

YEAR 4 WRITING TARGET MAP

I plan my writing by looking at similar texts I have written before - discussing the structure, vocabulary and grammar.

I am able to use ideas to plan my writing.

I am using an increasing range of sentence structures and richer vocabulary in my writing, including dialogue.

I can draft my work into paragraphs.

I can write a narrative with a clear structure, setting, characters and plot.

I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.

I can edit my own work and that of others and add improvements to the texts.

I can make improvements to grammar, vocabulary and punctuation (e.g. ensuring accurate use of pronouns).

I can proof-read to check for errors in spelling and punctuation.

I can read my writing out to an audience in an interesting and clear manner.

Y3&4 COMPOSITION

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.

I choose nouns or pronouns appropriately for clarity, to avoid repetition and to enhance my writing.

I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.

I know I should not write in the same way that I talk (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').

Y4 GRAMMAR

I use the possessive apostrophe accurately in words with regular (e.g. girls', boys') and irregular plurals (e.g. children's).

I can punctuate speech in a text.

I can talk about my work using the learning from my Year 4 grammar list.

I describe nouns in careful detail when I need to write about a complex object. (e.g. 'a rare, beautiful jewel' instead of 'a jewel').

In handwriting, I know which letters are appropriate to join.

My handwriting is legible and consistent (e.g. strokes of letters are parallel; lines are spaced well so that ascenders & descenders do not touch.)

I use the diagonal and horizontal strokes that are needed to join letters.

Y3&4 HANDWRITING

Y3&4 SPELLING

I can spell words with prefixes and suffixes and can use them in my writing.

I recognise and spell homophones.

I can spell the commonly mis-spelt words from the Y3/4 word list.

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

I can write simple sentences from memory that have been dictated to me, using the correct punctuation.

Y4 EXCEEDING

I can re-organise sentences so my writing has a greater impact.

I can use short sentences to speed up action sequences.

I can use reactions from other characters to make my character interesting.

I can recognise when a simile may be stronger than a metaphor, and vice versa.

I can use direct speech to tell the reader more about a character's personality.

I use good adjectives, similes and metaphors to help create a powerful image of the characters I am writing about.

When using first, second or third person, I use pronouns correctly.

I can use commas or ellipses for clarity and effect.