WRITING LEARNING WALL Year FIVE

I can read through my work to correct some spelling and punctuation mistakes.	I am beginning to use details across my texts to help link paragraphs together into a full text.	*I use commas to structure my sentences and clarify the meaning of a text.*	I understanting a range of verb prefixes (such as dis-, de-, mis-, over- and re-).		*I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.*
I review my work to add description to develop settings and characters.	I am beginning to use a dictionary to check how words are spelled and what words mean.	I am beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.	I plan my writing by using ideas from how other authors have developed their characters and settings.	*I use the correct tense throughout a piece of writing.*	*I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].*
I often choose the writing tool that is best suited for a task.	I add some prefixes and suffixes.	I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.	*I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.*	I begin sentence clauses with who, which, where, when, whose, that or with.	
I make sure others can read my handwriting.	I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt in-	I know some words sound the same but are spelled differently.	I plan my writing by making notes and then develop my initial ideas.	I read aloud my own work so the meaning is clear to the listeners.	
I draft and write by selecting grammar and vocabulary to enhance my work.	I can precis a passage to create a sentence with the same meaning.	I can spell some words that include silent letters.	I edit my texts to improve their content.	I can talk about my work using the learning from my Year 5 grammar list.	
I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.	*I use headings and bullet points to structure my writing.*	I use the first three letters of a word to quickly find it in a dictionary.	I use brackets, dashes or commas to create an explanation section in a sentence.	I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example. he had seen	*I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.*

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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

READING LEARNING WALL — Year FIVE

- *I am able to explain my views.*
- I can predict what may happen in a story by thinking about what has happened up to now.
- I have learnt a few poems by heart.
- I am able to read aloud and perform poems and plays.
- I know authors use words or phrases which will have impact on a reader.
- *I am able to make simple summaries of a given number of paragraphs I have read.*
- I can show how words, phrases and structure all contribute to make different meanings in texts I read.
- *I use some of the words and word parts that understand already to think about what new words mean and sound like.*
- *I am becoming familiar with a range of books.*
- I recommend books I have read to my friends.
- I can make simple comparisons across books I have read.
- I know the difference between a fact and an opinion.
- I am able to identify and discuss themes across a range of writing.
- I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.
- I understand books are set out in different ways for different purposes.
- I can see that characters do the things they do because of their feelings.
- *I check my understanding of a text through discussion and exploring the meaning of words.*
- I can ask questions about what I have read.
- I can debate topics I have read about.
- *I am beginning to participate in discussions about books I have read by listening to others' ideas.*
- *I can find and make notes on information from non-fiction.*

MATHS LEARNING WALL — Year FIVE

- I multiply and divide numbers mentally drawing upon my times table knowledge and other number facts.
- I can find the missing lengths and angles of a rectangle.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- *I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.*
- I can solve problems involving numbers with up to three decimal places.
- I can estimate volume [for example, using 1 cm3 blocks to build cuboids] and capacity [for example, using water].
- I can solve more difficult problems which involve units of measurement, decimal numbers and scales.
- *I can compare and order fractions whose denominators are all multiples of the same number.*
- *I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.*
- I can identify multiples of 90° (right angles).
- *I can read, write, order and compare numbers with up to three decimal places.*
- *I can read and write decimal numbers as fractions [for example, 0.71 = 71/100].*
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers.
- I can divide 4 digit numbers by a one-digit number using the written method of short division and find the remainder.
- I know what square numbers and cube numbers are, including the notation for squared (2) and cubed (3).
- *I can find the information I need from a timetable or large table of data.*
- I can change metric units to become imperial units such as inches, pounds and pints.
- I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- *I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.*
- *I can compare and order fractions whose denominators are all multiples of the same number.*
- I can solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.
- *I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.*
- I can solve more difficult problems involving addition, subtraction, multiplication and division and a combination of these.
- *I can calculate the area of rectangles in square centimetres (cm2) and square metres (m2) and estimate the area of*
- I use diagrams and some fraction tools to multiply proper fractions (7/10) and mixed numbers (1 7/10) by whole numbers
- I know what mixed numbers and improper fractions are and I can convert from one to the other [for example, 2/5 + 4/5 = 6/5 = 1 1/5].
- I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.
- I round numbers to check the accuracy of my solution.
- *I can draw a given angle (such as 47°), and then measure them in degrees (°).*
- *I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)*
- I know whether a number up to 100 is prime and recall prime numbers up to 19.
- *I can add and subtract larger numbers in my head.*
- *I can read, write, order and compare numbers to at least 1 000 000 and know the value of each digit.*
- *I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.*
- I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can solve problems using a line graph to find the answers.
- I can convert between the units of time.
- I know what thousandths are and how to use them with tenths, hundredths and decimals.
- I know what the per cent symbol is (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- *I can solve problems including scaling by simple fractions and problems involving simple rates.*
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000.
- I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.
- I know one whole turn - or a set of angles all around a point - measure a total of 360°.
- I can reflect or translate a shape on a grid.
- *I work on problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of 10 or 25.*
- *I can calculate the perimeter of multi-shape shapes in centimetres and metres.*
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can Identify 3-D shapes, including cubes and other cuboids, from 2-D drawings.
- I know that a straight line - or angles that add up to a straight line - measure 180°.