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for a brighter tomorrow

## Wood End Primary School Year 4 Writing Targets

Experienced

Achieved

Fluency

### Spelling

1) I can use the prefixes: in-, im-, il-, ir-, -inter-, -ex-, non-

2) I can understand and add the suffixes: -ation, -ous

3) I can spell most Year 3 and 4 exception words.

4) I can spell some homophone words correctly – accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/reign/rein, scene/seen, weather/whether, whose/who's

5) I can spell regular and irregular possessive plurals using an apostrophe

6) I can spell more complex words that are often misspelt, e.g. caught, occasionally, interest

7) I can use my knowledge of word families to help me spell related words

8) I can use a range of spelling rules taught at Year 4

9) I can use the first three or four letters of a word to check its spelling in a dictionary.

10) I can write accurately sentences from memory dictated by the teacher, which include words and punctuation taught so far.

### Handwriting

11) I can write using legible joined up handwriting

12) I can write so that my handwriting is consistent: vertical lines are parallel and in proportion. My writing is spaced properly so that my letters do not overlap.

### Composition

13) I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.

14) I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece.

15) I can choose the right language for the genre (entertain, persuade, inform)

16) I can use some formality in my writing ( formal writing – expanded form, technical vocabulary, formal adverbials e.g. moreover, furthermore, nevertheless )

17) I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.

18) I can use some cohesive devices across sentences and paragraphs (pronouns and nouns, conjunctions and adverbials e.g. sometime later, as time went by, therefore, however, moreover)

19) I can write narrative texts that create descriptive settings, characters and plots.

20) I can use figurative language for effect (similes, metaphors)

21) I can organise my non-narrative writing so that it has headings and subheadings.

22) I can use mixed sentence lengths for effect ( longer for build- up, shorter for action)

23) I am beginning to use show not tell sentences

24) I can assess my work and that of others and suggest improvements.

25) I can edit my work by changing the grammar to improve the way my work reads.

26) I can proof read my writing for spelling and use of punctuation.

27) I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.

Vocabulary, Grammar and Punctuation							
28) I can use the correct form of the verb inflection e.g., we were instead of we was.							
29) I can make my writing interesting by using more ambitious vocabulary (adjectives, nouns, verbs, adverbs)							
30) I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.							
31) I can explain and use the possessive apostrophe correctly in words with regular plurals eg, girls', boys' and with words with irregular plurals, e.g. children's							
32) I can use dialogue with varied verbs and adverbs ('Hello,' she whispered shyly.)							
33) I can beginning to use some reported speech in my writing (he told me that)							
34) I can punctuate speech with inverted commas mostly correctly							
35) I can use adverbial phrases (time, place, manner, reason ) in different positions in the sentence (fronted, embedded, at the end of a clause)							
36) I am beginning to use a range of ISPACE sentence openers							
37) I can use expanded noun phrases with pre and post modifiers and qualifiers (lots of, countless)							
38) I can use prepositional phrases							
39) I can use first and third person.							
+0) I can use a variety of coordinating conjunctions (FANBOYS)							
+1) I can use a variety of subordinating conjunctions (A WHITE BUS)							
+2) I can choose and use accurate determiners.							
+3) I can use commas for clarity (clauses, fronted adverbials, speech)							
I can maintain features of the genre throughout the piece GDS							
I can select the appropriate verb form ( including progressive and perfect ) GDS							
I can make vocabulary and grammatical choices for effect GDS							
I can draw on my reading and use as a model for my writing (language, structure and characterisation) GDS							
I can control the level of formality of my writing through vocabulary choices, use of contractions and multi-clausal sentences GDS							
I can distinguish between the language of speech and writing and choose the appropriate register GDS							
I can use the range of punctuation taught at Yrs 1-4 mostly correctly ( including punctuation of direct speech) GDS							