

Ashill Community Primary School
National Curriculum Objectives with Child Speak Targets
Year 4 Writing



Pupil's Name:

Emerging: 10%-39%, Developing 40%-69% Secure 70% (must include key objectives)

Autumn Term:

Spring Term:

Summer Term:

Strand	National Curriculum Objective	Child Speak Target
Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
Transcription	Spell further homophones.	<i>I can spell an increasing number of homophones.</i>
Transcription	Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>
Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>
Transcription	Use the first two or three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>In handwriting, I know which letters are appropriate to join.</i>
Handwriting	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>
Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>
Composition	Discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>
Composition	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>

Composition	Organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>
Composition	Creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>
Composition	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings and sub-headings.</i>
Composition	Assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>
Composition	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of grammar.</i>
Composition	Proof-read for spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
Composition	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>
Vocabulary Grammar Punctuation	Using commas after fronted adverbials.	<i>I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</i>
VGP	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>
VGP	Using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>
VGP	Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	<i>I know I should not write in the same way that I talk.</i>
VGP	Indicating possession by using the possessive apostrophe with plural nouns.	<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>
VGP	Using and punctuating direct speech.	<i>I can punctuate speech in a text.</i>
VGP	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>
VGP	Using expanded noun phrases to convey complicated information concisely.	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>