

WRITING Key Stage 2 Year 4

Key Stage	Strand	Objective	Child Speak Target	Greater Depth Target
KS 2 Y4	Transcription			
KS 2 Y4	Transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1). ↳ GD objective: Independently apply further prefixes and suffixes in a range of contexts (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>	<i>I have increased my knowledge of prefixes and suffixes and can accurately apply them in my writing.</i>
KS 2 Y4	Transcription	Spell further homophones. ↳ GD objective: Spell a wider range of homophones independently and use them correctly in their writing.	<i>I can spell an increasing number of homophones.</i>	<i>I can spell a wide range of number of homophones independently and can use them correctly in my work.</i>
KS 2 Y4	Transcription	Spell words that are often misspelt (English Appendix 1). ↳ GD objective: Spell a wider range of words that are often misspelt and use them accurately in their work in a range of contexts (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>	<i>I am able to spell an increasing number of words that are often misspelt and include them in my writing.</i>
KS 2 Y4	Transcription	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ GD objective: Independently place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>	<i>I know how to use the possessive apostrophe independently and accurately in words with regular and irregular plurals.</i>
KS 2 Y4	Transcription	Use the first two or three letters of a word to check its spelling in a dictionary. ↳ GD objective: Independently use the first three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>	<i>When using a dictionary, I can use the first three letters of a word to check its' meaning independently.</i>
KS 2 Y4	Transcription	[KEY] Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ↳ GD objective: Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>	<i>I can write more complex sentences from memory that have been dictated to me, using the correct punctuation.</i>
KS 2 Y4	Handwriting			
KS 2 Y4	Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ GD objective: Consistently and fluently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>In handwriting, I know which letters are appropriate to join.</i>	<i>In handwriting, I know which letters are appropriate to join and I can join them consistently.</i>
KS 2 Y4	Handwriting	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>	<i>My joined handwriting is fluid from letter to letter with all letters the same height and the correct distance apart from each other.</i>

		ascenders and descenders of letters do not touch]. ↳ GD objective: Increase the speed, fluidity and quality of their handwriting [for example: by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		
KS 2 Y4	Composition			
KS 2 Y4	Composition	Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ↳ GD objective: Plan their writing by independently discussing and comparing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>	<i>I independently plan my writing by comparing and discussing similar texts I have written before - identifying and evaluating the structure and vocabulary.</i>
KS 2 Y4	Composition	Plan their writing by discussing and recording ideas. ↳ GD objective: Plan their writing by discussing and recording a range of creative ideas in a range of contexts.	<i>I am able to use ideas to plan my writing.</i>	<i>I am able to use a range of creative ideas to plan my writing.</i>
KS 2 Y4	Composition	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ↳ GD objective: Draft and write by independently composing and rehearsing creative sentences orally (including dialogue), progressively building and using more creative and richer vocabulary and an increasing range of sentence structures (English Appendix 2).	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>	<i>I am using a wider range of sentence structures and a more creative, richer vocabulary in my writing.</i>
KS 2 Y4	Composition	[KEY] Draft and write by organising paragraphs around a theme. ↳ GD objective: Draft and write by appropriately organising paragraphs around a theme in a range of contexts.	<i>I can draft my work into paragraphs.</i>	<i>I can draft my work into suitable paragraphs.</i>
KS 2 Y4	Composition	[KEY] Draft and write by creating settings, characters and plot in narratives. ↳ GD objective: Draft and write by creating a diverse range of effective settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>	<i>I can organise my writing using a wide range of effective settings, characters and plot.</i>
KS 2 Y4	Composition	Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings]. ↳ GD objective: Draft and write by independently using simple organisational devices in non-narrative material [for example: headings and sub-headings] in a range of contexts.	<i>I can organise my writing by using headings and sub-headings.</i>	<i>I can organise my writing independently by using headings and sub-headings.</i>
KS 2 Y4	Composition	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. ↳ GD objective: Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting a range of valid improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>	<i>I can edit my own work and that of others and add a range of valid improvements to the texts.</i>
KS 2 Y4	Composition	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of grammar.</i>	<i>I can edit written work to effectively improve the use of grammar.</i>

		↳ GD objective: Evaluate and edit by proposing effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences in a range of contexts.		
KS 2 Y4	Composition	[KEY] Proof-read for spelling and punctuation errors. ↳ GD objective: Accurately proof-read for all spelling and punctuation errors in a range of contexts.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>	<i>When I finish a piece of work I will read it through thoroughly to correct all spelling and punctuation errors if present.</i>
KS 2 Y4	Composition	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ↳ GD objective: Confidently read aloud their own writing, to a group or the whole class, using a range of appropriate intonation and controlling the tone and volume so that the meaning is clear and the audience is engaged.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>	<i>I can confidently read my writing out, engaging an audience in an interesting and clear manner.</i>
KS 2 Y4	Vocabulary Grammar Punctuation			
KS 2 Y4	Vocabulary Grammar Punctuation	Indicate grammatical and other features by using commas after fronted adverbials. ↳ GD objective: Indicate grammatical and other features by independently using commas after fronted adverbials in a range of contexts.	<i>I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.</i>	<i>I use commas after fronted adverbials independently - such as 'Later that day, I heard the bad news'.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by creatively and independently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately and independently to enhance my writing.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials. ↳ GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by independently using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>	<i>I can use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example: 'Later that day, I heard the bad news'.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. ↳ GD objective: Use grammatical terminology for Year 4 understanding and applying Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done] correctly in their writing where appropriate.	<i>I know I should not write in the same way that I talk.</i>	<i>I know I should not write in the same way that I talk and I should write in Standard English when necessary.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns. ↳ GD objective: Indicate grammatical and other features by accurately indicating possession by applying the possessive apostrophe with plural nouns in a range of contexts.	<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>	<i>I always show I know how to correctly apply the possessive apostrophe with plural nouns in my writing.</i>

KS 2 Y4	Vocabulary Grammar Punctuation	[KEY] Indicate grammatical and other features by using and punctuating direct speech. ↳ GD objective: Indicate grammatical and other features by using and accurately punctuating direct speech.	<i>I can punctuate speech in a text.</i>	<i>I can punctuate speech in a text accurately.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. ↳ GD objective: Use, understand and apply the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading independently.	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>	<i>I can talk about my work using the learning from my Year 4 grammar list independently.</i>
KS 2 Y4	Vocabulary Grammar Punctuation	Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. ↳ GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using expanded noun phrases to convey complicated information concisely.	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>	<i>I independently describe nouns in careful detail when I need to write about a complex object. For example: I use 'a dripping, shaggy dog' instead of 'a dog'.</i>