

Writing Checklist for 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.

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.

Vocabulary, Grammar and Punctuation

- I can extend a sentence using a range of conjunctions such as when, if, because, although (e.g. *Although it was raining heavily, the football match will go ahead as planned*).
- I can choose nouns and pronouns appropriately to avoid repetition (e.g. *Tom, he, the brave boy, this courageous hero*).
- I can use adverbs in my writing (e.g. *quickly, cautiously, loudly*).
- I can use fronted adverbials (e.g. *Before we begin, make sure your pencil is sharp*) and ensure the comma is used correctly.
- I can punctuate direct speech (e.g. *"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*).

GPS Checklist for Year 4



I can explain and identify the following terms:

<ul style="list-style-type: none"> The difference between plural -s (e.g. <i>trees</i>) and possessive -s (<i>The tree's leaves were turning brown.</i>) 	
<ul style="list-style-type: none"> 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. (e.g. <i>The bus leaves <u>in five minutes</u>.</i> The phrase 'in five minutes' adds detail to the verb 'leaves'.) 	
<ul style="list-style-type: none"> Using commas correctly to mark fronted adverbials (<i><u>Before we begin</u>, make sure your pencil is sharp.</i>). 	
<ul style="list-style-type: none"> The use of possessive apostrophes in regular plurals (e.g. <i>boys' toilets</i>) and in irregular plurals (e.g. <i>children's toys</i>). 	
<ul style="list-style-type: none"> Determiners introduce the noun and can include: <ul style="list-style-type: none"> ➤ Articles (<i><u>the</u> book, <u>a</u> pen or <u>an</u> elephant</i>) ➤ Demonstratives (<i><u>that</u> book, <u>those</u> shoes</i>) ➤ Possessives (<i><u>my</u> pen, <u>your</u> house</i>) ➤ Quantifiers (<i><u>some</u> money, <u>every</u> child</i>) 	
<ul style="list-style-type: none"> Pronouns can <u>replace</u> nouns in sentences and help to make sure we don't repeat the same words in our writing (e.g. Tom is reading his new book. <u>He</u> is really enjoying it.). Possessive pronouns are a type of pronoun which show possession (e.g. That book belongs to Tom. That book is <u>his</u>.) 	

Reading Checklist for Years 3 and 4



Word Reading

- I am developing my understanding of root words, prefixes (e.g. un-, dis-, mis-) and suffixes (e.g. -ation, -ly, -ous).
- I use my knowledge of prefixes and suffixes to help me understand words (e.g. un-, dis-, mis- have a negative meaning such as unhappy, misunderstood).
- I can read a wider range of tricky words.

Comprehension

- I can listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction books.
- I can read books that are structured in different ways and read for a range of purposes.
- I can use a dictionary to check the meaning of words I have read.
- I can identify themes and conventions in a wide range of books (e.g. heroism).
- I can retell stories in my own words.
- I can perform poems and play scripts in front of an audience, showing my understanding of the text through the expression in my voice.
- I can discuss interesting words and phrases in a text.
- I can recognise different forms of poetry (e.g. free verse, narrative poetry).
- I check that what I have read makes sense to me and correct mistakes in my reading independently.
- I can explain how the meaning of words changes in different contexts.
- I can ask questions to improve my understanding of the text.
- I can be a reading detective to infer the feelings, thoughts and motives of different characters.
- I can use evidence from the text to support my answers.
- I can predict what happen next in the story using the details stated and implied.
- I can summarise the main ideas of a text of more than one paragraph.
- I can find and record information effectively in non-fiction texts.
- I can take part in discussions about books, taking turns and listening to what others have to say.