



CREATIVE WRITING - PAPER 7 - CHECK LIST

Writing Plan and Sequencing	Comment	Check
<p>Your writing must be well-structured and make clear sense. Planning will improve your writing significantly, so make sure you take time to plan effectively:</p> <p>Beginning: This is the exposition of your writing where you introduce the character and setting. You need to intrigue the reader with a powerful first sentence that makes them want to know more. After this you should probably move through the day chronologically</p> <p>Have you introduced the main character/setting in an interesting way?</p>	<p>The story starts with a sentence that makes the reader want to know more: I'm pretty sure I just had the most nightmarish, cringe-worthy, shame-inducing day of my entire existence to date.</p> <p>The diary entry then begins at the beginning of the school day and gives us more information about this character, such as that he is bullied.</p>	✓
<p>Middle: This is where you develop your story and build tension. Here it is a good idea to use a focal shift or temporal shift, using flashback or moving to a new setting. You could also introduce a new character or a dilemma for the character.</p> <p>Have you built tension and used a focal or temporal shift?</p>	<p>The introduction of Amelie and the narrator's desire to sit with her creates an objective and builds tension. The move to classroom and lunch hall keeps the reader engaged.</p>	✓
<p>End: This is the resolution, where you reach the climax and/or the character's dilemma is resolved.</p> <p>Have you drawn all of your ideas together and left the story on a cliff-hanger (climax) or resolved your character's problem?</p>	<p>The character's shameful moment and his embarrassed response forms the climax of the story. The hint that Amelie might still wants to be friends provides some sort of hopeful resolution.</p>	✓

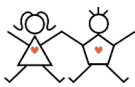




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Writing Structure	Comment	Check
Have you written at least 3-4 paragraphs?	Clear paragraphing has used throughout the writing.	✓
Have you used long paragraphs to describe character and setting?	Longer paragraphs at the start of the task describe Amelie and set the scene at school.	✓
Have you ensured that paragraphs link together and refer back to one another?	Phrases such as 'back to the point' keep paragraphs connected and flowing.	✓
Sentence Structure	Comment	Check
Have you used a range of sentence types: short/truncated/one word/simple/compound/complex?	Very short sentences are used for comic effect – 'mature, right' and longer descriptive sentences build atmosphere.	✓
Have you started some sentences with adjectives or verbs?	Awful	✓
Have you started some sentences with connectives?	So, even though	✓
Have you included openers in your writing?	Awful All through the class	✓
Have you started some sentences with time conjunctions, to show when things happened?	All through the class In second period	✓
Have you included a variety of connectives to link your ideas?	So, but, then	✓
Have you used a full range of high-level punctuation accurately and for specific impact? ., ! ? - : ; () "...	Punctuation such as colons and en-dashes are used to create pace and playful atmosphere.	✓
Have you punctuated sentences correctly to avoid comma splicing? "I was terrified, I needed to run!" ✗ "I was terrified; I needed to run!" ✓	All sentences are punctuated correctly to avoid splicing.	✓



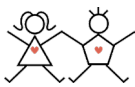


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Sentence Structure	Comment	Check
Have you used a temporal or focal shift?	Several shifts in location, time and focus point are utilized to keep the writing engaging.	✓
Have you focused on specific moments of the day that were important?	Important moments are highlighted in the text: Then something good happened	
	And then it happens	

Vocabulary:	Comment	Check
Have you used ambitious and sophisticated vocabulary?	gruesome, dimension, extraordinary	✓
Have you used a range of verbs to create tension?	march, slide, grab	✓
Have you used a wide range of adjectives to describe setting, character, actions and emotions?	nightmarish, cringe-worthy, shame-inducing	✓

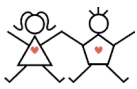




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Language Techniques:	Comment	Check
Five Senses Have you included sensory description, what you can hear, taste, touch and smell?	I can hear laughter filling the hall and I can feel a million eyes looking at my shame.	✓
Have you zoomed in on specific details? "The neon light flickered and buzzed..."	I see tomato soup and orange juice and mashed potato coat Amelie in a million types of gunk	✓
Figurative Language:	Comment	Check
Have you used a tricolon? "Slowly, deliberately and hesitantly..."	beautiful, extraordinary, smart	✓
Have you used relevant, interesting similes?	it feels like the whole room lights up and birds start to sing through the windows.	✓
Have you developed engaging and appropriate metaphors?	the Neanderthals that make up the rest of my class It's going to give me shivers	✓
Have you used an informal, engaging tone?	Conversational phrases such as 'awful, I know' feel spoken and relaxed.	✓
Have you used alliteration or sibilance?	flying forward secret smile	✓
Have you created humour?	The narrator's commentary on events such as 'mature, right' is amusing. The slapstick comedy of the lunchtime scene is appealing.	✓
Have you written in the first person, used direct address ('you') and referenced the act of writing to show that this is a diary?	First person is used throughout. 'I'll tell you tomorrow, dear diary' is an example of direct address. 'It's going to give me shivers just to write about it' references the act of writing.	✓





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Spelling and Grammar	Comment	Check
Have you ensured that both simple and complex words are spelt accurately?	Spelling is accurate throughout.	✓
Have you used the correct tense, past, present or future as per the starter?	The past tense is used for the start of the passage. A move to present tense makes the climactic scene more engaging.	✓
Have you expressed your ideas clearly by using correct grammar, punctuation, and spellings, and do they make sense?	The writing makes sense with the correct use of grammar punctuation and spelling.	✓

