

# My Year 4 Writing Checklist

	Working at the Expected Standard, I can use:	
<b>1</b>	<p>A range of punctuation taught up to and including Y4 mostly accurate:</p> <ul style="list-style-type: none"> <li>• CL</li> <li>• FS</li> <li>• !</li> <li>• ?</li> <li>• “”</li> <li>• , in lists <b>and to show fronted adverbials</b></li> <li>• ' contraction and possession, both singular and plural</li> </ul>	
<b>2</b>	Joined handwriting.	
<b>3</b>	Correct spellings and evidence of Y3/4 spelling words.	
<b>4</b>	Conjunctions – e.g. when, before, after, so, while, because.	
<b>5</b>	Prepositions – e.g. before, after, during, in.	
<b>6</b>	Adverbs – e.g. next, then, soon.	
<b>7</b>	Standard English is used correctly – was/were, did/done	
<b>8</b>	Expanded noun phrases e.g. ‘the teacher’ expanded to ‘the strict teacher with curly hair’.	
<b>9</b>	Paragraphs around a theme.	
<b>10</b>	Writing addresses the audience and purpose.	
<b>11</b>	<b>Fronted adverbials with a comma.</b>	
<b>12</b>	<b>Choose noun or pronoun appropriately e.g. she, he, we, they, it, Simon.</b>	
<b>13</b>	<b>Proofread and amend for errors.</b>	
<b>14</b>	<b>Prepositional phrases develop noun phrases e.g. The cuddly, brown bear sat in the window.</b>	

**Year 4**

**Working at the Greater Depth Standard, I can:**

Write effectively and coherently for a range of purposes and audiences, drawing on their reading as models for their own writing e.g. expanded noun phrases, varying sentence types, choice of openers, literary features, cohesive devices, including adverbials within and across sentences and paragraphs.

Engages the reader through rich and varied vocabulary choices and detail, showing some awareness of levels of formality (e.g. when to use contracted forms)

Use the full range of punctuation taught up to Year 4, correctly.

Can integrate action, description and dialogue within narratives to develop characters and begin to advance the plot.