

Learning Wall Year 5

Class:

Date:

<p>I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</p>	<p>I draft and write by selecting grammar and vocabulary to enhance my work.</p>	<p>I make sure others can read my handwriting.</p>	<p>I often choose the writing tool that is best suited for a task.</p>	<p>[KEY] I review my work to add description to develop settings and characters.</p>	<p>[KEY] I can read through my work to correct some spelling and punctuation mistakes.</p>	
	<p>I can precis a passage to create a sentence 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 need to be learnt individually.</p>	<p>I add some prefixes and suffixes.</p>	<p>I am beginning to use a dictionary to check how words are spelled and what words mean.</p>	<p>I am beginning to use details across my texts to help link paragraphs together into a full text.</p>	
<p>[KEY] I use headings and bullet points to structure my writing.</p>	<p>I use the first three letters of a word to quickly find it in a dictionary.</p>	<p>I can spell some words that include silent letters.</p>	<p>I know some words sound the same but are spelled differently.</p>	<p>I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</p>	<p>I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</p>	
	<p>I edit my texts to improve their content.</p>	<p>I plan my writing by making notes and then develop my initial ideas.</p>	<p>[KEY] I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</p>	<p>I plan my writing by using ideas from how other authors have developed their characters and settings.</p>	<p>[KEY] I use the correct tense throughout a piece of writing.</p>	

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		[KEY] I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.	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 her before].		
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		I can talk about my work using the learning from my Year 5 grammar list.	I read aloud my own work so the meaning is clear to the listeners.	I begin sentence clauses with who, which, where, when, whose, that or with.	
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	[KEY] I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].	[KEY] I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.	I use brackets, dashes or commas to create an explanation section in a sentence.	I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).	
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			[KEY] I use commas to structure my sentences and clarify the meaning of a text.		
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