to say exactly what I mean.		
I use the appropriate style and language for the type of writing I am doing.		
I successfully mix dialogue, description and action.		
I use punctuation correctly within speech marks.		
I use a variety of simple and complex sentences.		
I have a well thought out ending to my story.		
I can use simile (Where I say something is like something else - e.g. The man was like a fox ,with small beady eyes and a pointed nose.)		
I can use metaphor (Where I say something is something else -The statue was a grey ghost in the mist.)		
<b>Group 8</b>		
I can open a story with dialogue (e.g. "Help" shouted Joe. "I am stuck in the tree!". This had been the strangest day of Joe's life. It had all started when he'd met his best friend Tom in the playground at school.)		
I can open a story with action (The pot fell off the mantle piece. Helen only just managed to catch it before it hit the floor. "Good practise for the rounders match I've got later." She thought.)		
I can move between times in my story (e.g. She searched in her pockets. Where was her key? Then she remembered. On Tuesday she had been visiting her Grandmother. "Ellen hang your coat by the door" her grandmother had said, and as she had hung her coat up she was sure there had been the metallic sound of something hitting the floor. That had probably been the key.)		
I can move between places in my story (e.g. While Hannah was lying by the pool in Florida Jane was having to sit her exams. She sat staring out of the classroom window wishing she were in Florida too.)		
I can end my story with a moral (e.g. The prince decided that being rich didn't matter so much after all, and lived happily ever after, all though on a budget this time.)		
I can end my story with a twist (Something where you are not completely sure what happened in the end- e.g. Eleanor said, "We don't have to worry about that ghost. It's gone for good." and shut the door to the house behind her. Tom turned to have one last look. He thought he saw a curtain move in the upstairs window as he was getting in the car - and told himself it had to be the wind. Or where the ending is completely unexpected. Joe was delighted he won the race, and ran and hugged his Mum. "You lost that race deliberately didn't you?" said Tom. "Well look at it this way," said Ben. "This race meant everything to Joe but not to me. Just promise me you won't tell him". "No problem." Replied Tom, and the boys walked back to the school together.)		

