

	TARGETS	SEEN	SECURE
	Spelling		
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.		
	Handwriting		
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.		
	Composition (Plan, Draft, Evaluate and Edit)		
	Plan		
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.		
	Draft		
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		
	Evaluate and Edit		
19	I can assess the effectiveness of my own and others' writing.		

Y4 Writing Targets		Page 2		
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.			
Vocabulary, Grammar and Punctuation				
Word				
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.			
Sentence structure				
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.			
Text structure				
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.			
Punctuation				
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.			
Key Terminology				
determiner pronoun and possessive pronoun adverbial				