



Hampton Hill Junior School English Targets



Stage 4

Spelling	Achieved
use the prefixes mis-, il-, im- accurately	
use the prefixes inter- and auto- accurately	
use the suffixes -sion, -ssion, -tion, -ion accurately	
use the suffixes -sure, -ous, -ly accurately	
use other spelling patterns outlined in 'SpellZoo Year 4'	
spell further homophones and near homophones (from the Year 4 SpellZoo lists)	
spell words that are often misspelt (from the Year 4 statutory list)	
use spelling patterns for plural words confidently (including irregular words)	
use the first two or three letters of a word to check its spelling in a dictionary	
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
Handwriting and Presentation	
use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	
using joined handwriting consistently	
Composition	
Planning:	
identifying and able to use the features of different non-fiction genres and using these in their writing (including information texts, explanation text, letters, leaflets)	
identifying and use the features of different fiction genres and using these in their writing (including narrative, diary, poetry)	
discussing and recording ideas	
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	
Draft and Write:	
draft and write by organising paragraphs around a theme: in narratives, creating settings, characters and plot	
draft and write by organising paragraphs around a theme: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
link paragraphs in a variety of ways (DADWAVERS)	
Evaluate and edit:	
assessing the effectiveness of their own and others' writing and suggesting improvements	
proof-read for spelling and punctuation errors	
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	
Vocabulary, Punctuation and Grammar	
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
understand and use subordinate clauses with appropriate punctuation	
using the present perfect form of verbs in contrast to the past tense (I have been working, I have lived)	
choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (personal and possessive)	
using conjunctions, adverbs and prepositions to express time and cause	
using fronted adverbials and adverbial clauses in complex sentences (when, if, as)	
using commas after fronted adverbials	
place the possessive apostrophe accurately in words with regular plurals (e.g. girls') and in words with irregular plurals (e.g. children's)	
use known phrases expanded by the addition of modifying adjectives, nouns and preposition phrases for the purpose of detail and description (the strict maths teacher with curly hair)	
to understand how words are related by meaning as synonyms and antonyms and use a thesaurus appropriately	
use inverted commas and related punctuation to indicate direct speech	
use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading (determiner, pronoun, possessive pronoun, adverbial)	

