



Y4 SPAG Writing Targets

Working at the expected standard in Y4
I can write for both fictional and non-fictional purposes, with a growing awareness of the reader.
I can use full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular possession and inverted commas to mark spoken words accurately.
I can use commas, question marks, exclamation marks and full stops within inverted commas for direct speech.
I can mark reporting clauses before direct speech with a comma.
I can use reporting clauses at the beginning or end of direct speech accurately.
I can use apostrophes for contractions, singular and plural possession accurately.
I can use a range of co-ordinating conjunctions. and, or, but, so, for, yet
I can use a range of subordinating conjunctions. after, when, while, if, that, because, before, although, even though, whenever, until, whereas, which
I can use expanded noun phrases with an additional prepositional phrase e.g., The strict teacher with curly hair.
I can identify the determiner within a noun phrase.
I can use fronted adverbials to express manner, place and time that are accurately punctuated with commas.
I can use pronouns and nouns to aid cohesion and avoid repetition.
I use the correct tense consistently.
I change my paragraph to show changes in topic, time and place.
I use Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares)</i> ,
I can spell the high frequency words from the year 3 and 4 list correctly.
I can spell the words taught in my spelling lessons accurately.
I can write verb, person sentences. (e.g., Running, Sarah almost tripped over her own feet).
I can write verb, person sentences with an opening phrase. (e.g. Running towards her friends, Sarah almost tripped over her own feet).
I can use list sentences to add detail to my writing. E.g., It was a dark, long, leafy and quiet lane.
I can write sentences opening with two pairs of related adjectives. e.g., Exhausted and worried, cold and hungry, the boy staggered towards the town.
I can write a series of sentences to produce tension using repetition. E.g., It...It...It...
I can produce legible joined handwriting.
I can make simple additions, revisions and proof-reading corrections to their own writing.
Working at greater depth in Y4
I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
I consistently use dialogue sparingly so that it effectively adds detail to the writing.
I consistently use a range of conjunctions to support cohesion within the writing.



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