








+Stage 4 Writing Checklist - Working at age related expected standard

| Skills | Name: | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|---|
| Audience  and purpose | choosing the right language for the genre (entertain/inform/persuade) | | | | | | | |
| | Some evidence of formal writing | | | | | | | |
| | Some evidence of extended writing (one page of A4 or more) | | | | | | | |
| Narratives  | In narratives I can describe the setting and my character's feelings within the structure of a plot (using my ability to describe at this time). | | | | | | | |
| | Beginning to use mixed sentence lengths for effect (longer for build-up, shorter for action) | | | | | | | |
| | Expanded noun phrases with pre-modifiers and prepositional phrases. | | | | | | | |
| | Show not tell sentences | | | | | | | |
| | Use figurative Language- similes | | | | | | | |
| | Use dialogue with different verb and adverb combinations for said. | | | | | | | |
| Cohesive devices  | Use headings/subheadings in non-fiction writing, also including an introduction and conclusion sentence | | | | | | | |
| | Organise paragraphs around a theme | | | | | | | |
| | Use subordinate clauses within sentences to add extra detail using subordinating conjunctions (e.g. <i>because, after, before, though, while</i>). | | | | | | | |
| | Pronouns | | | | | | | |
| | Adverbials to show time, place, manner and reason (including fronted adverbials) | | | | | | | |
| Sentence level  | Use expanded noun phrases with pre and post modifiers. | | | | | | | |
| | Use metaphors, similes, alliteration, onomatopoeia and personification . | | | | | | | |
| | Use a subordinate clause at the beginning, end or middle of my sentence to add extra detail. | | | | | | | |
| | Include fronted adverbials that describe when, how or where (e.g. <i>Later that day, Gently, Beside my bed</i>). | | | | | | | |
| | Beginning to use some indirect speech in writing (e.g. <i>he told me that</i>). | | | | | | | |
| | Use a range of sentences with more than one clause, using a wider range of coordinating (FANBOYS) and subordinating conjunctions (ONAWHITEBUS) . | | | | | | | |
| | Use a range of ways to open sentences – ing clause e.g. <i>running happily</i> , subordinate conjunction e.g. <i>if, when, while</i> . | | | | | | | |
| | Use adventurous word choices in my descriptions (<i>adventurous for age</i>). | | | | | | | |
| Word level  | Use adverbs to describe manner, time and cause (e.g. <i>slowly, firstly, consequently</i>) Including fronted. | | | | | | | |
| | Use prepositions to show time and cause (e.g. <i>before, after, during, in</i>). | | | | | | | |

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| | Use nouns and pronouns for clarity and cohesion and to avoid repetition. | | | | | | | | |
| | Confidently vary the subject of sentences using a variety of ways (e.g. He, Lord, The noble king, The angry monarch). | | | | | | | | |
|  | Use present and past tense correctly and some use of perfect form. | | | | | | | | |
| Verb forms | Use standard English forms for verb inflections instead of local spoken forms (e.g. we were/ we was or I did/ I done). | | | | | | | | |
| Punctuation  | Capital Letters and Full Stops, Exclamation marks, Question Marks, Ellipsis | | | | | | | | |
| | Apostrophes – Singular possession Plural possession Omission/Contraction | | | | | | | | |
| | Inverted commas- Direct speech | | | | | | | | |
| | Commas- to separate items in a list After fronted adverbials Subordinate clauses Between subordinate clauses Speech | | | | | | | | |
| Spelling | Spell most words correctly (Year 3 and 4) | | | | | | | | |
| Editing | Improving writing by making additions and revisions | | | | | | | | |
| Handwriting | Join letters and understand which letters should and should not be joined. | | | | | | | | |
| | Use cursive handwriting smoothly and legibly: down strokes of letters are parallel and equal distance; lines of writing are spaced so that the ascenders and descenders of letters do not touch. | | | | | | | | |
| | Evidence of legible joined up handwriting. | | | | | | | | |
| Working at Greater Depth | | | | | | | | | |
| Audience and purpose | Maintaining features of the genre throughout the piece | | | | | | | | |
| | Selecting the appropriate verb form (including progressive and perfect) | | | | | | | | |
| | Make vocabulary and grammatical choices for effect | | | | | | | | |
| | Drawing independently on what they have read as models for their own writing (eg language, structures, characterisation) | | | | | | | | |
| Formality | Control level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc. | | | | | | | | |
| Appropriate register | Begin to distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters | | | | | | | | |
| Punctuation | Use the range of punctuation taught Y1-4 <i>mostly</i> correctly (i.e. inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas) | | | | | | | | |