



JUNIOR WRITING CHECKLIST

NARRATIVES

Story Writing Checklist



My story was in order and had a beginning, middle and end? 

 My story had interesting characters and places?

I used capital letters and full stops for names and places? 

 I have read my story and made sure it makes sense?

I fixed any mistakes and underlined things I am unsure of? 



When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Story Writing Checklist



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Teacher & Student Checklist - Junior Story Writing (Ages 5 - 7)

Name: _____ Story Title: _____

Read the table below and shade in the boxes to see if you have completed all of the things that make a good story a great story... Share this with your teacher

		 	  
Creativity	I used fresh ideas and characters in my story that I don't usually write about.	I thought about who might read my story and used characters and settings that might appeal to them.	I put the picture from my mind onto the page. My details are in words and pictures.
Structure	At the beginning of my story I introduced my characters	I told the story in order by using words like when, then, after.	By the end of my story I solved any problems that arose.
Editing	I used sentences and even paragraphs to break up events in my story.	I used question and quotation marks to show what people said.	I made some changes to words and ideas when I re-read my story that improved it.
Teacher Feedback			

Story Writing Checklist



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Teacher & Student Checklist - Junior Story Writing (Ages 5 - 7)

Name: _____ Story Title: _____

Read the table below and shade in the boxes to see if you have completed all of the things that make a good story a great story... Share this with your teacher

	★	★ ★	★ ★ ★
Creativity	I used fresh ideas and characters in my story that I don't usually write about.	I thought about who might read my story and used characters and settings that might appeal to them.	I put the picture from my mind onto the page. My details are in words and pictures.
Structure	At the beginning of my story I introduced my characters	I told the story in order by using words like when, then, after.	By the end of my story I solved any problems that arose.
Editing	I used sentences and even paragraphs to break up events in my story.	I used question and quotation marks to show what people said.	I made some changes to words and ideas when I re-read my story that improved it.
Teacher Feedback			

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Name: _____ Story Title: _____

Read the table below and shade in the boxes to see if you have completed all of the things that make a good story a great story... Share this with your teacher

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Creativity	I used fresh ideas and characters in my story that I don't usually write about.	I thought about who might read my story and used characters and settings that might appeal to them.	I put the picture from my mind onto the page. My details are in words and pictures.
Structure	At the beginning of my story I introduced my characters	I told the story in order by using words like when, then, after.	By the end of my story I solved any problems that arose.
Editing	I used sentences and even paragraphs to break up events in my story.	I used question and quotation marks to show what people said.	I made some changes to words and ideas when I re-read my story that improved it.
Teacher Feedback			

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MIDDLE WRITING CHECKLIST

NARRATIVES

Narrative / Story Writing Checklist

I used sentences and paragraphs to organise my story in a logical manner.

I described my characters thoughts and emotions in my story.

The beginning, middle and end of my story are connected.

My story is written in the same tense such as first or third person.

I edited my story three times. For meaning, spelling and punctuation

Writing Timeline

Plan

Writing

Edit

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Narrative / Story Writing Checklist

I used sentences and paragraphs to organise my story in a logical manner.

I described my characters thoughts and emotions in my story.

The beginning, middle and end of my story are connected.

My story is written in the same tense such as first or third person.

I edited my story three times. For meaning, spelling and punctuation

Writing Timeline

Plan

Writing

Edit

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Narrative / Story Writing Checklist

I used sentences and paragraphs to organise my story in a logical manner.

I described my characters thoughts and emotions in my story.

The beginning, middle and end of my story are connected.

My story is written in the same tense such as first or third person.

I edited my story three times. For meaning, spelling and punctuation

Writing Timeline

Plan

Writing

Edit

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?



Teacher & Student Checklist – Middle Story Writing

(Ages 8 – 11)

Name: _____ Story Title: _____

Read the table below and shade in the boxes to see if you have addressed the things that make a good story a great story. Use this to conference with your teacher.

