WRITING LEARNING WALL Year SIX

The learning wall is laid out as a grid of statements. The items in bold/italic preceded by an asterisk (*) are target statements; the remaining statements are "I can" achievement statements. Reproduced below column by column:

Column 1
- *I review my work to further describe and develop settings, characters and the narrative atmosphere.
- I make sure others can read my handwriting and decide whether or not to join specific letters.
- I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- 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.

Column 2
- *I proof-read my work to correct spelling and punctuation mistakes.
- I choose the writing tool that is best suited for a task.
- *I use a dictionary to check how words are spelled and what words mean.
- 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 can precis a longer passage to create a short text with the same meaning.

Column 3
- *I use bullet points accurately when constructing a list.
- I can talk about my work using the learning from my Year 6 grammar list.
- I use themes and details across my texts to help link paragraphs together into a flow of text.
- I add prefixes and suffixes using the rules we have worked on in class.
- *I use headings, bullet points and underlining to structure and guide a reader through my writing.

Column 4
- 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 use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.
- 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 can spell some words that include silent letters, such as knight, psalm and solemn.
- *I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.

Column 5
- *I use a colon to indicate the beginning of a list.
- I mark out separate clauses in a sentences by using a semi-colon or colon.
- *I ensure I use the consistent and correct use of tense throughout a piece of writing.
- I plan my writing by considering how other authors have developed characters and settings.
- I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.
- I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.

Column 6
- *I structure my work with appropriate headings, sub-headings, columns, bullets, or tables.
- *I can write out formal speech or texts using appropriate vocabulary.
- 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 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 know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- I read aloud my own work so the meaning is clear, fluent and flows correctly.
- I use the first three or four letters of a word to quickly find it in a dictionary.
- *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'.

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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 SIX

- *I am able to justify my views.*
- From my reading, I can predict what may happen in a story from details given and suggested in the text.
- I have learnt a wider range of poems by heart.
- I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- *I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.*
- I know authors use particular language which will have impact on me, the reader.
- *I can retrieve record and present information from non-fiction.*

- I can show how language, structure and presentation all contribute to meaning in texts I read.
- *I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.*
- *I use the words and word parts that I can read and understand already to think about what new words mean and sound like.*
- I like to recommend books I have read to my friends.
- I can make comparisons within in and across books I have read.
- I can present or debate on topics I have read about, using notes if necessary.

- I can distinguish between statements of fact and opinion.
- I am able to identify and discuss themes and conventions in and across a wide range of writing.
- I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- I understand what I read, even though books are set out in different ways and are written for different purposes.
- I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.

- *I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.*
- I can ask questions about what I have read to further improve my understanding.
- *I check my understanding of books I have read through discussion and exploring the meaning of words.*

MATHS LEARNING WALL   Year SIX

- I can multiply numbers such as 1.45 by a one digit number - for example 1.45 x 7.
- I can multiply fractions such as 1/4 × 1/2 = 1/8.
- I can calculate the area of parallelograms and triangles.

- *I always estimate my answer before I begin calculating - this helps me to check at the end to make sure I am correct.*
- I can use the four quadrants in a coordinate grid.
- I can divide 4 digit numbers by a two-digit number using the written method of long division - and tell you the remainder.
- *I can calculate the mean as an average.*
- *I can convert measurements of length, weight, volume and time up to three decimal places in length (for example 0.345kg = 345g).*
- I can work with angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- *I can solve problems about unequal sharing - such as 'I need four eggs and for every egg I need three spoonfuls of flour. How much flour do I need?'.*
- *I can classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.*
- *I know the decimal value, percentage and fraction of a range of values - such as 0.5, 50 per cent and 1/2.*

- I can multiply, divide, add and subtract large numbers in my head.
- I can compare and order fractions, including fractions greater than 1.
- *I can round a whole number as requested - for example to the nearest 10 or 100000.*
- I can change a fraction into a decimal - for example, I can change 3/8 to 0.375 by dividing 1 by 8 and multiplying by 3.
- I can create a sequence of numbers that follow a rule.
- I know that even though shapes may have the same area, the perimeter may be different - or a shapes with the same perimeter may have a different areas.
- *I can find the percentage of an amount - such as finding 15 per cent of 360.*
- I can solve problems about relative sizes (ratio).

- I identify common factors, common multiples and prime numbers.
- I can solve number and practical problems that involve large numbers, rounding and negative numbers.
- *I understand and use negative numbers in my work, for example - working out how much is between -7 and +8.*
- *I can solve addition and subtraction multi-step problems, deciding where to add or subtract.*
- I can use a letter (such as n or x) to show a missing number - such as 10 - x = 5.

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can work with numbers up to 10 000 000 and know what each digit represents.
- *I can choose to divide 4 digit numbers by a two-digit number using the written method of short division if this is possible.*
- I know that addition, subtraction, multiplication and division should be carried out in a specific order when looking at problems.
- I can convert between miles and kilometres.

- *I use written division methods in cases where the answer has up to two decimal places.*
- *I can multiply 4 digit numbers by a two-digit number (for example 4307 x 34) using the written method of long multiplication.*
- I know how to divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6].
- I can solve problems involving addition, subtraction, multiplication and division.
- I know the parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

- *I can draw and translate shapes using coordinates or reflect a shape on the grid.*
- *I can use and construct pie charts and line graphs and use these to solve problems.*
- I can recognise, describe and build 3-D shapes, including making nets.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can solve similar shape problems.

- I can multiply and divide numbers by 10, 100 and 1000 and know what each digit means up to three decimal places.
- I can add and subtract fractions with different denominators and mixed numbers.
- I solve problems about different units of measures with three decimal places.
- I can use a formulae for area and volume of shapes.
- I can list possible answers to missing numbers such as listing the possible answers of a and b in a + 6 = b - 10.
- I accurately draw 2-D shapes using given dimensions and angles.
- I can work with the volume of cubes and cuboids using cubic centimetres (cm3) and cubic metres (m3), and other units too such as mm3 and km3.
- *I know how to use simple formulae such as n - 10 = 2.*