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Year 4

Writing Targets

Name \_\_\_\_\_

	Child Speak Target		Greater Depth Target	
	Transcription			
	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>		<i>I have increased my knowledge of prefixes and suffixes and can accurately apply them in my writing.</i>	
	<i>I can spell an increasing number of homophones.</i>		<i>I can spell a wide range of number of homophones independently and can use them correctly in my work.</i>	
	<i>I am able to spell words that are often misspelt.</i>		<i>I am able to spell an increasing number of words that are often misspelt and include them in my writing.</i>	
	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>		<i>I know how to use the possessive apostrophe independently and accurately in words with regular and irregular plurals.</i>	
	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>		<i>When using a dictionary, I can use the first three letters of a word to check its' meaning independently.</i>	
K	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>		<i>I can write more complex sentences from memory that have been dictated to me, using the correct punctuation.</i>	
	Handwriting			
	<i>In handwriting, I know which letters are appropriate to join.</i>		<i>In handwriting, I know which letters are appropriate to join and I can join them consistently.</i>	
	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>		<i>My joined handwriting is fluid from letter to letter with all letters the same height and the correct distance apart from each other.</i>	
	Composition			
	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>		<i>I independently plan my writing by comparing and discussing similar texts I have written before - identifying and evaluating the structure and vocabulary.</i>	
	<i>I am able to use ideas to plan my writing.</i>		<i>I am able to use a range of creative ideas to plan my writing.</i>	
	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>		<i>I am using a wider range of sentence structures and a more creative, richer vocabulary in my writing.</i>	
K	<i>I can draft my work into paragraphs.</i>		<i>I can draft my work into suitable paragraphs.</i>	
K	<i>I can organise my writing using different settings, characters and plot.</i>		<i>I can organise my writing using a wide range of effective settings, characters and plot.</i>	
	<i>I can organise my writing by using headings and sub-headings.</i>		<i>I can organise my writing independently by using headings and sub-headings.</i>	
	<i>I can edit my own work and that of others and add improvements to the texts.</i>		<i>I can edit my own work and that of others and add a range of valid improvements to the texts.</i>	
	<i>I can edit written work to improve the use of grammar.</i>		<i>I can edit written work to effectively improve the use of grammar.</i>	
K	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>		<i>When I finish a piece of work I will read it through thoroughly to correct all spelling and punctuation errors if present.</i>	
	<i>I can read my writing out to an audience in an interesting and clear manner.</i>		<i>I can confidently read my writing out, engaging an audience in an interesting and clear manner.</i>	
	Vocabulary Grammar Punctuation			

	<i>I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.</i>		<i>I use commas after fronted adverbials independently - such as 'Later that day, I heard the bad news'.</i>	
K	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>		<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately and independently to enhance my writing.</i>	
K	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>		<i>I can use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example: 'Later that day, I heard the bad news'.</i>	
K	<i>I know I should not write in the same way that I talk.</i>		<i>I know I should not write in the same way that I talk and I should write in Standard English when necessary.</i>	
	<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>		<i>I always show I know how to correctly apply the possessive apostrophe with plural nouns in my writing.</i>	
	<i>I can punctuate speech in a text.</i>		<i>I can punctuate speech in a text accurately.</i>	
	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>		<i>I can talk about my work using the learning from my Year 4 grammar list independently.</i>	
	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>		<i>I independently describe nouns in careful detail when I need to write about a complex object. For example: I use 'a dripping, shaggy dog' instead of 'a dog'.</i>	