

**LITERACY HOUR – TARGET STATEMENTS - RECORD SHEET.**  
**YEAR 4.**

	<b>Group.</b>	<b>NAME.</b>																		
	<b>Reading age.</b>	<b>Date of birth.</b>																		
		/ = . / = .																		
	<b>Spelling age.</b>	/ = . / = .																		
<b>W O R D</b>	<b>SPELLING</b>	Attempt to spell unfamiliar words knowing conventions and rules, and a range of strategies including phonemic, morphemic and etymological.																		
		Spell words for Year 4 in Appendix List 2 in NLS Framework																		
		Distinguish the spelling of common homophones e.g. hear and here.																		
		Use the dictionary to check the spellings of words																		
			Use the apostrophe for omission																	
	<b>HANDWRITING</b>	Use fluent joined handwriting for all writing except where other special forms are required.																		
<b>S E N T E N C E</b>	<b>STYLE: Language effects</b>	Use adjectives and adverbs selectively to create variety and add interest.																		
		Use powerful verbs to show character and add impact																		
		Use language precisely and selectively in relation to text type, for instance to persuade or convey information.																		
	<b>STYLE: Sentence construction</b>	Write simple and compound sentences and begin to use relative clauses.																		
		Vary sentences showing characteristics of chosen form, adding phrases to enhance meaning.																		
	<b>PUNCTUATION</b>	Demarcate at least half of a written composition correctly, using Year 3 range of punctuation marks (. ? ! capital letters)																		
		Begin to use the apostrophe for possession																		
		Use commas to separate phrases and clauses within sentences																		
Use punctuation effectively in a range of text types.																				
<b>T E X T</b>	<b>PURPOSE AND ORGANISATION</b>	Maintain consistent person and tense																		
		Use main features of story structure to organise events, varying openings, build ups, conflicts and endings.																		
		Use settings and characterisation to engage reader's interest, such as using the weather to create atmosphere																		
		In non-fiction, use basic features of text types, such as introductory statements, followed by clear points leading to a conclusion																		
		Use paragraphs to structure narrative, for instance isolating an initiating event or introduction. Use appropriate layout conventions for non-fiction.																		
		Show imagination through the use of detail (e.g. to describe setting, build tension or show characters' feelings or motives), creating interest, humour or suspense.																		
		In non-fiction, attempt to interest, instruct, persuade or amuse the reader.																		
	<b>PROCESS</b>	Use different ways to plan writing e.g. notes, diagrams etc.																		
		Mentally rehearse writing and re-read as a matter of habit																		
		Edit in relation to audience and purpose, enhancing or deleting, justifying choices.																		

Notes:

Names of the pieces of work go in the vertical spaces. Tick the section when identified in the child's work and look at the general picture as it develops over the year.

Kevin Knowles