



# Writing Checklist

## Years 3 and 4



### Spelling

- I use spelling rules to add prefixes and suffixes to root words.
- I can spell words that are homophones (e.g. peace/piece).
- I can spell words in the Years 3 and 4 spelling list.
- I can check the spelling of a word in a dictionary using the first two or three letters.

### Handwriting

- I can use diagonal and horizontal strokes to join letters.
- I understand which letters, when next to each other, are best left unjoined.
- I can use joined handwriting consistently in all my work.

### Vocabulary, Grammar and Punctuation

- I can extend a sentence using a range of conjunctions such as when, if, because, although.  
*For example: Although it was raining heavily, the football match will go ahead as planned.*
- I can choose nouns and pronouns appropriately to avoid repetition  
*For example: Tom, he, the brave boy, this courageous hero.*
- I can use adverbs in my writing.  
*For example: quickly, cautiously, loudly.*
- I can use fronted adverbials  
• For example: Before we begin, make sure your pencil is sharp) and ensure the comma is used correctly.
- I can punctuate direct speech.  
*For example: "What a fantastic piece of writing!" exclaimed the teacher joyfully.*
- I can place the possessive apostrophe correctly in regular plurals (e.g. boys' toilets) and in irregular plurals (e.g. children's toys).
- I can use a range of words:
  - Root words, prefixes (e.g. un-, dis-, mis-) and suffixes (e.g. ation, -ly, -ous).
  - Prepositions which link a following noun, pronoun or noun phrase to another word in the sentence (often describing location, direction or time) such as: before, after, after, during.
- I understand how words are related in form and meaning in word families.  
*For example: solve, solution, dissolve, insoluble.*
- I understand that clauses are a type of phrase which contains a verb.
- I understand that main clauses make sense on their own.  
*For example: We can watch TV.*
- I understand that subordinate clauses are dependent on the main clause.  
*For example: We can watch TV when we have finished our homework.*

- I know the list of vowels (the letters a, e, i, o, u) and the subsequent consonants (all letters that are not vowels)

## Composition

- I can plan my writing by discussing and recording ideas.
- I can draft my writing and rehearse it orally, looking for ways to improve my sentences.
- I can describe settings, characters and the plot.
- I can write in paragraphs and use headings and sub-headings to organise my work.
- I can check my work for spelling and punctuation errors.
- I can evaluate and suggest improvements in my own and other people's work.
- I can read my work out aloud with expression in front of a group/class.

## Checklist for year 3

I know:

- Root words, prefixes (e.g. un-, dis-, mis-) and suffixes (e.g. ation, -ly, -ous).
- Conjunctions which link two words or phrases together such as: when, if, because, although, while.  
*For example: Although it was raining heavily, the football match will go ahead as planned).*
- Prepositions which link a following noun, pronoun or noun phrase to another word in the sentence (often describing location, direction or time) such as: before, after, after, during.
- I understand how words are related in form and meaning in word families  
*For example: solve, solution, dissolve, insoluble.*
- Clauses are a type of phrase which contains a verb.
- Main clauses make sense on their own.  
*For example: We can watch TV.*
- Subordinate clauses are dependent on the main clause.  
*For example: We can watch TV when we have finished our homework.*
- Direct speech  
*For example: "Well done!" exclaimed the teacher.*
- Inverted commas (sometimes called speech marks).
- Vowels (the letters a, e, i, o, u).
- Consonants (all letters that are not vowels).

## Checklist for Year 4

I know:

- The difference between plural –s (e.g. trees) and possessive.  
*For example: The tree's leaves were turning brown.*
- Adverbials are words or phrases which are used to add detail to a verb or clause. Adverbs and other types of words can be used in this way.  
*For example: The bus leaves in five minutes. The phrase 'in five minutes' adds detail to the verb 'leaves'.*
- Using commas correctly to mark fronted adverbials.  
*For example: Before we begin, make sure your pencil is sharp.*
- The use of possessive apostrophes in regular plurals (e.g. boys' toilets) and in irregular plurals (e.g. children's toys).
- Determiners introduce the noun and can include: articles (the book, a pen or an elephant) demonstratives (that book, those shoes) possessives (my pen, your house) quantifiers (some money, every child)
- Pronouns can replace nouns in sentences and help to make sure we don't repeat the same words in our writing.  
*For example: Tom is reading his new book. He is really enjoying it.*
- Possessive pronouns are a type of pronoun which show possession.  
*For example: That book belongs to Tom. That book is his.*