Creativity	I used descriptive language to paint a clear picture of my setting and characters.	The conflicts in my story were meaningful enough for my characters to pursue resolving it.	My story was more than a narrative. It had a message or moral for the audience
Structure	My characters, setting and plot were all established in the first half of my story.	The beginning of my story shows what is happening now, but also suggests what may occur in the future.	By the end I had given my readers a resolution to any problems, issues or challenges which arose in my story.
Editing	I used resources such as dictionaries and spell check to ensure my spelling was correct.	My punctuation created mood, built meaning and added tension to the story.	I took on feedback from others and added my own insights to make my story better.
Teacher Feedback			

Narrative / Story Writing Checklist



I used sentences and paragraphs to organise my story in a logical manner.



I described my characters thoughts and emotions in my story.

The beginning, middle and end of my story are connected.





My story is written in the same tense such as first or third person.

I edited my story three times. For meaning, spelling and punctuation



Writing Timeline

Plan	Writing	Edit
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When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Narrative / Story Writing Checklist



I used sentences and paragraphs to organise my story in a logical manner.



I described my characters thoughts and emotions in my story.

The beginning, middle and end of my story are connected.





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I edited my story three times. For meaning, spelling and punctuation



Writing Timeline

Plan	Writing	Edit
------	---------	------

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Narrative / Story Writing Checklist



I used sentences and paragraphs to organise my story in a logical manner.



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The beginning, middle and end of my story are connected.





My story is written in the same tense such as first or third person.

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Writing Timeline

Plan	Writing	Edit
------	---------	------

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Middle Narrative Edition

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Narrative / Story Writing Checklist



I used sentences and paragraphs to organise my story in a logical manner.



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Writing Timeline

Plan	Writing	Edit
------	---------	------

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

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Writing Timeline

Plan	Writing	Edit
------	---------	------

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Narrative / Story Writing Checklist



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Writing Timeline

Plan	Writing	Edit
------	---------	------

When my teacher comes to work with me I am ready to listen and share my thoughts and ideas on my story?

Middle Narrative Edition

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Name: _____ Story Title: _____

Read the table below and shade in the boxes to see if you have addressed the things that make a good story a great story. Use this to conference with your teacher.

