

# Barkisland CE VA Primary School



Writing Targets

Stage 4



## Wicked Writing

W1. I can identify different text types explaining their features e.g. organisational and language.						
W2. I can demonstrate which text types include different features.						
W3. I can independently record my ideas to help plan my work in a range of ways e.g. spidergram, lists, tables, bullet points						
W4. I can take notes during a lesson to help inform my writing.						
W5. My descriptions of characters include feelings and emotions when needed.						
W6. My writing can include descriptions of events and characters in a variety of styles e.g. surprise, humour, suspense.						
W7. My writing is organised into paragraphs to distinguish between different information, events and processes.						
W8. My writing has build up and complication that leads towards a defined ending.						
W9. The events in my writing are sequenced well.						
W10. I can use short sentences to move events on quickly e.g. <i>It was midnight.</i>						
W11. I can use a range of sentences which have more than one clause e.g. <i>The dog got very dirty when Amy took it for a walk.</i>						
W12. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.						
W13. I choose the most appropriate style of writing to suit the situation e.g. poems, lists, letters, reports.						
W14. My non-fiction writing is able to interest, instruct, persuade or amuse the reader.						
W15. I can evaluate and edit my own and other's writing, improving the structure and content of my sentences.						
W16. I can evaluate and edit my own and others' writing to improve consistency across the piece.						

## Handy Handwriting

H1. I can use horizontal and diagonal strokes needed to join letters						
H2. I understand which letters are best left unjoined.						
H3. My handwriting is easy to read and is consistent in size and spacing.						
H4. I know that capital letters should not be joined.						
H5. I am beginning to think of different styles of handwriting for different purposes e.g. note taking.						

# Great Grammar and Wonderful Words

G1. I select and use a range of technical and descriptive vocabulary.						
G2. I vary my use of verbs and adjectives to achieve impact.						
G3. I vary my sentences, adding phrases to make the meaning more precise.						
G4. I expand my sentences by adding modifying adjectives, noun phrases and prepositional phrases. E.g <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i> .						
G5. I use fronted adverbials to begin my sentences e.g. <i>Later that day, I heard the bad news</i> .						
G6. I vary my use of noun and pronoun within my work.						
G7. I consistently use the correct verb tense e.g. <i>We were</i> in stead of <i>we was, I did</i> instead of <i>I done</i> .						
G8. I can name, identify and use different types of determiners e.g. <i>a, yours, his, these, those, their, much, less, few</i> .						
G9. I use a variety of conjunctions to link my paragraphs e.g. <i>because, so, which, however, until, since, as well as</i>						
G10. I use similes to add extra detail to my descriptions e.g. <i>As curved as a ball, the moon shone brightly in the night sky</i> .						

# Perfect Punctuation

P1. I can use commas after fronted adverbials.						
P2. I can distinguish between plural <b>s</b> (The dogs like to go for a walk) and possessive <b>'s</b> ( The dog's bone is very large).						
P3. I can use inverted commas to mark direct speech (speech marks).						
P4. I can use commas between direct speech and reporting clause e.g. <i>"It's late," gasped Charlotte</i> .						
P5. I use a new line for a new speaker.						
P6. I can use apostrophes to mark plural possession e.g. <i>The girls' football match, the cats' bowls</i> .						

# Super Spelling

S1. I can spell words using the prefixes il-, im- and ir-.						
S2. I can spell and use words with further suffixes such as -ation, -ous, -tion, -ssion, -sion, -cian.						
S3. I can spell and use words with the /k/ sound spelt as <b>ch</b> and <b>-que</b> at the end of a word: (scheme, antique)						
S4. I can spell and use words with the /g/ sound spelt as <b>-gue</b> (at the end of a word: vague)						
S5. I can use and spell words with the /s/ sound spelt as <b>sc</b> (science, crescent)						
S6. I can use and spell a wide range of homophones and near-homophones						
S7. I can spell all the words on the Year 3/4 list and apply these to my writing						
S8. I can use a dictionary and thesaurus.						
S9. I have a good attitude towards spelling <i>e.g. I learn my spellings, I try my best at spelling</i>						
S10. I try hard to apply my spellings to my writing						
S11. I can identify spelling errors and edit where needed.						

## Terminology

Determiner, pronoun, possessive pronoun, adverbial, apostrophes, fronted adverbials, plural possession,