

**Writing Progress Checker Year 4: Meeting**

Name \_\_\_\_\_

| <b>Writing: Composition</b>  | <b>Sept</b> | <b>End of<br/>Autumn<br/>Term</b> | <b>End of<br/>Spring<br/>Term</b> | <b>End of<br/>Summer<br/>Term</b> |
|--|-------------|-----------------------------------|-----------------------------------|-----------------------------------|
| • I can compose sentences using a range of sentence structures.  |             |                                   |                                   |                                   |
| • I can orally rehearse a sentence or a sequence of sentences.   |             |                                   |                                   |                                   |
| • I can write a narrative with a clear structure, setting and plot.  |             |                                   |                                   |                                   |
| • I use a range of sentences which have more than one clause.  |             |                                   |                                   |                                   |
| • I can improve my writing by changing grammar and vocabulary to improve consistency.  |             |                                   |                                   |                                   |
| • I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.   |             |                                   |                                   |                                   |
| • Use fronted adverbials, for example, 'Later that day, I went shopping.'  |             |                                   |                                   |                                   |
| • I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases, for example, 'The strict teacher with curly hair'   |             |                                   |                                   |                                   |
| • I use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials                         |             |                                   |                                   |                                   |
| • I can compose sentences using a wider range of structures, linked to the grammar objectives  |             |                                   |                                   |                                   |
| • I can write in paragraphs.   |             |                                   |                                   |                                   |
| <b>Writing: Transcription</b>  |             |                                   |                                   |                                   |
| • I can spell words with prefixes and suffixes and can add them to root words, for example – ation, ous, ion, ian  |             |                                   |                                   |                                   |
| • I can recognise and spell homophones, for example, accept and except, whose and who's  |             |                                   |                                   |                                   |
| • I can use the first two or three letters of a word to check a spelling in a dictionary.  |             |                                   |                                   |                                   |
| • I can spell the commonly mis-spelt words from the Y3/4 word list.  |             |                                   |                                   |                                   |
| • I can use the diagonal and horizontal strokes that are needed to join letters.   |             |                                   |                                   |                                   |
| • I understand which letters should be left unjoined.  |             |                                   |                                   |                                   |
| • My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. |             |                                   |                                   |                                   |
| <b>TOTAL</b>   |             |                                   |                                   |                                   |
| <b>PERCENTAGE</b>  |             |                                   |                                   |                                   |