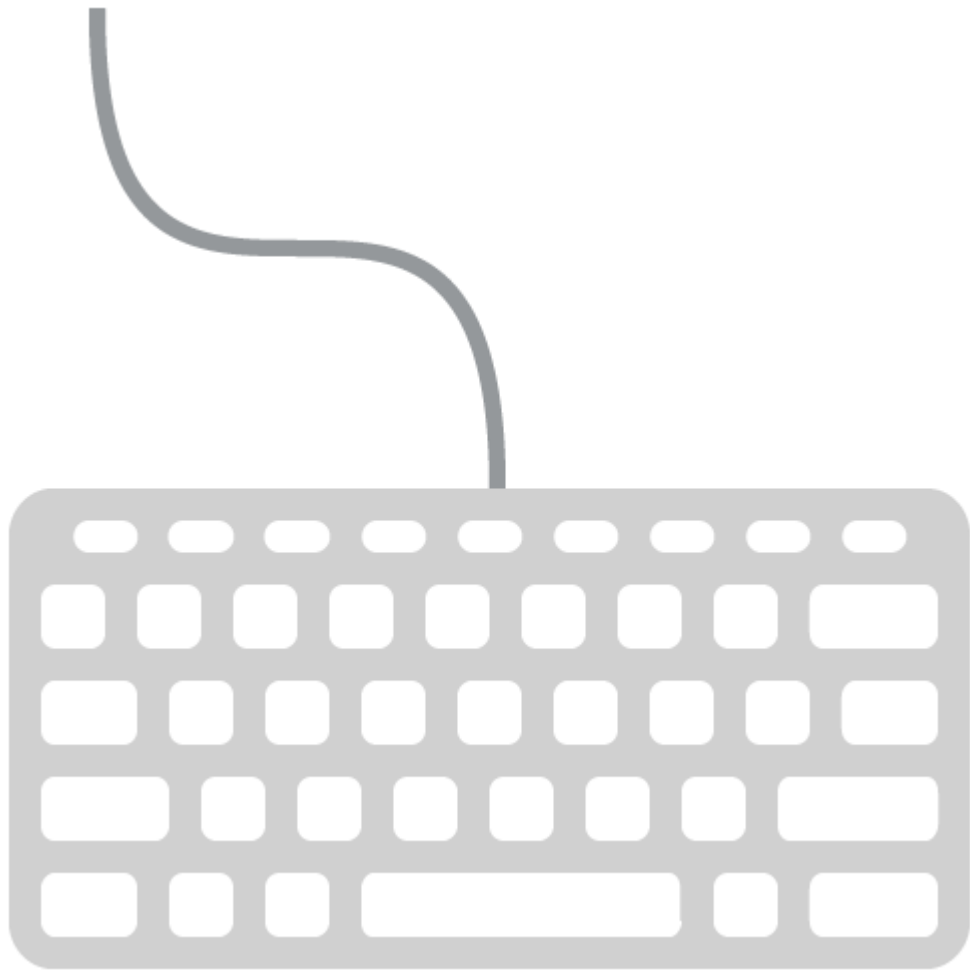
		 	  
Creativity	I used descriptive language to paint a clear picture of my setting and characters.	The conflicts in my story were meaningful enough for my characters to pursue resolving it.	My story was more than a narrative. It had a message or moral for the audience
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Teacher Feedback			



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Editing	I used resources such as dictionaries and spell check to ensure my spelling was correct.	My punctuation created mood, built meaning and added tension to the story.	I took on feedback from others and added my own insights to make my story better.
Teacher Feedback			



UPPER WRITING CHECKLIST

NARRATIVES



Narrative Writing Checklist

I used figurative language such as 'My heart was beating like a bass drum' 

 I connected events using transitional language like 'suddenly' and 'meanwhile'.

The motivations for my characters actions were explained and understood. 

 My story left people thinking about a concept or moral after they were finished.

I referred to technical terms, facts and events to give my narrative depth. 

When editing I aim for...

Meaning

Correctness

Growth

I will use these prompts as a guideline before conferencing with my peers or teachers.



Narrative Writing Checklist

I used figurative language such as 'My heart was beating like a bass drum' 

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When editing I aim for...

Meaning

Correctness

Growth

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When editing I aim for...

Meaning

Correctness

Growth

I will use these prompts as a guideline before conferencing with my peers or teachers.



Teacher & Student Checklist – Senior Narratives (Ages 11 -14)

Name: _____ Story Title: _____

Read the table below and shade in the boxes to see if you have addressed the things that make a good narrative a best seller. Use this to conference with your teacher.

		 	  
Creativity	I refer to the setting and its characteristics so that it interacts with the plot and characters.	My characters had motivations and intent for their actions that influence the audience.	My characters, setting and plot all work together to create an engaging story.
Structure	I switch between narrated, spoken dialogue and inner thoughts to give characters depth.	I used paragraphs to clarify a change in time, setting or for dramatic impact.	I varied my language in different parts of the story to fit with different characters.
Editing	I used technological and physical resources to deepen vocabulary and realism.	I collaborated with others to seek out feedback and ideas throughout the editing phase.	I sought out or reflected upon similar narratives or themes to deepen my understanding of the subject area.
Teacher Feedback			





Narrative Writing Checklist

I used figurative language such as 'My heart was beating like a bass drum' 

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 My story left people thinking about a concept or moral after they were finished.

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When editing I aim for...

Meaning	Correctness	Growth
I will use these prompts as a guideline before conferencing with my peers or teachers.		





Narrative Writing Checklist

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 My story left people thinking about a concept or moral after they were finished.

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When editing I aim for...

Meaning	Correctness	Growth
I will use these prompts as a guideline before conferencing with my peers or teachers.		





Narrative Writing Checklist

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When editing I aim for...

Meaning	Correctness	Growth
I will use these prompts as a guideline before conferencing with my peers or teachers.		

Upper Narrative Edition

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Narrative Writing Checklist

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Meaning	Correctness	Growth
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When editing I aim for...

Meaning	Correctness	Growth
I will use these prompts as a guideline before conferencing with my peers or teachers.		





Narrative Writing Checklist

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When editing I aim for...

