**Information for Parents/Carers**

**Writing Targets - A Year 4 Writer**

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| **Transcription** |
| Spelling |
| I can spell words with prefixes and suffixes and can add them to root words. |
| I can recognise and spell homophones. |
| I can use the first two or three letters of a word to check a spelling in a dictionary. |
| I can spell the commonly mis-spelt words from the Y3/4 word list. |
| Handwriting  |
| 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.  |
| I can use direct speech in my writing and punctuate it correctly. |
| **Grammar and punctuation** |
| Sentence structure |
| I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. |
| I can use fronted adverbials.  |
| Text structure |
| I can write in paragraphs.  |
| I make an appropriate choice of pronoun and noun within and across sentences. |
| Punctuation |
| 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.  |

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**Exceeding Year 4 Expectations**

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| I am prepared to carry out some research to find words that are particular to the event being written about. |
| 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 deliberately use short sentences to speed up action sequences. |
| I can use dialogue and reactions from other characters to make my character interesting. |
| 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 recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about. |
| I know how to re-order sentences so that they create maximum effect. |
| 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. |