

My English Target Book



Year 6

Transcription	<i>I add prefixes and suffixes using the rules we have worked on in class.</i>
	<i>I can spell some words that include silent letters, such as knight, psalm and solemn.</i>
	<i>I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</i>
	<i>I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</i>
	<i>I use a dictionary to check how words are spelled and what words mean.</i>
	<i>I use the first three or four letters of a word to quickly find it in a dictionary.</i>
	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>
	<i>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</i>
Handwriting	<i>I make sure others can read my handwriting and decide whether or not to join specific letters.</i>
	<i>I choose the writing tool that is best suited for a task.</i>
Composition	<i>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</i>
	<i>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</i>
	<i>I plan my writing by considering how other authors have developed characters and settings.</i>
	<i>I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i>
	<i>I review my work to further describe and develop settings, characters and the narrative atmosphere.</i>
	<i>I can precis a longer passage to create a short text with the same meaning.</i>
	<i>I use themes and details across my texts to help link paragraphs together into a flow of text.</i>
	<i>I use headings, bullet points and underlining to structure and guide a reader</i>

Composition	<i>through my writing.</i>
	<i>I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</i>
	<i>I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</i>
	<i>I ensure I use the consistent and correct use of tense throughout a piece of writing.</i>
	<i>I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</i>
	<i>I proof-read my work to correct spelling and punctuation mistakes.</i>
	<i>I read aloud my own work so the meaning is clear, fluent and flows correctly.</i>

Vocabulary Grammar Punctuation	<i>I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</i>
	<i>I can write out formal speech or texts using appropriate vocabulary.</i>
	<i>I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</i>
	<i>I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</i>
	<i>I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</i>
	<i>I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.</i>
	<i>I mark out separate clauses in a sentences by using a semi-colon or colon.</i>
	<i>I use a colon to indicate the beginning of a list.</i>
	<i>I use bullet points accurately when constructing a list.</i>
<i>I can talk about my work using the learning from my Year 6 grammar list.</i>	