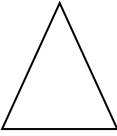
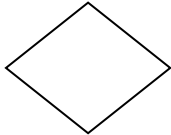


Date Target Set	Targets	Date Achieved Independently
	My writing should include: 	
	<b>GRAMMAR &amp; PUNCTUATION</b>	
	Use a range of coordinating conjunctions to extend sentences using FANBOYS	
	Use some subordinating conjunctions to extend sentences using WABBITS e.g. "when", "after", "because"	
	Use correct tense throughout piece of work (including perfect form e.g.- I have written)	
	Use adverbs to express time, cause & place (then, later, soon, the next day, in the garden).	
	Use prepositions to express time, cause & place (before, after, during, then, because, on the hill).	
	Uses 'a' or 'an' according to whether the next word begins with a consonant or vowel (a, e, i, o, u) e.g. a rock, an open box	
	Begin to use and punctuate direct speech correctly ("Help!" shouted the child)	
	<b>COMPOSITION &amp; VOCAB</b>	
	Plan writing and identify main features of each genre	
	Draft and attempt to write paragraphs around a theme	
	Develop settings, characters and plot in stories	
	Use features of non-fiction writing (sub-headings, captions etc)	
	Evaluate own writing and edit grammar and vocabulary	
	Evaluate others' writing and edit grammar and vocabulary	
	Proof-read for spelling and punctuation errors	
	<b>SPELLING</b>	
	Spell homophones correctly (there, their, they're)	
	Use the possessive apostrophe accurately with regular plurals (girls' coats, boys' toilets) and irregular plurals (children's)	
	Use the first 2 or 3 letters of a word dictionary to check a spelling	
	Write nouns using a range of prefixes [for example super-, anti-, auto-]	
	Identify some word families [for example, solve, solution, solver, dissolve, insoluble]	
	By the end of Y3, know some spellings on Y3/4 list	
	<b>HANDWRITING</b>	
	Use <b>joined</b> handwriting	
	Improve quality of writing and presentation	

Date Target Set	Targets My writing should include: 	Date Achieved Independently
<b>GRAMMAR &amp; PUNCTUATION</b>		
	Use a range of coordinating conjunctions to write compound sentences that include more than one main clause (FANBOYS)	
	Use subordinating conjunctions to write complex sentences using WABBITS e.g. "when", "after", "because"	
	Use fronted adverbials (Later that day, I heard the bad news.)	
	Use expanded noun phrases, including with prepositions (e.g. the teacher expanded to: the strict maths teacher with curly hair)	
	Verb inflections [for example, use we were instead of we was and use I did instead of I done]	
	Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]	
	Use and punctuate direct speech correctly ("Help!" shouted the child. The conductor shouted, "Sit down!")	
<b>COMPOSITION &amp; VOCAB</b>		
	Plan writing and identify main features of each genre	
	Draft and attempt to write paragraphs around a theme	
	Develop settings, characters and plot in stories	
	Use features of non-fiction writing (sub-headings, captions etc)	
	Evaluate own writing and edit grammar and vocabulary	
	Evaluate others' writing and edit grammar and vocabulary	
	Proof-read for spelling and punctuation errors	
	Select a pronoun or noun within and across sentences to avoid repetition	
<b>SPELLING</b>		
	Use the possessive apostrophe accurately with regular (girls', boys') and irregular plurals (children's, women's)	
	Use the first 2 or 3 letters of a word dictionary to check a spelling	
	By the end of Y4, know most spellings on Y3/4 List	
<b>HANDWRITING</b>		
	Use <b>joined</b> handwriting	
	Improve quality of writing and presentation	

