



Year 3 & 4 Writing Targets



Name: _____

By the end of Year 3...

By the end of Year 4...

Writing: Composition Targets

To write with purpose	<ul style="list-style-type: none"> *My character descriptions generally focus on appearance than character traits. *My setting descriptions generally describe what can be seen.
To use imaginative description	<ul style="list-style-type: none"> *I am beginning to write basic character descriptions. *I am beginning to develop settings and plots. *I understand the use of alliteration and similes and I can use some descriptive phrases.
To organise writing appropriately	<ul style="list-style-type: none"> *With the use of a success criteria, my writing includes some organisational features (heading and subheading). *With support, I am beginning to use past/present and future tense correctly. E.g. the correct ending for regular (-ed) verbs. *I can use conjunctions, adverbs and prepositions to express time and cause. E.g. Later that day...
To use paragraphs	<ul style="list-style-type: none"> *I am beginning to focus my paragraphs on a theme. *I can attempt to organise paragraphs (introduction and conclusion, new location in a story).
To use sentences appropriately	<ul style="list-style-type: none"> *With support I am able to use a variety of sentence types. *Some of the features listed are used in writing: conjunctions, adverbs, direct speech, clauses, adverbial phrases. *I can extend the range of sentences with more than one clause using a wide range of conjunctions e.g. when, if, because, so.

<ul style="list-style-type: none"> *With the support of a success criteria, I can include the main features of a type of writing. *I can include some character traits in my character descriptions. *I can attempt to capture and suggest mood in my setting descriptions.
<ul style="list-style-type: none"> *I can develop characters, settings and plots that are well developed to create a coherent narrative. *I can use alliteration effectively and I'm beginning to use similes. *I am beginning to use collective nouns.
<ul style="list-style-type: none"> *I can generally use organisational devices effectively. *Generally, I can use the perfect form of verbs to mark relationships of time and cause e.g. present- she has arrived; past- by the time we arrived at the party, it had ended; future- By the time we arrive the party will have ended. *I can effectively choose a range of connectives that: signal time, shift attention inject suspense and shift the setting.
<ul style="list-style-type: none"> *I can organise paragraphs around a theme, using mind maps if necessary. *My paragraphs generally have a logical order.
<ul style="list-style-type: none"> *I can include a mixture of simple, compound and complex sentences in my writing (may need prompting). *Most of the features listed are used in writing: conjunctions, adverbs, direct speech, clauses, adverbial phrases, fronted adverbials. *I can extend the range of sentences with more than one clause using a wide range of conjunctions e.g. despite, although, however.

Writing: Transcription Targets

To present neatly	<ul style="list-style-type: none"> *The majority of my writing is joined appropriately. *I have an understanding of letters which should not be joined.
To spell correctly	<ul style="list-style-type: none"> *I understand how to add prefixes and suffixes. *I can use some homophones correctly, others may be misused. *Spell prefixes dis-, mis-, in-, im- and words ending in -ion, -cian, ssion & -sure, -ture *I am beginning to use the possessive apostrophe for regular plurals.
To punctuate accurately	<ul style="list-style-type: none"> *I can start sentences with an adverb, and punctuate them correctly. *I can use speech marks (inverted commas) to mark direct speech.

<ul style="list-style-type: none"> *My handwriting is legible, showing a quality and consistent joining of letters.
<ul style="list-style-type: none"> *I use well-chosen prefixes and suffixes in my writing. *I can spell most homophones correctly. *I can place the possessive apostrophe in words with regular and irregular plurals. * I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto- and super-.
<ul style="list-style-type: none"> *I can use commas after fronted adverbials. *I can use and punctuate direct speech accurately e.g. Dad said softly, "please sit down."

Writing: Analysis and Presentation Targets

To analyse writing	<p>I can understand and use the following terminology:</p> <ul style="list-style-type: none"> *word family *conduction *preposition *direct speech *speech marks *prefix *consonant *vowel *clause *subordinate clause
To present writing	<ul style="list-style-type: none"> *I am beginning to show confidence when presenting my work, and am beginning to use intonation.

<p>I can understand and use the following terminology:</p> <ul style="list-style-type: none"> *pronoun, *possessive pronoun *adverbial.
<ul style="list-style-type: none"> *I can use appropriate intonation when reading aloud.