Wood End Primary School Year 4 Writing Targets	Experience	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 use present and past tense correctly and correct use of the perfect form. (			
He had eaten his breakfast too quickly)			
30) I can make my writing interesting by using more ambitious vocabulary			
(adjectives, nouns, verbs, adverbs)			
31) I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard			
the bad news.			
32) 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			
33) I can use dialogue with varied verbs and adverbs ('Hello,' she whispered shyly.)			
34) I can beginning to use some reported speech in my writing (he told me that)			
35) I can punctuate speech with inverted commas mostly correctly			
36) I can use adverbial phrases (time, place, manner, reason ) in different positions			
in the sentence (fronted, embedded, at the end of a clause)			
37) I can mostly use capital letters, full stops, questions marks, exclamation marks			
and commas in lists correctly.			
38) I can use expanded noun phrases with pre and post modifiers and qualifiers			
(lots of, countless)			
39) I can use prepositional phrases			
40) I can use first and third person.			
41) I can use a variety of coordinating conjunctions (FANBOYS)			
42) I can use a variety of subordinating conjunctions (A WHITE BUS)			
43) I can choose and use accurate determiners.			_
44) 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			