



Yorkmead School Year 4 Writing Targets

Write for Success - Write for Life

	Emerging	Expected	Exceeding
<h3>Spelling</h3>	<p>I can check and correct my spelling.</p> <p>I can use a thesaurus to find adventurous words when adding detail to my writing.</p>	<p>I can spell common words with lots of syllables correctly.</p> <p>I can spell words ending -sion, -tian, -cian, -ous, -gue, -que, k sound spelt ch (echo), sh sound spelt ch (chef), s sound spelt sc (science), ei and ey (weigh, they), possessive apostrophe on plural words, homophones.</p>	<p>I can spell a wide range of common words with lots of syllables correctly.</p>
<h3>Sentence and Text Structure</h3>	<p>I can check my work, including sentence structure, spelling and punctuation.</p> <p>I can use the correct style of writing for the purpose, e.g. report, letter, instructions.</p> <p>I can maintain a clear structure to my writing.</p>	<p>I can link my ideas, using connectives, e.g. 'also', 'since', 'after', 'while', 'as well as', 'however', 'despite' and 'although'.</p> <p>I can continue to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use the correct tense (past, present and future).</p> <p>I can improve my writing by changing vocabulary and sentence structure.</p> <p>I can use paragraphing to organise my writing in both fiction and non-fiction.</p>	<p>I can organise my writing according to purpose, e.g. fonts, headings, bullet points and captions.</p> <p>I can organise my writing according to purpose, e.g. paragraphs, chapters, letter formats and logically sequenced events.</p>
<h3>Punctuation and Grammar</h3>	<p>I can accurately use capital letters, full stops and question marks.</p> <p>I can use a wider range of punctuation in my writing e.g. , ! ""</p>	<p>I can continue to use a wider range of punctuation in my writing e.g. ? , ! ' " " and speech punctuation.</p>	<p>I can use a range of punctuation with increasing accuracy.</p>

<p>Composition and Effect</p>	<p>I can use nouns (naming words) and verbs (doing words) that make sense together.</p> <p>I can make my writing more interesting.</p> <p>I can describe characters and nouns in more detail.</p> <p>I can start to describe characters' feelings and emotions.</p> <p>I can include some conversation in my stories.</p> <p>I can read my writing aloud with appropriate intonation and awareness of the audience.</p>	<p>I can plan by discussing writing similar to that I want to write.</p> <p>I can use adjectives and adverbs when writing descriptions.</p> <p>I can develop my description of characters, settings, feelings and emotions.</p> <p>I can write in different genres.</p> <p>In non-fiction writing, I can use a range of organisational devices.</p> <p>I can begin to include my opinions, interest or humour, where appropriate.</p> <p>I can make my writing flow, so that the reader wants to read on.</p> <p>I can develop a sense of pace.</p> <p>I can assess the effectiveness of my own and others' writing, suggesting improvements.</p>	<p>I can check that my writing makes sense, both fiction and non-fiction.</p> <p>I can use interesting and adventurous language in my writing at all times.</p> <p>I can use fiction and non-fiction structures accurately so that my writing is clear and organised.</p>
<p>Handwriting</p>	<p>I can neatly join my writing.</p>	<p>I can use diagonal and horizontal strokes to join my writing in a consistent style.</p> <p>I can begin to edit and publish my work, including use of ICT.</p>	<p>I can join my writing in a consistent style.</p> <p>I can begin to edit and publish my work, including use of ICT.</p>

Developed by Andie Crane July 2014