

Year 4 Writing Targets – Pupil Asset order

	Foundational and Conceptual Achievement Statements	I am working towards ARE	I am at ARE	I am working at greater depth
4F10	I can use '-s' correctly to show plural and possession			
4F11	I can use possession apostrophes accurately in words with regular and irregular plurals (e.g. girls', boys', children's)			
4F12	I can use inverted commas and other punctuation for direct speech correctly			
4F13	I can organise direct speech where more than one person is speaking by using a new line when a new person starts speaking			
4F14	I can write a wider range of homophones correctly (e.g. their/there/they're - see NC guidance)			
4F15	I can use the remaining prefixes from the Y3/4 lists (in-, il-, im-, re-, inter-, super-) and explain their meaning			
4F16	I can use all of the key words to explain the grammar in my writing (determiner, pronoun, possessive pronoun, adverbial)			
4C5	I can use a wide range of adjectives and adverbs in my writing			
4C6	I can use interesting and varied vocabulary in my writing			
4C7	I can improve my work by checking that verbs are powerful and changing them when I need to			
4C8	I can use fronted adverbials followed by a comma (e.g. Later that day,)			
4C9	I can write in the correct tense throughout a piece of writing: past, present & future			
4C10	I can recognise and know when to use formal and informal language			
4F6	I can re-read my writing or that of my friends and identify one or two changes that need to be made			
4F7	I can use pronouns to substitute for a noun without confusing someone reading my work			
4F8	I can check my work, identify and correct some mistakes in my punctuation			

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4F9	I can redraft to improve my punctuation and vocabulary			
4C1	I can write descriptions that give the reader a clear picture of how my story progresses			
4C2	I can write about how my characters feel			
4C3	I can organise my writing into themed paragraphs and use subheadings in non fiction texts			
4C4	I can read my writing aloud to groups or the class, using my voice so that the meaning is obvious to the listener.			
4F2	I can take notes and use the information when writing			
4F3	I can use the rules and conventions in spelling from the Y3/4 lists most of the time (see NC guidance)			
4F4	I can spell the words on the Y3/4 word list (see NC guidance)			
4F5	I can write down a short passage dictated by my teacher and get most of the spelling and punctuation correct			
4F1	I can write in a consistent, neat, legible and joined style			