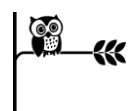


Year 4 Expected

| Targets | Secure |
|--|--------|
| Transcription | |
| <u>Spelling</u> | |
| I can spell words with prefixes and suffixes and can add them to root words. | |
| I can recognise and spell most homophones. | |
| I can use the first two or three letters of a word to check a spelling in a dictionary. | |
| I can spell most of the words from the Y3/4 word list. | |
| <u>Handwriting</u> | |
| I can use the diagonal and horizontal strokes that are needed to join letters. | |
| I understand which letters should be left unjoined. | |
| My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. | |
| Composition | |
| I can compose sentences using a range of sentence structures. | |
| I can orally rehearse a sentence or a sequence of sentences. | |
| I can write a narrative with a clear structure, setting and plot. | |
| I can improve my writing by changing grammar and vocabulary to improve consistency. | |
| I use a range of sentences which have more than one clause. | |
| I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. | |
| Grammar and punctuation | |
| <u>Sentence structure</u> | |
| I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. | |
| I can use fronted adverbials. | |
| <u>Text structure</u> | |
| I can write in paragraphs. | |
| I make an appropriate choice of pronoun and noun within and across sentences. | |
| <u>Punctuation</u> | |
| I can use inverted commas and other punctuation to indicate direct speech. | |
| I can use apostrophes to mark plural possession. | |
| I can use commas after fronted adverbials. | |



Writing Targets

Pupil's Name:

Year 4 Greater Depth

| Target | Secure |
|---|--------|
| I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact. | |
| I can use dialogue and reactions from other characters to make my character interesting. | |
| I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about. | |
| I am prepared to carry out some research to find words that are particular to the event being written about. | |
| I can deliberately use short sentences for effect. | |
| I can recognise when a simile may generate more impact than a metaphor, and vice versa. | |
| I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality. | |
| I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural. | |
| I can use commas or ellipses in order to create greater clarity and effect in my writing. | |

