**Year 4 Writing Checklist**

Children must be secure in standard preceding before being assessed at EXS or GDS.

Year 4 writing expectation: 4 paragraphs 4-5 sentences



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| **Working towards the expected standard** | | | | | | | |
| **Criteria** | | **1** | **2** | **3** | **4** | **5** | **6** |
| **Date:** | |  |  |  |  |  |  |
| * using writing for a range of purposes: creating character setting   and plot / use of sub headings for non-fiction | |  |  |  |  |  |  |
| * trying paragraphs to organise ideas | |  |  |  |  |  |  |
| * describing settings and characters with adjectives | |  |  |  |  |  |  |
| * using past tense and correct verb inflections | |  |  |  |  |  |  |
| * using a range of conjunctions to express time and cause | |  |  |  |  |  |  |
| * **using mostly correctly:** | capital letters |  |  |  |  |  |  |
| full stops |  |  |  |  |  |  |
| question marks |  |  |  |  |  |  |
| exclamation marks |  |  |  |  |  |  |
| commas for lists |  |  |  |  |  |  |
| * **making some correct use of:** | apostrophes for contractions |  |  |  |  |  |  |
| inverted commas |  |  |  |  |  |  |
| * spelling all words correctly (year 1 and 2) | |  |  |  |  |  |  |
| * spelling some words correctly (year 3 and 4) | |  |  |  |  |  |  |
| * mostly producing legible joined handwriting | |  |  |  |  |  |  |
| **Working at the expected standard** | | | | | | | |
| **Criteria** | | **1** | **2** | **3** | **4** | **5** | **6** |
| * using writing for a range of purposes: creating character setting   and plot / use of sub headings for non-fiction | |  |  |  |  |  |  |
| * creating a scene description through use of adjectives, adverbs,   and senses | |  |  |  |  |  |  |
| * using past tense and correct verb inflections | |  |  |  |  |  |  |
| * using paragraphs to group ideas together | |  |  |  |  |  |  |
| * using correct nouns and pronouns | |  |  |  |  |  |  |
| * using a range of conjunctions to express time and cause | |  |  |  |  |  |  |
| * uses fronted adverbials at the start of a sentence | |  |  |  |  |  |  |
| * **using a range of punctuation taught at LKS2: and using mostly correct use:** | inverted commas with other punctuation for speech |  |  |  |  |  |  |
| apostrophes for possession |  |  |  |  |  |  |
| * spelling most words correctly (year 3 and 4) | |  |  |  |  |  |  |
| * mostly producing legible joined handwriting | |  |  |  |  |  |  |
| **Working at greater depth within the expected standard** | | | | | | | |
| **Criteria** | | **1** | **2** | **3** | **4** | **5** | **6** |
| * using writing for a range of purposes: creating character setting   and plot / use of sub headings for non-fiction | |  |  |  |  |  |  |
| * maintaining detailed paragraphs | |  |  |  |  |  |  |
| * accurate use of a range of fronted adverbial phrases followed by commas | |  |  |  |  |  |  |
| * **using the full range of punctuation taught at key stage 2 mostly correctly, including:** | inverted commas and other  punctuation needed for speech |  |  |  |  |  |  |
| apostrophes for contractions and possession |  |  |  |  |  |  |
| * spelling all words correctly (year 3 and 4) | |  |  |  |  |  |  |
| * maintaining legible and fluent handwriting at all times | |  |  |  |  |  |  |
|  | | | | | | | |
| Notes: | | | | | | | |

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| Speaking and Listening Objectives Year 4 | |
| Speaking | Listening |
| 1. Respond appropriately on the contributions of others in light of alternative viewpoints. | 1. Listen to a speaker, make notes on the talk and use notes to develop a role-play. |
| 1. Tell stories effectively and convey detailed information coherently for listeners. | 1. Compare the different contributions of music, words and images in short extracts from TV programmes. |
| 1. To maintain the use of standard English and understand when it is used | 1. Investigate how talk varies with age, familiarity, gender and purpose. |
| 1. Use and reflect on some ground rules for sustaining talk and dialogue. |  |
| 1. Offer reasons and evidence for their views, considering alternative opinions. |  |