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| **Year 5 GD Learning Wall** | | | | **Class:** | | | | **Date:** | | | |
|  | | [GD] I confidently use and apply modal verbs (such as can, could, may, might, must, will, would, and shall, should) to explain how something might be possible. | | [GD] I review my work to add creative description to develop settings and characters. | | [GD] I can use details across my texts to help link paragraphs together into a full text more confidently. | | [GD] I always use brackets, dashes or commas when required to create an explanation section in a sentence. | |  | |
|  | [GD] I can confidently convert nouns or adjectives into verbs using a wider range of suffixes [for example -ate; -ise; -ify]. | | [GD] I am beginning to use a dictionary to check how words are spelled and what words mean independently. | | [GD] I add some prefixes and suffixes to create other words and use them in my writing. | | [GD] I make sure others can read my handwriting with ease, across sustained pieces of writing. | | [GD] I can make the structure of my paragraphs more cohesive by using a wider range of conjunctions independently. | |  |
| [GD] I use commas independently to structure my sentences and clarify the meaning of a text. | | [GD] I am beginning to plan the structure of my writing by thinking more clearly about the audience for my text and the purpose of the writing. | | [GD] I can spell some words that include silent letters and use them in context in my work. | | [GD] I know some words sound the same but are spelled differently and include them in my writing independently. | | [GD] I draft and write by selecting the most effective grammar and vocabulary to enhance my work, justifying my choices. | |  | |
|  |  | | [GD] I independently use the correct tense throughout sustained piece of writing in different styles. | | [GD] I use headings and bullet points to structure my writing independently. | | [GD] I can read through my work to correct some spelling and punctuation mistakes independently. | |  | |  |