

My Targets

5. Word Spelling	I can form verbs with prefixes.			
	I can convert nouns or adjectives into verbs by adding a suffix.			
	I understand the rules for adding prefixes and suffixes.			
	I can spell words with silent letters.			
	I can distinguish between homophones and other words which are often confused.			
	I can spell the commonly mis-spelt words from the Y5/6 word list.			
	I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.			
	I can use a thesaurus.			
	I can use a range of spelling strategies.			
5. Composition	I can choose the style of handwriting to use when given a choice.			
	I can choose the handwriting that is best suited for a specific task.			
	I can discuss the audience and purpose of the writing.			
	I can start sentences in different ways.			
	I can use the correct features and sentence structure matched to the text type we are working on.			
	I can develop characters through action and dialogue.			
	I can establish a viewpoint as the writer through commenting on characters and events.			
	I can use grammar and vocabulary to create an impact on the reader.			
	I can use stylistic devices to create effects in writing.			
	I can add well-chosen detail to interest the reader.			
	I can summarise a paragraph.			

	I can use relative clauses.			
5. Sentence Structure	I can use adverbs or modal verbs to indicate a degree of possibility.			
	Text structure			
	I can build cohesion between paragraphs.			
	I can use adverbials to link paragraphs.			
	Punctuation			
	I can use brackets, dashes and commas to indicate parenthesis.			
5. Composition and Handwriting	Identify my audience and write with them in mind.			
	Draft my work, researching where necessary.			
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.			
	Select and use the correct grammar and explain how my choices can change and enhance meaning.			
	Write a short summary of a longer passage.			
	Use organisational and presentational devices to structure texts.			
	Assess the effectiveness of my writing and other people's writing.			
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.			
	Check that I am using the correct tense.			
	Check my work to ensure that the correct subject and verb agreement is used.			
	Check my work for spelling and punctuation errors.			
	Write cursive text legibly and with increasing speed.			

5. Vocabulary, grammar and punctuation	Punctuate direct speech.			
	Use some passive verbs.			
	Use the perfect form of verbs.			
	Use some expanded noun phrases.			
	Use some modal verbs or adverbs.			
	Use some relative clauses.			
	Use commas; hyphens; brackets for parenthesis.			
	Use semi-colons, colons and dashes as boundaries between independent clauses.			
	Use a colon to introduce a list.			
	Punctuate bullet points.			
Use the grammar I have learned.				
5. Word	I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.			
	I can use changes in time and place to guide the reader through the text.			
	I can use paragraphs to organise information logically and shape a non-fiction text effectively.			
	I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.			
	I can close text with reference to its opening.			
	I can re-order sentences to create an impact on the reader.			
	I can use expanded noun phrases to add well thought out detail to writing.			
	I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.			
	I can use dialogue effectively and punctuate it accurately.			
	Prepare a play for performance.			
Ask questions to improve my understanding.				

5. Comprehension	Infer information about the feelings, thoughts and motives of characters from what I am reading.			
	Predict what might happen from details stated and implied.			
	Summarise the main ideas in a text of more than one paragraph			
	Tell you how the language, structure and presentation add to the meaning of a text.			
	Discuss and evaluate how authors use language to impact the reader			
	Retrieve, record and present information from non-fiction.			
	Provide a reasoned argument to support my views.			
5. Transcription	Use prefixes and suffixes.			
	Spell some words with 'silent' letters.			
	Distinguish between homophones by their spelling.			
	Learn the spelling in the Year 5 and 6 Spelling Appendix.			
	Use a dictionary to check the spelling and meaning of words.			
	Use a thesaurus.			
5. Composition and handwriting	Identify my audience and write with them in mind.			
	Assess the effectiveness of my writing and other people's writing			
	Draft my work developing initial ideas and researching where necessary.			
	Consider how authors have developed characters and settings and use that knowledge to plan my own work.			
	Select and use the correct grammar and explain how my choices can change and enhance meaning.			
	Write a short précis of a longer passage.			
	Use organisational and presentational devices to structure text.			

	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.			
	Check my work to ensure that the correct tense is used.			
	Check my work to ensure that the correct subject and verb agreement is used.			
	Check my work for spelling and punctuation errors.			
	Write cursive text legibly, fluently and with increasing speed			
5. Vocabulary, grammar and punctuation	Punctuate direct and indirect speech.			
	Use passive verbs.			
	Use the perfect form of verbs.			
	Use expanded noun phrases.			
	Use modal verbs or adverbs.			
	Use relative clauses.			
	Use commas; hyphens; brackets, dashes and commas for parenthesis			
	Use semi-colons, colons and dashes as boundaries between independent clauses.			
	Use a colon to introduce a list.			
	Punctuate bullet points.			
Use the grammar I have learned.				
6. Spelling	I can convert verbs into nouns by adding a suffix.			
	I can distinguish between homophones and other words which are often confused.			
	I can spell the commonly mis-spelt words from the Y5/6 word list.			
	I understand that the spelling of some words need to be learnt specifically.			
	I can use any dictionary or thesaurus.			
	I use a range of spelling strategies.			

6. Composition	I can choose the style of handwriting to use when given a choice.			
	I can choose the handwriting that is best suited for a specific task.			
	I can identify the audience for and purpose of the writing.			
	I can choose the appropriate form and register for the audience and purpose of the writing.			
	I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.			
	I use a range of sentence starters to create specific effects.			
	I can use developed noun phrases to add detail to sentences.			
	I use the passive voice to present information with a different emphasis.			
	I use commas to mark phrases and clauses.			
	I can sustain and develop ideas logically in narrative and non-narrative writing.			
	I can use character, dialogue and action to advance events in narrative writing.			
	I can summarise a text, conveying key information in writing.			
	I can use the passive voice.			
	I can vary sentence structure to suit formal and informal writing.			
	I can use a variety of organisational and presentational devices appropriate to the text type.			
	I write in paragraphs which can clearly signal a change in subject, time, place or event.			
	I can use the semi-colon, colon and dash.			
	I can use the colon to introduce a list and the semi-colon within lists.			
	I can use a hyphen to avoid ambiguity.			