

Learning Wall English

<p>[EXS] 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.</p>	<p>[EXS] I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>[EXS] I make sure others can read my handwriting and decide whether or not to join specific letters.</p>	<p>I choose the writing tool that is best suited for a task.</p>	<p>[EXS] [KEY] I review my work to further describe and develop settings, characters and the narrative atmosphere.</p>	<p>[KEY] I proof-read my work to correct spelling and punctuation mistakes.</p>
<p>I can precis a longer passage to create a short text with the same meaning.</p>	<p>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.</p>	<p>[EXS] I add prefixes and suffixes using the rules we have worked on in class.</p>	<p>[KEY] I use a dictionary to check how words are spelled and what words mean.</p>	<p>[EXS] I use themes and details across my texts to help link paragraphs together into a flow of text.</p>	
<p>[KEY] I use headings, bullet points and underlining to structure and guide a reader through my writing.</p>	<p>I use the first three or four letters of a word to quickly find it in a dictionary.</p>	<p>[EXS] I can spell some words that include silent letters, such as knight, psalm and solemn.</p>	<p>[EXS] I know some words that 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').</p>	<p>I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.</p>	<p>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.</p>
<p>[EXS] I evaluate and edit my texts to enhance and clarify what I write by proposing changes to vocabulary, sentence structure, grammar and punctuation.</p>	<p>I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</p>	<p>[EXS] [KEY] I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</p>	<p>I plan my writing by considering how other authors have developed characters and settings.</p>	<p>[KEY] I ensure I use the consistent and correct use of tense throughout a piece of writing.</p>	

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		[EXS] I mark out separate clauses in a sentence by using a semi-colon or colon.	[EXS] [KEY] I use a colon to indicate the beginning of a list.		
		[EXS] [KEY] 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 read aloud my own work so the meaning is clear, fluent and flows correctly.	I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).	
	[EXS] 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.	[EXS] 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.	[KEY] I can write out formal speech or texts using appropriate vocabulary.	[KEY] I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.	
	I can talk about my work using the learning from my Year 6 grammar list.	[EXS] [KEY] I use bullet points accurately when constructing a list.			