

Year 4 - Writing Targets

Spelling:

- Spell **most** words from learning in previous year groups and the year 3/4 spelling list*

Handwriting:

- Demonstrate legible, consistently-sized, well-spaced handwriting **most of the time**.
- Maintain the use of correctly-joined handwriting throughout extended writing.

Composition:

- Demonstrate an awareness of appropriate language, form and grammatical structures, depending on the genre, purpose and audience, **most of the time**.
- Create settings, characters and plot in narratives and use simple organisational features in non-narrative material (e.g. headings / sub-headings).
- Use paragraphs to group information around a theme, **most of the time**.
- Vary the position of clauses and phrases within sentences to use a range of sentence structures, **most of the time**.
- Write in complete sentences (main clause with a subject and verb) **almost all of the time**.

Vocabulary, Grammar and Punctuation:

- Use a wide range of conjunctions, adverbs, and prepositions for detail and/or cohesion within paragraphs.
- Use apostrophes for singular possession **mostly correctly**, and plural possession (including irregular plurals e.g. children's) **sometimes correctly**.
- Use tenses **mostly** correctly, using a wider range of verb forms (e.g. we were going; they have been; I will be; etc.)
- Effectively proof-read (editing to correct spelling and punctuation errors), **some of the time**.
- Use determiners 'a' and 'an' **almost all of the time**.
- Punctuate direct speech using inverted commas **most of the time**, and a comma before or after the reporting clause, **some of the time**.
- Use commas after fronted adverbials, and to separate subordinate clauses, **sometimes correctly**.
- Use appropriate nouns and pronouns for clarity and to avoid repetition, **some of the time**.
- Use the full range of punctuation taught up to Year 4 **mostly** correctly**
- Use **many** Year 1/2/3/4 grammatical terms when discussing their writing***

For an extra challenge:

- Improve writing by making meaningful changes when editing (e.g. re-ordering sentences and adapting vocabulary).
- Write effectively and coherently for different purposes/audiences, drawing on reading to inform choices around language, structure and grammatical devices used.
- Demonstrate effective vocabulary choices and use of descriptive techniques to interest the reader (of those taught in Year 4).
- Use commas to punctuate complex sentences (subordinate clauses), **mostly** correctly.
- **Begin to** use different sentence types and sentence lengths for effect.

Year 4 - Writing Targets

*Year 3/4 spelling list:

- uses y to represent the /ɪ/ sound e.g. myth, gym
- uses ou to represent the /ʌ/ sound e.g. young, touch, double
- spells words with endings sounding like /ʒə/ or /tʃə/ spelt -sure, -ture, -sion
- spells endings which sound like /ʃən/ spelt -tion, -sion (as in extension or comprehension), -ssion, -cian
- spells endings which sound like / ʒən/ (as in division, revision, invasion)
- spells words with the /k/ sound spelt ch (Greek in origin)
- spells words with the /ʃ/ sound spelt ch (mostly French in origin)
- spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
- spells words with the /s/ sound spelt sc (Latin in origin)
- spells words with the /eɪ/ sound spelt ei, eigh, or ey
- uses further prefixes and suffixes and understand how to add them:
 - o prefixes: in-, il-, un-, dis-, mis-, re-, sub-, inter-, super-, anti-, auto- ;
 - o suffixes: -ation, -ly, -ous
- adds suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/forgotten, beginning/beginner, limiting, limited, limitation)
- spells homophones and near-homophones (as set out in NC English Appendix 1) >>
- spells words that are often misspelt - common exception words (English Appendix 1) >>>
- places the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)

**Range of punctuation taught up to Year 4:

Capital letters (sentence punctuation)	Commas (or alternative punctuation) to separate reporting clause from direct speech
Full stops (sentence punctuation)	
Capital letters (proper nouns)	
Question marks	Commas to separate a subordinate clause and main clause
Exclamation marks	
Commas for lists	
Apostrophes for contractions	Comma after fronted adverbial
Apostrophes for singular possession	Apostrophes for plural possession
Inverted commas around direct speech	

*** Y1 grammatical terms

letter
capital letter
word
singular
plural
sentence
punctuation
full stop
question mark
exclamation mark

Y2 grammatical terms

noun
noun phrase
expanded noun phrase
statement
question
exclamation
command
compound
suffix
adjective
adverb
verb
present tense
past tense
apostrophe
comma
proper noun

Y3 grammatical terms

preposition
conjunction
word family
prefix
main clause
subordinate clause
direct speech
inverted commas
consonant
vowel
consonant letter vowel (e.g. h in hour)
present perfect form

Y4 grammatical terms

Determiner
Pronoun
Possessive pronoun
Adverbial

Year 4 - Writing Targets

>> Year 3/4 - Homophones and near-homophones

accept/except,	meat/meet,
affect/effect, ball/bawl,	medal/meddle,
berry/bury,	missed/mist,
brake/break, fair/fare,	peace/piece,
grate/great,	plain/plane,
groan/grown,	rain/rein/reign,
here/hear,	scene/seen,
heel/heal/he'll,	weather/whether,
knot/not, mail/male,	whose/who's
main/mane,	

>>> Year 3/4 - Common exception words

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	