

## Year 4 Writing Key Learning Indicators

Name: \_\_\_\_\_



### My Targets

|        |  |
|--------|--|
| Autumn |  |
| Spring |  |
| Summer |  |

|    | Objective  | Achieved |       |       |       |       |       |
|----|--|----------|-------|-------|-------|-------|-------|
|    |  | Aut 1    | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|    | <b>Composition</b>   |          |       |       |       |       |       |
| 1  | I can write in an interesting style and my work makes sense.   |          |       |       |       |       |       |
| 2  | I can write in a wide range of different styles, for example: stories, letters, diary entries, reports, recounts, explanations.                              |          |       |       |       |       |       |
| 3  | I can organise my work appropriately; e.g., I might use: captions, headings, bullet points, different fonts, letter formats                                  |          |       |       |       |       |       |
| 4  | I can develop my ideas in creative and interesting ways; for example, I include things from my own imagination.  |          |       |       |       |       |       |
| 5  | I can use adverbs and adverbials to add precision, detail or qualification.  |          |       |       |       |       |       |
| 6  | I can use links to show cause and time; for example, afterwards, before, after a while, eventually, as a result.   |          |       |       |       |       |       |
| 7  | I am beginning to use paragraphs accurately.   |          |       |       |       |       |       |
| 8  | I can use a range of complex and compound sentences.   |          |       |       |       |       |       |
| 9  | I use nouns, pronouns and tenses consistently throughout my work.  |          |       |       |       |       |       |
| 10 | I can use higher order/subordinating conjunctions and appropriately such as although, however, despite, nevertheless.  |          |       |       |       |       |       |
| 11 | I can advise assertively in non-fiction writing; for example, I may write An important thing to consider is or It is important to think about.               |          |       |       |       |       |       |
| 12 | I can use different styles of writing in my work; for example, direct speech from characters, asides, and characterisation.                                  |          |       |       |       |       |       |
| 13 | I can produce thoughtful writing which might include my opinion, an explanation or a supporting argument.  |          |       |       |       |       |       |
| 14 | I can use a wide range of sentence openers.  |          |       |       |       |       |       |
| 15 | I can use interesting and adventurous adjectives, adverbs and verbs in my writing that are appropriate to my task.   |          |       |       |       |       |       |
| 16 | I am beginning to use figurative language such as similes, metaphors and personification.  |          |       |       |       |       |       |
|    | <b>Punctuation and spelling</b>  |          |       |       |       |       |       |
| 17 | I can use punctuation accurately including at least 3 of the following: full stop and capital letter, comma, question mark, exclamation mark and apostrophe. |          |       |       |       |       |       |
| 18 | I can spell unfamiliar words accurately.   |          |       |       |       |       |       |
| 19 | I can use apostrophes for possession accurately and inverted commas for direct speech.   |          |       |       |       |       |       |
|    | <b>Handwriting</b>   |          |       |       |       |       |       |
| 20 | My handwriting is consistently neat and joined.  |          |       |       |       |       |       |