**High Ercall Primary School**

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| **Writing targets for Year 4** | **Pupil** | **Teacher** |
| **Text structure** |  |  |
| Use a (insert plan used) to plan a (insert genre). |  |  |
| 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: *he has left, she had chased* |  |  |
| Choose nouns, pronouns or synonyms to help cohesion and avoid repetition. |  |  |
| **Sentence Construction** |  |  |
| Use ISPACE to start sentences: *-ing, simile, preposition, adverb, conjunction, -ed verb* |  |  |
| Use an adverbial phrase in different positions in a sentence: front, embedded, end |  |  |
| Use coordinating conjunctions: *FANBOYS: for and nor but or yet so*  Use a range of subordinating conjunctions: *ISAWAWABUB if since as when although while after before until because* |  |  |
|  |  |
| Use a topic sentence to start a non-fiction paragraph |  |  |
| Use complex sentences with a relative clause: *use ‘who, which, that’* |  |  |
| Use a sentence of 3 for action: *Jim raced through the street, leapt on a bus and slumped in the seat.* |  |  |
| Use dialogue in stories: interesting verb plus an adverb to say how it was spoken |  |  |
| **Word Language** |  |  |
| Use a range of prepositions: inside, outside, across, underneath, through, towards, at |  |  |
| Choose powerful verbs. |  |  |
| Understand and explain proper nouns. |  |  |
| **Handwriting** |  |  |
| Ensure cursive joins are correct. |  |  |
| Sustain cursive writing in longer pieces of writing. |  |  |
| **Spelling** |  |  |
| Spell most (80%) common exception words correctly from the Y3/4 word list: show in writing |  |  |
| Spell accurately more complex words that are often misspelt: *different, interest, special* |  |  |
| Spell correctly a range of words using different prefixes and suffixes. Apply taught rules. |  |  |
| Spell a range of homophones correctly: knot / not, weather / whether, rain / reign |  |  |
| Know families of words around the root: *teach / teacher / teaching* |  |  |
| Use a dictionary or an ipad to check spellings |  |  |
| **Punctuation** |  |  |
| Use commas after an –ly opener and a fronted adverbial: *Later that evening, …* |  |  |
| 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: *Jimmy’s coat* |  |  |
| 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 grammar and sentences. |  |  |
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| **Greater Depth** | | |
| Use the apostrophe to show plural possession: *the dogs’ tails* |  |  |
| To use cohesion to link paragraphs (eg. using adverbials of time) |  |  |
| Use expanded noun phrases – with extra nouns, adjectives, prepositions: *the curly haired boy with piercing blue eyes…* |  |  |
| Edit and make significant changes to the grammar and sentences in my writing. |  |  |
| Choose and use technical vocabulary or deliberately chosen interesting words. |  |  |
| Improve my word choices – thinking about the precise and powerful vocabulary |  |  |