

Target Tracker Statements – Writing Band 4

| Band 4 Statements for Spelling | |
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| 1. | I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- |
| 2. | I can understand and add the suffixes -ation, -ous |
| 3. | I can add endings which sound like "shun" spelt -tion, -sion, -ssion, -cian eg invention, discussion, tension, magician |
| 4. | I can spell words ending with the "g" sound spelt "gue" and the "k" sound spelt -que eg rogue, tongue, antique, unique |
| 5. | I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's |
| 6. | I can spell more complex words that are often misspelt eg caught, occasionally, interest |
| 7. | I can spell words with the "s" sounds spelt "sc" eg science |
| 8. | I can use the possessive apostrophe correctly in words with regular plurals eg girls', boys' and in words with irregular plurals children's |
| 9. | I can use the first three or four letters of a word to check its spelling in a dictionary |
| 10. | I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far |

11. Band 4 Statements for Handwriting

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| 12. | I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined |
| 13. | I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap. |

Band 4 Statements for Composition

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| 14. | I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar |
| 15. | I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times |
| 16. | I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can |

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| 17. | I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together |
| 18. | I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience |
| 19. | I can organise my non narrative writing so that it has headings and sub headings |
| 20. | I can assess my work and that of others and suggest improvements |
| 21. | I can edit my work by changing the grammar to improve the way my work reads. |
| 22. | I can proof read my writing for spelling and use of punctuation |
| 23. | I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear |

Band 4 Statements for Vocabulary, Grammar and Punctuation

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| 24. | I can explain the difference between the plural and possessive -s |
| 25. | I can use the correct form of the verb inflection |
| 26. | eg we were instead of we was |
| 27. | I can make my writing interesting by using adjectives and other descriptive methods |
| 28. | I can use an adverb phrase at the start of a sentence |
| 29. | Eg Later that day, I heard the bad news |
| 30. | I can use paragraphs to organise ideas around a theme |
| 31. | I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated |
| 32. | I can use inverted commas and other punctuation to indicate direct speech eg The conductor shouted, 'Sit down!' |
| 33. | I can use apostrophes to mark plural possession eg the girl's name, the girls' names |
| 34. | I can use commas after adverbials at the beginning of a sentence eg Later that day, we heard the good news |
| 35. | I can understand and use the following terms: Determiner. Pronoun, possessive pronoun. Adverbial |