



Year 4 Writing Learning Targets



Name: _____ Class: _____


Vocabulary, Punctuation and Grammar (VPG) <i>I must be able to...</i>	Composition (C) <i>I must be able to...</i>	Handwriting (H) <i>I must be able to...</i>
<p>☆☆☆ 1/ Include sentences of different types in writing, ending each one with the appropriate punctuation mark.</p> <p>☆☆☆ 2/ Write compound and multi-clause sentences using a range of conjunctions.</p> <p>☆☆☆ 3/ Write sentences that begin with adverbials for <u>when</u>, for example: <i>As the clock struck twelve, the soldiers sprang into action.</i></p> <p>☆☆☆ 4/ Write sentences that begin with adverbials for <u>where</u>, for example: <i>In the distance, a lone wolf howled.</i></p> <p>☆☆☆ 5/ Write sentences that begin with adverbials for <u>how</u>, for example: <i>Silently trudging through the snow, Sam made his way up the mountain.</i></p> <p>☆☆☆ 6/ Use commas after fronted adverbials.</p> <p>☆☆☆ 7/ Use inverted commas and other speech punctuation accurately to show direct speech.</p> <p>☆☆☆ 8/ Use pronouns correctly to avoid repetition.</p> <p>☆☆☆ 9/ Explore, identify and use noun phrases.</p>	<p>1. Plan my writing</p> <p>☆☆☆ 1/ Identify and discuss the purpose, audience, language and structures of different types of writing.</p> <p>2. Draft and write</p> <p>☆☆☆ 1/ Order paragraphs in narrative and non-fiction.</p> <p>☆☆☆ 2/ Link ideas within my paragraphs.</p> <p>☆☆☆ 3/ Generate and select appropriate words and phrases from vocabulary banks.</p> <p>☆☆☆ 4/ Plan and write an opening paragraph which includes the introduction of a setting and characters.</p> <p>3. Check and improve my writing</p> <p>☆☆☆ 1/ Read my work to check for mistakes in spelling, grammar and punctuation.</p> <p>☆☆☆ 2/ Improve my work based on my own proof-reading.</p> <p>☆☆☆ 3/ Improve my writing based on feedback from others.</p>	<p>☆☆☆ 1/ Write neatly and legibly, with clear and consistent size and letter spacing, in cursive script.</p> <hr/> <p style="text-align: center;">Spelling (S) <i>I must be able to...</i></p> <p>☆☆☆ 1) Use further prefixes, e.g. <i>in-</i>, <i>im- ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.</p> <p>☆☆☆ 2) Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>.</p> <p>☆☆☆ 3) Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>.</p> <p>☆☆☆ 4) Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i>(noun) and <i>-ate</i> = <i>pollinate</i> (verb).</p> <p>☆☆☆ 5) Use a wide range of prefixes and suffixes and understand how to add them.</p>



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Vocabulary, Punctuation and Grammar (VPG) <i>I can...</i>	Composition (C) <i>I can...</i>	Spelling (S) <i>I can...</i>
<p>☆☆☆☆ 10) Use specific nouns for precision.</p> <p>☆☆☆☆ 11) Identify, select and use determiners including- articles a/an/the</p> <p>Demonstratives this/that/these/those</p> <p>Possessives my/your/his/her/its/our/their</p> <p>Quantifiers- some, any, no, many, much, every</p> <p>☆☆☆☆ 12) Use the correct form of verb tenses including <i>was</i> and <i>were</i>.</p> <p>☆☆☆☆ 13) Use apostrophe to show singular possession, for example, <i>the dog's bone</i>.</p>	<p>1. Plan my writing</p> <p>☆☆☆☆ 2/ Read other pieces of similar writing and write my own version.</p> <p>☆☆☆☆ 3/ Discuss and record planning in a range of formats, for example: <i>story mountain, story map, text map, non-fiction scaffold</i>.</p> <p>2. Draft and write</p> <p>☆☆☆☆ 5/ Start a new paragraph when the Time, Idea, Person, Topic or Place changes.</p> <p>☆☆☆☆ 6/ Develop characters and settings using vocabulary to create humour or suspense.</p>	<p>☆☆☆☆ 6) Spell a wide range of homophones.</p> <p>☆☆☆☆ 7) Spell a larger range of difficult words.</p> <p>☆☆☆☆ 8) Use the first two letters of a word to check its spelling in a dictionary.</p> <p>☆☆☆☆ 9) Develop a range of strategies for learning how to spell new words.</p> <p>☆☆☆☆ 10) Spell words from the Year 4 spelling list.</p> <p>☆☆☆☆ 11) Use words from the Year 3 and 4 spelling list correctly in my writing.</p>
<p>Greater Depth <i>I can...</i></p>	<p>3. Check and improve my writing</p> <p>☆☆☆☆ 4/ Discuss and suggest changes with partners and in small groups.</p>	<p>Assessment</p> <p>End of Year 3:</p>
<p>☆☆☆☆ 1/ Vary the use of direct speech by including the speech before the verb, for example: <i>The troll shouted, "Stop! Who goes there?"</i> Or after the verb: <i>"Stop! Who goes there?" shouted the troll</i>.</p> <p>☆☆☆☆ 2/ Use apostrophe to show plural possession, for example, <i>the dogs' bones as compared to the dog's bone</i>.</p>	<p>4. Read my own writing</p> <p>☆☆☆☆ 1/ Use good voice and volume to present my writing to a range of audiences.</p>	<p>Year 4 Assessment 1:</p> <p>Year 4 Assessment 2:</p> <p>Year 4 Assessment 3:</p> <p>End of Year 4 Assessment:</p> <p> End of Year 4 Target:</p>