

Year 4 Writing Checklist

These checklists link to the National Curriculum.

They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims.

It is important to reiterate that there are no DfE-published exemplification assessment documents available for Years 1, 3, 4 and 5, and therefore these writing trackers should only be used as a guide for referencing the attainment of pupils within these year groups.

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils' understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or writing targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/ group progresses throughout a term or school year.

The statements with the checklists are set out in colour-coded boxes: **pink** for composition; **green** for grammar and punctuation and **blue** for transcription.

Year 4 Writing Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a clear plot.	
To proofread and amend their own and others' writing with growing confidence.	
To create more detailed settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain accurate tense throughout a piece of writing.	
To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use inverted commas at the beginning and end of direct speech.	
To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.	
To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style consistently.	

Year 4 Writing Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:			
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).			
To write narratives with a clear beginning, middle and end with a coherent structure.			
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.			
To create more detailed settings, characters and plot in narratives to engage the reader.			
To consistently organise their writing into paragraphs around a theme.			
To maintain an accurate tense throughout a piece of writing.			
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.			
To use the full range of punctuation from previous year groups.			
To use all the necessary punctuation in direct speech mostly accurately.			
To use apostrophes for singular and plural possession with increasing confidence.			
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.			
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.			
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.			
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.			
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.			
To spell homophones correctly, e.g. which and witch.			
To spell all of the Year 3 and 4 statutory spelling words correctly.			
To consistently use a neat, joined handwriting style.			

Year 4 Writing Checklist

Working at Greater Depth within the Expected standard:

Pupil(s) are beginning to independently apply their knowledge:			
To write a range of narratives that are well-structured and well-paced.			
To write a range of non-fiction texts that are well-structured with appropriate layout devices.			
To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.			
To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.			
To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.			
To always maintain an accurate tense throughout a piece of writing.			
To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.			
To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.			
To consistently use apostrophes for singular and plural possession.			
To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.			
To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.			
To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).			
To use their knowledge of word families to help with their spelling.			