<table>
<thead>
<tr>
<th>Organisation</th>
</tr>
</thead>
</table>
| **O10** In narrative, I can use paragraphs for a change in action, setting and time.  
| **O11** In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.  
| **O12** My paragraphs have relevant openings.  
<p>|</p>
<table>
<thead>
<tr>
<th>Grammar Giants</th>
</tr>
</thead>
</table>
| **G10** I can use commas after fronted adverbials e.g. Eventually, the rain will stop.  
| **G11** I can use and punctuate direct speech.  
| **G12** I can write in standard English forms for verb inflections (e.g. we were instead of we was).  
| **G13** I can use the possessive apostrophe correctly in all situations (singular and plural – The girl’s coat... The girls’ coats… and exceptions – The children’s coats).  
<p>|</p>
<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
</table>
| **P8** My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.  
| **P9** I can consider the needs of the reader and provide background information in my writing.  
| **P10** I can use some of the ‘Tool Box’ features for a given style to ensure that the style of writing is evident.  

---

**My Writing Ladder Target Card**

| Name - ____________________________  
| Class - ____________________________  

**Organisation**

- **O10**: In narrative, I can use paragraphs for a change in action, setting and time.
- **O11**: In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.
- **O12**: My paragraphs have relevant openings.

**Grammar Giants**

- **G10**: I can use commas after fronted adverbials e.g. Eventually, the rain will stop.
- **G11**: I can use and punctuate direct speech.
- **G12**: I can write in standard English forms for verb inflections (e.g. we were instead of we was).
- **G13**: I can use the possessive apostrophe correctly in all situations (singular and plural – The girl’s coat... The girls’ coats… and exceptions – The children’s coats).

**Purpose**

- **P8**: My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.
- **P9**: I can consider the needs of the reader and provide background information in my writing.
- **P10**: I can use some of the ‘Tool Box’ features for a given style to ensure that the style of writing is evident.
### Word Wonder Targets

**W9** I can choose words and phrases that make the reader interested and support the purpose - these may still be 'well-known' to the writer from other text examples, or class lists, etc.

**W10** I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs).

### Super Spelling

**S13** I can spell all of the Year 3&4 word list – See your teacher.

**S14** I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-.

**S15** I can use the suffixes -ly, -ation, -ous.

### Handwriting Hero

**H17** I can independently and consistently sit correctly at a table, holding a pen comfortably and correctly.

**H18** I can space my writing so that my ascenders and descenders of letters do not touch.

**H19** I can write in a consistent and legible style within an individual piece of writing.