

	TARGETS	SEEN	SECURE
	<b>Spelling</b>		
1	I can use further prefixes and suffixes and understand the spelling rules to add them to root words.		
2	I can spell most words correctly from the Y3/4 word list.		
3	I can recognise and spell homophones accurately in the correct context.		
4	I can use the first 3 letters of a word to check spelling and meaning in a dictionary.		
5	I can write from memory a simple sentence dictated by the teacher that includes words and punctuation taught so far.		
	<b>Handwriting</b>		
6	I can use the diagonal, horizontal strokes that are needed to join letters, and which letters, when adjacent to one another, are best left unjoined.		
7	I can increase the legibility, consistency and quality of my handwriting by ensuring my downstrokes are parallel, the same length and the same distance apart.		
	<b>Composition (Plan, Draft, Evaluate and Edit)</b>		
	<b>Plan</b>		
8	I can discuss and learn from the structure, vocabulary and grammar in writing similar to that I am going to write.		
9	I can plan and develop my ideas logically.		
	<b>Draft</b>		
10	I can compose and rehearse my sentences orally (including dialogue).		
11	I can write a narrative with a clear structure, character, setting and plot.		
12	I can use simple organisational devices in non-narrative writing for example headings and sub-headings.		
13	I can include a varied and rich vocabulary in my writing.		
14	I can extend the range of sentences used with more than one clause by the use of a wider range of conjunctions.		
15	I can integrate dialogue into a narrative using accurate punctuation.		
GDI	I can use dialogue and reactions from other characters to make my writing interesting for the reader.		
16	I can use a conjunctions, adverbs and prepositions to express time and cause.		
17	I can indicate possession by using the possessive apostrophe with plural nouns.		
18	I can accurately use the present perfect form of verbs in contrast to the past tense		
	<b>Evaluate and Edit</b>		
19	I can assess the effectiveness of my own and others' writing.		

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20	I can propose changes to grammar and up level vocabulary to improve my writing.			
21	I can proof-read for spelling and punctuation errors.			
22	I can read aloud my composition to a group or whole class, using appropriate intonation, controlling the tone and volume so that meaning is clear.			
<b>Vocabulary, Grammar and Punctuation</b>				
<b>Word</b>				
23	I can understand the difference between plural and possessive –s eg girls' and girl's			
24	I can use the correct Standard English verb inflections eg. we were instead of we was, I did instead of I done.			
<b>Sentence structure</b>				
25	I can identify and use noun phrases expanded by the addition of modifying adjectives, nouns with preposition phrases. eg. The teacher is. . . expanded to: The strict maths teacher with curly hair.			
26	I can use appropriate fronted adverbials in my writing.			
27	I can identify and use simple, compound and complex sentences.			
GD2	I can deliberately use simple sentences to speed up action or for impact.			
<b>Text structure</b>				
28	I can use paragraphs to organise ideas around a theme.			
29	I can choose the appropriate pronoun or noun within and across sentences for cohesion and avoid repetition.			
<b>Punctuation</b>				
30	I can use commas after a fronted adverbial.			
31	I can accurately use commas for clauses.			
GD3	I can re-order sentences so they create maximum effect and impact.			
32	I can punctuate direct speech accurately using inverted commas, capital letters and a comma accurately. eg. Comma after the reporting clause and end punctuation with inverted commas: The conductor shouted, "Sit down!"			
33	I can use an apostrophe for plural possession accurately.			
GD4	I can use commas or ellipses in order to create greater clarity and effect in my writing.			
<b>Key Terminology</b>				
determiner pronoun and possessive pronoun adverbial				