

High Ercall Primary School

Writing targets for Year 4		Pupil	Teacher
Text structure			
Use a plan to plan a piece of writing.			
Write using paragraphs or subheadings (eg. change of time, place or sections)			
Extend the ending of a non-fiction piece – fact box, personal response, final comment			
Use a consistent tense and person.			
Use other verb forms including perfect form: <i>he has left, she had chased</i>			
Sentence Construction			
Use SPACE to start sentences: <i>-ing, simile, preposition, adverb, conjunction, -ed verb</i>			
Use an adverbial phrase in different positions in a sentence: front, embedded, end			
Use coordinating conjunctions: <i>FANBOYS: for and nor but or yet so</i>			
Use a range of subordinating conjunctions: <i>ISAWAWABUB if since as when although while after before until because</i>			
Use expanded noun phrases: <i>the curly haired boy with piercing blue eyes...</i>			
Use a topic sentence to start a non-fiction paragraph			
Use a sentence of 3 for action: <i>Jim raced through the street, leapt on a bus and slumped in the seat.</i>			
Use dialogue in stories: interesting verb plus an adverb to say how it was spoken			
Word Language			
Use a range of prepositions: <i>inside, outside, across, underneath, through, towards, at</i>			
Choose powerful and appropriate verbs and adverbs.			
Choose nouns, pronouns or synonyms to help cohesion and avoid repetition.			
Handwriting			
Ensure cursive joins are correct.			
Sustain cursive writing in longer pieces of writing.			
Spelling			
Spell most common exception words correctly from the Y3/4 word list: <i>show in writing</i>			
Spell accurately more complex words that are often misspelt: <i>different, interest, special</i>			
Spell correctly a range of words using different prefixes and suffixes. Apply taught rules.			
Spell a range of homophones correctly: <i>knot / not, weather / whether, rain / reign</i>			
Know families of words around the root: <i>teach / teacher / teaching</i>			
Use a dictionary or an iPad to check spellings			
Punctuation			
Correctly use capital letters for all uses – start of sentence/proper nouns			
Use full stops, question marks and exclamation marks when needed.			
Use commas after an <i>-ly</i> opener and a fronted adverbial: <i>Later that evening, ...</i>			
Begin to use a comma in a complex sentence to separate clauses.			
Use speech marks / inverted commas – and begin to use the punctuation within			
Use apostrophe to show singular possession: <i>Jimmy's coat</i>			
Use a colon to introduce a list, followed by commas to separate each item in the list.			
The writing process			
Use good models of writing to identify the features to put into my writing.			
Edit and make small changes to my vocabulary or grammar to improve my writing.			
Proof read for missing punctuation and spelling mistakes.			
Assess my work, and that of others and suggest improvements to a sentence or paragraphs.			
Greater Depth			
Use the apostrophe to show plural possession: <i>the dogs' tails</i>			
Use complex sentences with a relative clause: <i>use 'who, which, that'</i>			
Use a sentence of 3 for description – expanded noun phrases in a list			
To use cohesion to link paragraphs (eg. using adverbials of time)			
Edit and make significant changes to the grammar and sentences in my writing.			
Choose and use technical vocabulary or deliberately chosen interesting words.			