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Year 4

Writing Self-Assessment Checklist

I can use **pronouns** in my writing.
Pronouns are words that replace nouns like he, she or it.

Mike went outside. Mike kicked the ball.
Mike went outside. He kicked the ball.

I can write a **question**.

Questions end with a question mark.

What time is it? Are you okay?

I can use **adverbs** and **adverbials** to detail when, why, how or where a verb happened.

Use TRaMP to add adverbs and adverbials.

Time – Last night, the cat sat.
Reason – The cat sat because it was exhausted after a long day.
Manner – The cat sat still.
Place – The cat sat in front of the fireplace.

I can use a **range of tenses** in my writing.

Simple. I ate a sandwich. I eat a sandwich. I will eat a sandwich.

Progressive. I was eating a sandwich. I am eating a sandwich. I will be eating a sandwich.

Perfect. I had eaten a sandwich. I have eaten a sandwich. I will have eaten a sandwich.

I can use **expanded noun phrases**.
Add two adjectives before a noun or an adjectival phrase after the noun.

The old, bearded wizard.
The wizard with square glasses.

I can use **co-ordinating conjunctions**.

Co-ordinating conjunctions join two independent clauses together.

for, and, nor, but, or, yet, so

I like fish. → Mum prefers chips.

I like fish, but Mum prefers chips.

I can use **subordinating conjunctions**.

Subordinating conjunctions join a subordinate clause to an independent clause.

after, when, if, that, even though, because, until, since

When it started raining, we went inside.

If I win the lottery, I want to buy a chocolate house!

I can use **inverted commas**.

“How lovely to see you!” said Mum.

I can use **apostrophes** for possession.

Apostrophes for possession show that an object belongs to someone.

The pencil belongs to Molly.

It is Molly's pencil.

I can use **capital letters** and **full stops**.

I can **organise my writing** into **sections/paragraphs**.

Use TiP ToPD to help you to remember when to start a new paragraph.

Time, Place, Topic, Person and Dramatic Effect

I can use **commas** to mark fronted adverbials.

When an adverb or adverbial is at the head of a sentence (see TRaMP) it needs a comma after it.

Moments later, it had ended.

Among the trees, a small hooded figure slowly appeared.

I can **draft, redraft** and **edit** my work.

(If appropriate) I can use **bullet points, headings and subheadings** and **columns** in my work.

I can spell **common exception words** correctly.

accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women

