**Year 4 Writing Checklist – working at expected standard**

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| **Pupil(s) are beginning to independently apply their knowledge:** |  |  |  |  |  | **Collection** |
| **Composition and effect** |  |  |  |  |  |  |
| To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). |  |  |  |  |  |  |
| To write narratives with a clear beginning, middle and end with a coherent plot. |  |  |  |  |  |  |
| To proofread confidently and amend their own and others’ writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. |  |  |  |  |  |  |
| To create more detailed settings, characters and plot in narratives to engage the reader. |  |  |  |  |  |  |
| To consistently organise their writing into paragraphs around a theme. |  |  |  |  |  |  |
| **Grammar and punctuation** |  |  |  |  |  |  |
| To maintain an accurate tense throughout a piece of writing. |  |  |  |  |  |  |
| To use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’. |  |  |  |  |  |  |
| To use the full range of punctuation from previous year groups. |  |  |  |  |  |  |
| To use all the necessary punctuation in direct speech mostly accurately. |  |  |  |  |  |  |
| To use apostrophes for singular and plural possession with increasing confidence. |  |  |  |  |  |  |
| To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases,  e.g. the strict teacher with curly hair. |  |  |  |  |  |  |
| To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. |  |  |  |  |  |  |
| To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. |  |  |  |  |  |  |
| **Transcription** |  |  |  |  |  |  |
| To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. |  |  |  |  |  |  |
| To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. |  |  |  |  |  |  |
| To spell homophones correctly, e.g. which and witch. |  |  |  |  |  |  |
| To spell all of the Year 3 and 4 statutory spelling words correctly. |  |  |  |  |  |  |
| To consistently use a neat, joined handwriting style. |  |  |  |  |  |  |