



Year 4 Writing Targets

Target
I can discuss a piece of writing similar to that I am going to write. I can learn from its layout, word choices and from the grammatical structures used.
I can discuss and record ideas.
I can compose sentences and dialogue in speech before writing them on paper. I use these opportunities to try out new, rich and varied vocabulary and to experiment with different sentence structures.
I can use paragraphs to organise writing around a theme.
I can further create settings, characters and plot when writing stories by, for example, using expanded noun phrases and adverbials to add detail.
I can use headings, sub-headings and other organisational devices when writing non-fiction.
I can assess the effectiveness of my own and others' writing and suggests improvements.
I can suggest changes that improve consistency in my writing by, for example, suggesting a change in word choice or replacing a noun with a pronoun to avoid repetition.
I can proof-read for spelling and punctuation errors.
I can read my own writing aloud to a group or to the whole class, using appropriate expression, control and volume to make my meaning clear.
I understand the difference between the plural -s and the possessive -s (the cats, the cats').
I can write in Standard English most of the time, particularly when selecting the verb forms e.g. 'We were' and 'They did' rather than 'They was' and 'We done'.
I can add detail to my writing by using adjectives and prepositions e.g. 'the man waited' becomes 'the elderly man waited with tears in his eyes'.
I can begin sentences with adverbial phrases such as 'Later that day, ...', 'After a while, ...', 'Once we had finished, ...'
I can use paragraphs to organise ideas around a theme.
I can choose between nouns and pronouns appropriately so that my writing is clear but not repetitive.
I can use inverted commas and other punctuation to indicate direct speech. For example, "Stop! I want to talk to you," she exclaimed.
I am beginning to use apostrophes to mark plural possession, recognising the difference between the girl's name and the girls' names.
I can use comma fronted adverbial phrases. For example, 'Later that day, ...', 'After a while, ...', 'Once we had finished, ...'
I can use further prefixes and suffixes and understand how to add them.
I can spell further homophones.
I can identify commonly misspelt words and attempt to correct them.
I understand how to place the apostrophe within regular and irregular plurals. For example, 'The girls' and boys' teacher' but 'The children's teacher'.
I can use the first two or three letters of a word to check spelling in a dictionary.
I can write from memory simple sentences dictated by the teacher.
I can use diagonal and horizontal joins and understand which letters are best left unjoined.
I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure my downstrokes are parallel and the same size.
I can write with increasing legibility, consistency and quality in my handwriting. For example, I am making sure the lines of writing are spaced so that the letters on different lines do not overlap.