Meaning	Correctness	Growth
I will use these prompts as a guideline before conferencing with my peers or teachers.		

Upper Narrative Edition

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Name: _____ Story Title: _____

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Teacher Feedback			



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These checklists
will ensure your
students produce
written work to the
best of their
ability.

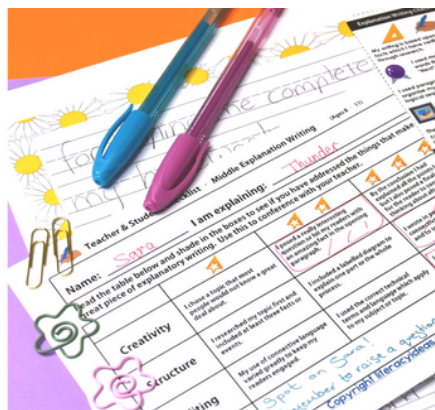


RECOUNTS
ARGUMENTS
TEXTS / ESSAYS

FEATURES & BENEFITS



Collaboration between the student and teacher allows for growth and development in various written tasks.



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WRITING CALENDAR

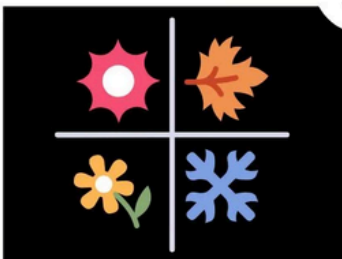
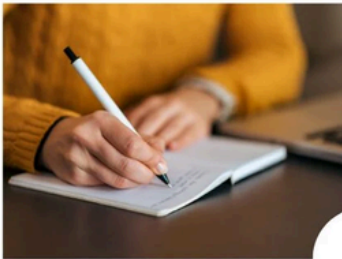
FREE



TRANSFORM YOUR STUDENTS WRITING JOURNEY

WRITING CALENDAR

— 180 FREE WRITING ACTIVITIES —



ALL TEXT TYPES & ABILITY LEVELS

- Inspire Daily Writing: Unique prompts for **every day of the year**.
- Save Time: **No prep required!**
- Engage Students: Fun, creative tasks that **improve writing skills**.
- Flexible Use: **Classrooms**, homework, or free-writing time.



12 MONTHLY WRITING PLANNERS



DOWNLOAD NOW



FEBRUARY			
COMPLETE THE WRITING ACTIVITIES AS OUTLINED BELOW. USE THE HYPERLINKS TO LEARN TO WRITE THE DIFFERENT GENRES			
STORIES	Write a NARRATIVE where the plot is driven by love. Love for each other, love for a place, love for a thing.	Write a STORY involving medieval times, Kings, Queens, Knights, Queens, Magic and Dragons. Tell us a fictional narrative around those themes.	As I came too, I looked around, and realised this isn't my living room. Everything looked kind of familiar though. Then it hit me... Someone? I was actually in the videogame now. - Finish this NARRATIVE
FACTS	Write a PROCEDURAL TEXT that accounts from waking to lunchtime.	What kind of types of transportation will people have in the future? Write an INFORMATION REPORT on this.	Write a RECIPE for your favourite home cooked meal.
RECOUNTS	Write about a conflict, RECOUNT the conflict and hopefully the resolution to an issue you encountered.	The Academy Awards are held in February. Write a RECOUNT of your greatest movie experience. What was the film? And why was it special?	RECOUNT a time you met someone you had always wanted to meet. Maybe an athlete, celebrity or a long lost cousin. Who were they? What happened? And did it meet expectations?
OPINIONS	People who believe in Aliens are crazy. Write a DISCUSSION on this topic.	Kids are in too much of a rush to grow up and be adults? Write an OPINION piece agreeing or disagreeing with this statement.	Skills are more important than effort? Write a DISCUSSION on this topic.
?	Write a LETTER to your Valentine. Either as yourself, or from the perspective of a character you have been studying.	What is something scary that you would like to try? What makes it scary for you? How might you overcome that fear? Respond to this in any writing style.	Go to Wikipedia and click on Random Article . Write about whatever the page you get.

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