

Learning Wall Year 5

Class:

Date:

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

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		I can talk about my work using the learning from my Year 5 grammar list.			