

WRITING LEARNING WALL Year THREE

I can use the grammar rules set out in my grammar list.		* When I finish a piece of work I will read it through to correct some spelling and punctuation errors.			
* I can organise my writing using settings, characters and plot.	I can edit my own work add some improvements to the texts.	I can write simple sentences that have been read to me, using the correct punctuation.	I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.	I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.	I use headings and sub-headings to structure and present my work.
I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.	I know how to use the possessive apostrophe in some plurals.	I can spell some homophones.	I use different sentence structures and some better vocabulary in my writing.		
I plan my writing by looking at similar texts written before.	I use some prefixes and suffixes and understand how to use them in my writing.	I am able to spell some words that are often misspelt.	I am able to make notes about what I will write about.	* I know that inverted commas are used to open and close what some one is saying in a text.	* I know when to use 'a' or 'an' depending on what the next word begins with.
* I can organise my writing by using headings.	When using a dictionary, I am able to use the first two letters of a word to check its' meaning.	I am beginning to join my letters when writing.	* I can draft my work into short paragraphs.		
* I can use conjunctions, adverbs and prepositions to express time and cause in my writing.	I can edit written work to improve the use of vocabulary.	I can read my writing out to an audience in a clear manner.	* I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.	I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.	



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Dear Parents/Carer

National Curriculum Learning Walls – A Strategy to Support Next Steps in Learning

We are pleased to be able to share with you your child's Learning Walls. The Learning Walls (attached) are taken from the New National Curriculum and they outline the expectations as the minimum requirements your child must meet in order to ensure continued progress.

They have been converted to child friendly language to enable most of our children to access them and then reproduced in a handy wall format.

The children will be using the Learning Walls in school to establish their next steps in learning – the things they need to work on to progress towards achieving Age Related Expectations by the end of the school year.

We have decided to share the Learning Walls with parents/carers so that you know what your child is working on in school. We will be encouraging the children to self-assess by creating regular opportunities to reflect on their achievements during lessons. We will of course be supporting our younger readers and children who have difficulty in accessing the written words. It would be helpful if you could do the same. Any extra support you can give your children to achieve these expectations is greatly valued.

If you have any questions, suggestions or feedback about the Learning Walls then please let us know by sending an email to the address above.

Yours Sincerely

Mrs S Vania
 Head Teacher

		<i>I know a character does certain things because of how the character is feeling or what has happened to them in the story.</i>	I will perform poems and play scripts to read aloud.	I will discuss words and phrases that interest me.	<i>I can predict events in stories from what has happened up to now.</i>	
I can tell what the main ideas are from reading a number of paragraphs.	I am able to choose from a range of books to find the information I require.	I can use my existing knowledge to help myself read aloud.	I can use my existing knowledge to help myself read aloud.	<i>I use a dictionary to check the meaning of words.</i>	I can see that books are set out in ways that help the reader to read the texts.	
<i>I can use non-fiction books to find information.</i>	I can talk about some different types of stories I have read.	<i>I am aware that some words sound different to how they are spelt.</i>	<i>I have understood a range of texts I have read.</i>	<i>I can identify some themes in a range of books I read.</i>	I can take turns when discussing books I have read.	
	I think about what I read to make sure I understand it and it makes sense.	I know that poetry comes in different forms.	I ask questions about a text or book.			

<i>I can show that some fractions have the same value - such as 1/2, 3/6 and 5/10 or 1/3 and 3/9.</i>	I solve problems such as missing numbers (for example, 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction.	<i>I know that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10.</i>	<i>I can add and subtract numbers in my head, including questions such as 432 - 70.</i>	<i>I know my 3, 4 and 8 times tables.</i>	<i>I can answer multiplication and division questions such as 16 x 5 or 45 divided by 9.</i>
<i>I can count up and down in tenths.</i>	I read and write numbers up to 1000 in numerals and in words.	<i>I can compare and order numbers up to 1000.</i>	<i>I can count from 0 in steps of 4, 8, 50 and 100.</i>	I can identify and estimate numbers in different units such as length (mm and m) and weight (g and kg).	I know how to find fractions of a number or shape - such as 3/5, 1/4 or 4/6.
I draw 2-D shapes and make 3-D shapes using modelling materials.	<i>I can find a fraction (such as 2/5 or 3/4) of a set of objects.</i>	<i>I can find 10 or 100 more or less than a given number.</i>	<i>I know what each digit it means in three-digit numbers such as 204.</i>	<i>I can solve number problems, working with numbers up to 1000 and in different units of measurement.</i>	<i>I can tell whether an angle is greater than or less than a right angle.</i>
I know when a line is horizontal or vertical or when two lines are perpendicular or parallel.	I can measure and record time passing in seconds, minutes and hours.	I can use written methods to add or subtract two three-digit numbers.	<i>I can add and subtract numbers in my head, including questions such as 432 - 300.</i>	<i>I know what a right angle is and I know that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn.</i>	I recognise and can describe 3-D shapes even when they have been turned about in different ways.
I can calculate how long an event or task took to complete.	I can answer maths problems such as 'How many more?' and 'How many fewer?' by finding the information in bar charts, pictograms	I know an angle is used to measure how far something turns. An angle is also the point in a 2-D shape.	I can compare and order unit fractions, and fractions with the same denominators.	<i>I can work on money problems, adding and subtracting amounts of money and working out how much change is left. I use both £ and p in my problems.</i>	<i>I can tell and write the time from a clock with numerals or using 12 and 24 hour clocks.</i>
	I solve problems that finding, ordering or comparing fractions.	<i>I can measure and compare in these units: lengths (m, cm, mm), weight (kg, g) and capacity (l, ml).</i>	I can tell the time accurately to the nearest minute.	<i>I can answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables.</i>	I know the number of seconds in a minute and the number of days in each month, year and leap year.