



Writing Targets - A Year 3 Writer

Transcription

Spelling

I can spell words with additional prefixes and suffixes and understand how to add them to root words.

I recognise and spell homophones.

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can spell words which are in a family correctly.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can identify the root in longer words.

Handwriting

I use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

Composition

I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.

I can compose sentences using a wider range of structures.

I can write a narrative with a clear structure, setting, characters and plot.

I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.

I can suggest improvements to my own writing and that of others.

I can make improvements to grammar, vocabulary and punctuation.

I use a range of sentences with more than one clause by using a range of conjunctions.

I use the perfect form of verbs to mark the relationship of time and cause.

I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

I am starting to use paragraphs.

I can use headings and sub headings.

I can use the present perfect form of verbs instead of the simple past.

Punctuation

I can use inverted commas to punctuate direct speech.

Writing Targets

Exceeding Year 3 Expectations

I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.

I give careful thought to the planning of writing and re-read it as a matter of course.

I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.

I use words that have not been used before when describing events, characters and feelings.

I can use powerful verbs to show character or add impact.

I can vary sentences, adding phrases to make the meaning more precise.

I can include descriptions of events and characters in a variety of styles and can sometimes use humour.

I can describe characters and include feelings and emotions where needed.

I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters and reports.

I can check punctuation and use speech marks and apostrophes accurately.

Writing Targets - A Year 4 Writer

Transcription

Spelling

I can spell words with prefixes and suffixes and can add them to root words.

I can recognise and spell homophones.

I can use the first two or three letters of a word to check a spelling in a dictionary.

I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

I can compose sentences using a range of sentence structures.

I can orally rehearse a sentence or a sequence of sentences.

I can write a narrative with a clear structure, setting and plot.

I can improve my writing by changing grammar and vocabulary to improve consistency.

I use a range of sentences which have more than one clause.

I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.

I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.

I can use fronted adverbials.

Text structure

I can write in paragraphs.

I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

I can use inverted commas and other punctuation to indicate direct speech.

I can use apostrophes to mark plural possession.

I can use commas after fronted adverbials.

Writing Targets

Exceeding Year 4 Expectations

I am prepared to carry out some research to find words that are particular to the event being written about.

I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.

I can deliberately use short sentences to speed up action sequences.

I can use dialogue and reactions from other characters to make my character interesting.

I can recognise when a simile may generate more impact than a metaphor, and vice versa.

I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.

I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.

I know how to re-order sentences so that they create maximum effect.

I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.

I can use commas or ellipses in order to create greater clarity and effect in my writing.