



# MRS MORLEY'S STAR WRITERS



Year 4 Checklist		Point Value	
<b>FEATURES OF WRITING</b>		<b>/11</b>	
All sentences start with a capital letter and are punctuated.	1		
The tense of your writing is consistent. For example, if you are writing in past tense, make sure it stays that way.	1		
All proper nouns (names of specific people and places) start with capital letters.	1		
Include co-ordinating conjunctions to join ideas ( <i>for, and, but, or, yet, so</i> ).	1		
Include subordinating conjunctions to introduce a subordinate clause ( <i>after, before, until, when, while, though, although, even though, if, because...</i> )	1		
Proof-read your writing to check it makes sense and you have used correct punctuation.	1		
In non-narrative writing, headings and sub headings are used to organise writing.	1		
In narratives, to have a clear plot for a story with a beginning, middle (problem) and end (resolve the problem).	1		
Remembering to use a new line when someone speaks in your writing.	1		
Use pronouns to avoid the repetitions of names ( <i>he, she, her, him, it, they, I, we, your, our, their...</i> ).	1		
To begin to use paragraphs correctly to organise writing.	1		
<b>ADDING DETAIL AND DESCRIPTION</b>		<b>/10</b>	
Adjectives are used to add description and detail.	1		
Verbs are chosen for impact. How did the character move? Can you think of better words for those verbs? For example, 'walked' could be improved → crept, strode, marched...	1		
Adverbs are used to add detail. How was the action carried out? Use an adverb to add detail to the verb. e.g. Kelly crept <b>stealthily</b> behind the mysterious creature.	1		
In narratives, to include a setting and characters. Have you described these in detail? Would your reader have a clear image of the setting and your characters in their mind?	1		
Use fronted adverbials. This is when an adverbial (gives more detail about how a verb is done) is placed at the start of a sentence. Examples: <i>Quickly, he strode towards the door. After midnight, it felt cold.</i>	1		

Use a thesaurus to improve your adjectives and word choices.	1	
Include a simile (compare things using 'like' or 'as'.) Example: <i>as cold as ice, sharp like needles</i>	1	
Include personification (give human characteristics to something which is not human). Example: <i>the snowflake danced to the ground.</i>	2	
Use prepositional phrases to show position in time or location. Examples: <i>behind the door, after lunch, before noon, last year</i>	1	
<b>PUNCTUATION</b>	<b>/9</b>	
Question marks. Could be used in a rhetorical question.	1	
Exclamation mark. These are used when something is surprising, interesting or when someone is shouting.	1	
Use commas after fronted adverbials.	1	
Include speech in inverted commas. Speech must start with a capital letter and have punctuation inside the inverted commas.	2	
Commas in a list	1	
Apostrophes for contraction ( <i>don't, won't, can't etc.</i> )	1	
Apostrophes for possession. Put the box around what is owned, then put the apostrophe outside the box. Must be used for both singular possession ( <b>girl's</b> ) and plural possession ( <b>girls'</b> ).	2	
<b>SPELLING AND HANDWRITING</b>	<b>/10</b>	
To spell the Year 1 and Year 2 common exception words correctly. Use the spelling list provided to check.	1	
To spell the Year 3 and 4 statutory spelling words correctly. Use the spelling list provided to check.	2	
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	2	
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.	2	
Handwriting is legible and joined. Upper case letters should be double the size of lower case letters.	2	
To spell homophones correctly, e.g. which and witch.	1	
<b>Total points for this piece of writing:</b>	<b>/ 40</b>	