



# Hampton Hill Junior School

## English Targets



### Stage 5

Stage 5	
<b>Spelling</b>	<b>Achieved</b>
to correctly spell words ending in -ant, -ancy, -ance, -ent, -ence, -ency	
to correctly spell words ending in -able, -ible, -ably, -ibly	
to correctly spell words ending in -cious, -tious	
to spell words containing 'ough', 'ei', 'silent t'	
use other spelling patterns outlined in 'Read, Write Inc Spelling' Year 5	
use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	
use dictionaries to check the spelling and meaning of words	
use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
use a thesaurus	
<b>Handwriting and Presentation</b>	
to write legibly, fluently and with increasing speed	
choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
choosing the writing implement that is best suited for a task	
<b>Composition</b>	
identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	
write from different points of view	
noting and developing initial ideas, drawing on reading and research where necessary	
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
in narratives, describing settings, characters and atmosphere and integrate dialogue	
build cohesion within a paragraph (e.g. then, after, that, this, firstly)	
link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choice (e.g. he had seen her before)	
link introduction and conclusion	
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
assessing the effectiveness of their own and others' writing	
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
ensuring the consistent and correct use of tense throughout a piece of writing	
ensuring correct subject and verb agreement when using singular and plural	
distinguishing between the language of speech and writing and choosing the appropriate register	
proof-read for spelling and punctuation errors	
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
<b>Vocabulary, Punctuation and Grammar</b>	
recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (to demand that, to insist that)	
using the perfect form of verbs to mark relationships of time and cause (I have made dinner, I have been working)	
using expanded noun phrases to convey complicated information concisely	
using modal verbs (might, should) or adverbs (perhaps, surely) to indicate degrees of possibility	
using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun	
use a variety of complex sentences	
learning the grammar for years 5 and 6 in English Appendix 2	
using commas to clarify meaning or avoid ambiguity in writing	
using brackets, dashes or commas to indicate parenthesis	
punctuating bullet points consistently	
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	