



**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                                                                                                                                                                 |  |  |  |  |  |  |  |  |  |

