

Year 4 Writing Assessment Targets

Spelling	Handwriting & Presentation	Composition	Vocab, punctuation & Grammar
I can spell the prefixes mis, il, im e.g. mismatch, misbehave, illegal, immobile	I can use the diagonal and horizontal needed to join letters	I can identify and use the features of non-fiction genres, e.g. news reports, info texts, explanation texts, instructions, leaflets	I can write multi-clause sentences using when, if, because, although (compound)
I can spell the prefixes inter and auto, e.g. internet, interfere, autopilot, autograph	I am increasing the legibility, consistency and quality of my handwriting, e.g. ascenders and descenders are equally height/length	I can identify and use the features of different fiction genres, e.g. narrative, play scripts, diary, poetry	I can use the present perfect form of verbs in contrast to the past, e.g. I have been working, I have lived
I can spell the suffixes sure, ous, ly, e.g. treasure, leisure, curious, obvious, usually, comically	I can use joined handwriting consistently	I can discuss and record my ideas.	I choose nouns and pronouns appropriately, e.g. no repetition
I can spell the suffixes sion, ssion, tion, cian, e.g. confusion, revision, possession, omission, injection, magician		I can practise and say my sentences clearly.	I can show time and cause using conjunctions, adverbs and prepositions e.g. when, before, after, while, so, because, then, next, soon, in, under, above
I can spell the I sound as y, e.g. myth, gym, Egypt, pyramid, mystery		I can use a varied and rich vocabulary.	I can write complex sentences using fronted adverbials and adverbial clauses, e.g. if, when, as
I can spell the u sound as ou, e.g. trouble, country		I have begun to use complex sentences, e.g. fronted adverbials <u>Later that day</u> , I heard the bad news.	I can use commas after fronted adverbials
I can spell words with the ei, eigh or ey sound, e.g. vein, eight, neighbour, obey		I can organise my ideas into paragraphs	I understand the difference between plural and possessive -s, e.g. boats, babies, baby's
I can spell homophones and near homophones, e.g. affect/effect, reign/rein/rain, groan/grown		I can introduce a paragraph using a topic sentence	I can use adjectives, nouns and preposition phrases to expand nouns and known phrases, e.g. the strict maths teacher with curly hair
I can use an apostrophe to show possession for regular plurals, e.g. girls', boys'		I can write an opening and closing	I can show possession using an apostrophe with plural nouns, e.g. the girls' names
I can use an apostrophe to show possession for irregular plurals, e.g. children's		I can link paragraphs using connectives and follow on sentences.	I can use inverted commas, punctuation within the inverted commas and a new line for a new speaker to show direct speech
I can use the first 2/3 letters of a word to check spelling and meaning in a dictionary		I can use nouns and pronouns across sentences to help consistency avoiding repetition	I understand the following terms: determiner pronoun, possessive pronoun adverbial
I can write from memory simple sentences said by my teacher		I can assess mine and other peoples writing clearly.	
		I can suggest changes to vocabulary, grammar and punctuation to improve writing, e.g. I check my pronouns are accurate.	
		I proofread for spelling and punctuation errors.	
		I can read aloud my writing using appropriate tone and volume to show meaning.	