

Name: _____



Year 4 Writing Checklist

Non negotiable previous year objectives

--- No evidence in this text --- Not looking for evidence in this text type

Overall: Evidence in text **Some** evidence **Most** evidence **Secure** evidence

Working towards the expected standard						
	Date:					
	Genre					
• Using some paragraphs to organise ideas						
• In narratives, describing some settings and characters						
• In non-narrative writing, use some simple devices to structure the writing (headings, sub-headings, bullet points etc)						
• Using some coordinating / subordinating conjunctions to extend with detail.						
• Use correct tense (mostly correct) throughout						
Punctuation correct all of the time (anything less is PKS)	capital letters					
	full stops					
	question marks					
	commas for lists					
	apostrophes for contraction					
• Spelling most words correctly (year 1 and 2)						
• Spelling some words correctly (year 3 and 4)						
• Mostly producing legible handwriting – letter size and spacing						
• Expressing time, place, cause using conjunctions (when / before / while / so / because) mostly (Year 3)						
• Using a full range of prepositions mostly (before, after, during, in, because, of) (Year 3)						
• Using a full range of adverbs mostly (then, next, soon, therefore) (Year 3)						
Working at the expected standard						
• Using writing for a range of purposes: creating character, setting and plot / use of sub headings for non-fiction						
• In narratives, describing settings, characters and atmosphere mostly (figurative language)						
• Using a mostly of devices to build cohesion: use a range of conjunctions; adverbials; synonyms						
• Using verb tenses mostly and consistently and correctly throughout their writing						
• Using expanded noun phrases with prepositions mostly (year 4)						
• Uses fronted adverbials at the start of a sentence followed by a comma mostly correct (eg later that day,)(Year 4)						
• Uses paragraphs to group ideas around a theme consistently						
• Uses pronouns within and across sentences to aid cohesion and avoid repetition mostly (Year 4)						
• Inverted commas with other punctuation for speech mostly (include comma before and after the speech) (Year 4)						
• Apostrophes for possession and plural possession some (Year 4)						
• Spelling most words correctly (year 3 and 4) and trying some more ambitious vocabulary						
• Mostly producing legible joined handwriting						
Working at greater depth						
Distinguish between the language of speech and writing and choose the appropriate register						
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this						
Use the range of punctuation taught at Key Lower Stage 2 correctly (see above) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity						
Other						
Word: verb inflections [eg: we were, we was / I did, I done]						
Word: difference between plural and possessive						
Terminology: determiner						
Terminology: pronoun						
Terminology: possessive pronoun						
Terminology: adverbial						

