

Year 3 & 4 Writing Targets

1. Grammar	A. Use a wider range of subordination to create complex sentences expressing time, place and cause (when, before, after, while, so because).			
	B. Express time, place and cause using adverbs (then, next, soon, therefore, finally).			
	C. Express time, place and cause using prepositions and prepositional phrases (e.g. before dark, during break, in the cave, because of Fred).			
	D. Expand noun phrases by use of modification before the noun and prepositional phrases after the noun.			
	E. Use fronted adverbials to provide the reader with more information.			
	F. Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).			
2. Punctuation	A. Demarcate sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks.			
	B. Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech.			
	C. Use apostrophes to mark plural possession.			
	D. Use commas after fronted adverbials.			
3. Writing Process	A. Use text models to support the planning of writing (structure, vocabulary, sentence construction).			
	B. Continue to orally rehearse and draft writing, developing: A rich and varied vocabulary A wider range of sentence structures			
	C. Evaluate the effectiveness of writing and suggest improvements.			
	D. Proof read for spelling and punctuation accuracy and use a dictionary to check spelling where appropriate.			
4. Structure & Organisation	A. Organise paragraphs around a theme e.g. use of topic sentence in non-narrative.			
	B. In non-narrative, use a range of organisational devices e.g. sub headings.			
	C. Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms.			
	D. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.			
5. Writing Composition	A. Write for real purposes and audiences, making some appropriate choices about form.			
	B. Demonstrate understanding of the main features of different forms of writing; e.g. stories contain appropriate character, setting and plot.			
	C. Write using a rich and varied vocabulary appropriate to purpose and form.			
6. Spelling & Handwriting	A. Spell common words correctly, including exception words.			
	B. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous.			
	C. Word endings - tion, sion, sion, ssion, cian, sure, ture.			
	D. Homophones - see NC for examples.			
	E. Rare GPCs - see NC.			
	F. Use a/an correctly.			
	G. Use joined up writing consistently independently.			
	H. Can spell words from statutory list.			

0 = Below

2 = Emerging

4 = Developing

6 = Secure

8 = Mastery