

LKS2 Years 3 and 4 English Assessment Checklist

Word Reading

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet.
- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- I can identify themes and conventions in a wide range of books.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases that capture my interest and imagination.
- I can recognise some different forms of poetry [for example, free verse, narrative poetry].
- I understand what I read independently by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
- I understand what I read independently by asking questions to improve my understanding of the text.
- I understand what I read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

- I understand what I read independently by predicting what might happen from details stated and implied.
- I understand what I read independently by identifying main ideas drawn from more than one paragraph and summarising these.
- I understand what I read independently by identifying how language, structure, and presentation contribute to meaning.
- I can retrieve and record information from non-fiction.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Transcription

- 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.

Handwriting

- 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.

Composition

- 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 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 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 suggest improvements.
- I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- I can read my own writing aloud, to a group or the whole class, using appropriate intonation and control the tone and volume of my voice so that my meaning is clear.

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Writing - Vocabulary Grammar and Punctuation

- I can use a wider range of conjunctions in sentences with more than one clause, including use of when, if, because and although.
- I can use the present perfect form of verbs in contrast to the past tense.
- I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use fronted adverbials.
- I am learning the grammar for years 3 and 4 in English Appendix 2.
- I can use commas after fronted adverbials.
- I can indicate possession by using possessive apostrophes with plural nouns.
- I can use and punctuate direct speech.
- I can understand and use the grammatical terminology from English Appendix 2 accurately and appropriately when discussing my writing and reading.

Spoken Language

- I can listen and respond appropriately to adults and my peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I can use relevant strategies to build my vocabulary.
- I can articulate and justify answers, arguments and opinions.
- I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- I can speak audibly and fluently with an increasing command of Standard English.
- I can participate in discussions, presentations, performances, role play, improvisations and debates.
- I can gain, maintain and monitor the interest of the listener(s).
- I can consider and evaluate different viewpoints, attending to and building on the contributions of others.
- I can select and use appropriate registers for effective communication.