| Year 4 Writing ARE Assessment - ENTERING/DEVELOPING/SECURE | | | | | | | | | | |
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| **Name:** **Date:** | | | | | | | | | | **Overall ARE** |
| **Genre** | | | | | | | | | | |
| **SPELLING** | | | | | | | | | | |
| 1) I can spell some or most of the words from the year 3/4 spelling list. | | | | | | | | | | |
| 2) I can recognise and spell homophones. | | | | | | | | | | |
| 3) I can spell words with prefixes (sub, inter, auto, in, ir, ) and suffixes (ation, ly, ous, ious, eous, tion, sion, ). | | | | | | | | | | |
| 4) I can spell words containing silent letters ph (arachnophobia, physiotherapy). | | | | | | | | | | |
| **HANDWRITING** | | | | | | | | | | |
| 5) I can form my letters correctly. | | | | | | | | | | |
| 6) I can use diagonal and horizontal strokes to join most handwriting. | | | | | | | | | | |
| **GRAMMAR** | | | | | | | | | | |
| 7) I can use an expanded noun phrase with pre/post modifiers and more ambitious qualifiers (a few, numerous, countless, such as). | | | | | | | | | | |
| 8) I can begin to use an ing clause and a subordinate clause (eg. Running happily down the road, John …….. Just as John arrived, ……. | | | | | | | | | | |
| 9) I can use adverbial phrases at the beginning (fronted adverbial), middle (embedded) and at the end of a clause. | | | | | | | | | | |
| 10) I can use standard English when writing verb inflections (we were not, we was). | | | | | | | | | | |
| 11) I can use indirect speech with varied verbs/adverbs. Eg He told me angrily that …… | | | | | | | | | | |

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| **PUNCTUATION** | | | | | | | | | | |
| 12) I can use apostrophes for plural and singular possession. | | | | | | | | | | |
| 13) I can use dialogue with varied verbs/adverbs.eg "Hello," she whispered shyly. | | | | | | | | | | |
| 14) I can use some commas for clarity eg. After fronted adverbials or between clauses. | | | | | | | | | | |
| **COMPOSITION-NARRATIVE** | | | | | | | | | | |
| 15) I can write a narrative with a clear structure, setting, characters and plot, focusing upon the 'Story Hill' elements. | | | | | | | | | | |
| 16) I can write in paragraphs to organise ideas around a theme. | | | | | | | | | | |
| **COMPOSITION –NON FICTION** | | | | | | | | | | |
| 17) I can confidently use headings, sub-headings, introduction, conclusion in a non fiction text. | | | | | | | | | | |
| 18) I can write in paragraphs to organise ideas around a theme. | | | | | | | | | | |
| **TEXT STRUCTURE** | | | | | | | | | | |
| 19) I can use some cohesive devices within, across sentences and paragraphs (nouns, pronouns, adverbials such as furthermore, as a result, however). | | | | | | | | | | |
| 20) I can use a range of conjunctions within, across sentences (when, if, because, although). | | | | | | | | | | |
| 21) I can use a variety of tense forms such as simple perfect, continuous (I go, I am going, I have gone). | | | | | | | | | | |