

Writing Assessment Checklist

Year 4

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working towards the expected standard					
<ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar of their writing 					
<ul style="list-style-type: none"> • Make simple additions, revisions and proof –reading corrections of their own writing 					
<ul style="list-style-type: none"> • Correct use of spelling patterns learnt in Year 3 					
<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting 					
<ul style="list-style-type: none"> • Organise paragraphs around a theme when writing 					
<ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices 					
<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 					
<ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause 					
<ul style="list-style-type: none"> • Correctly use grammar and punctuation learnt in Year 3 					
Working at the expected standard					
<ul style="list-style-type: none"> • Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations 					
<ul style="list-style-type: none"> • Ensure that descriptions have enough detail to help the reader gain a better understanding about the way the story is unfolding 					
<ul style="list-style-type: none"> • Use words that have not been used before when describing events, characters, emotions and feelings 					
<ul style="list-style-type: none"> • Vary sentences, adding phrases to make the meaning more precise. 					
<ul style="list-style-type: none"> • Develop complex sentences using subordinate clauses 					
<ul style="list-style-type: none"> • Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair' 					
<ul style="list-style-type: none"> • Check punctuation and use all 3/4 punctuation correctly; including: ./?!/"/"/', 					
<ul style="list-style-type: none"> • Include descriptions of events and characters in a variety of styles and sometimes use humour 					
<ul style="list-style-type: none"> • Know how and when to use similes and metaphors 					
<ul style="list-style-type: none"> • Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports 					
<ul style="list-style-type: none"> • Spell all words from the 3/4 spelling list 					
<ul style="list-style-type: none"> • Use the following spelling patterns to spell correctly: 					
<ul style="list-style-type: none"> • Spell words that are often misspelt 					
<ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 					
<ul style="list-style-type: none"> • In narratives, create settings, characters and plot 					
<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements 					
<ul style="list-style-type: none"> • Understand the following terminology – determiner, pronoun, possessive pronoun, adverbial 					
Working at greater depth					
<ul style="list-style-type: none"> • Carry out a little research to find words that are specific to the event being written about 					
<ul style="list-style-type: none"> • Check to see if there are any sentences that can be re-organised so as to give writing a greater impact 					
<ul style="list-style-type: none"> • Consciously use short sentences to speed up action sequences 					
<ul style="list-style-type: none"> • Use dialogue and reactions from other characters to make characters interesting 					
<ul style="list-style-type: none"> • Recognise when a simile may generate more impact than a metaphor, and vice versa 					
<ul style="list-style-type: none"> • Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality 					
<ul style="list-style-type: none"> • Recognise that a combination of good adjectives, similes 					

and metaphors may help create a powerful image of characters							
• Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural							
• Use commas or ellipses in order to create greater clarity and effect in my writing							