

# Years 3 and 4 English Writing Assessment Group Checklist



<b>Transcription</b>					
I use further prefixes and suffixes and understand how to add them.					
I can spell further homophones.					
I can spell words that are often misspelt.					
I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].					
I can use the first two or three letters of a word to check its spelling in a dictionary.					
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
<b>Handwriting</b>					
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.					
I can increase the legibility, consistency and quality of my handwriting.					
<b>Composition</b>					
I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.					
I can plan my writing by discussing and recording ideas.					
I can draft and write by organising paragraphs around a theme.					
I can draft and write by in narratives, creating settings, characters and plot.					
I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.					
I can draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings].					
I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.					
I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.					

# Years 3 and 4 English Writing Assessment Group Checklist



<p><b>Composition</b></p>					
<p>I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
<p><b>Writing - Vocubular, Grammar and Punctuation</b></p>					
<p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>					
<p>I can use the present perfect form of verbs in contrast to the past tense.</p>					
<p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>					
<p>I can use conjunctions, adverbs and prepositions to express time and cause.</p>					
<p>I can use fronted adverbials.</p>					
<p>I am learning the grammar for years 3 and 4 in English Appendix 2.</p>					
<p>I can indicate grammatical and other features by using commas after fronted adverbials.</p>					
<p>I can indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.</p>					
<p>I can indicate grammatical and other features by using and punctuating direct speech.</p>					
<p>I can indicate grammatical and other features by using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.</p>					