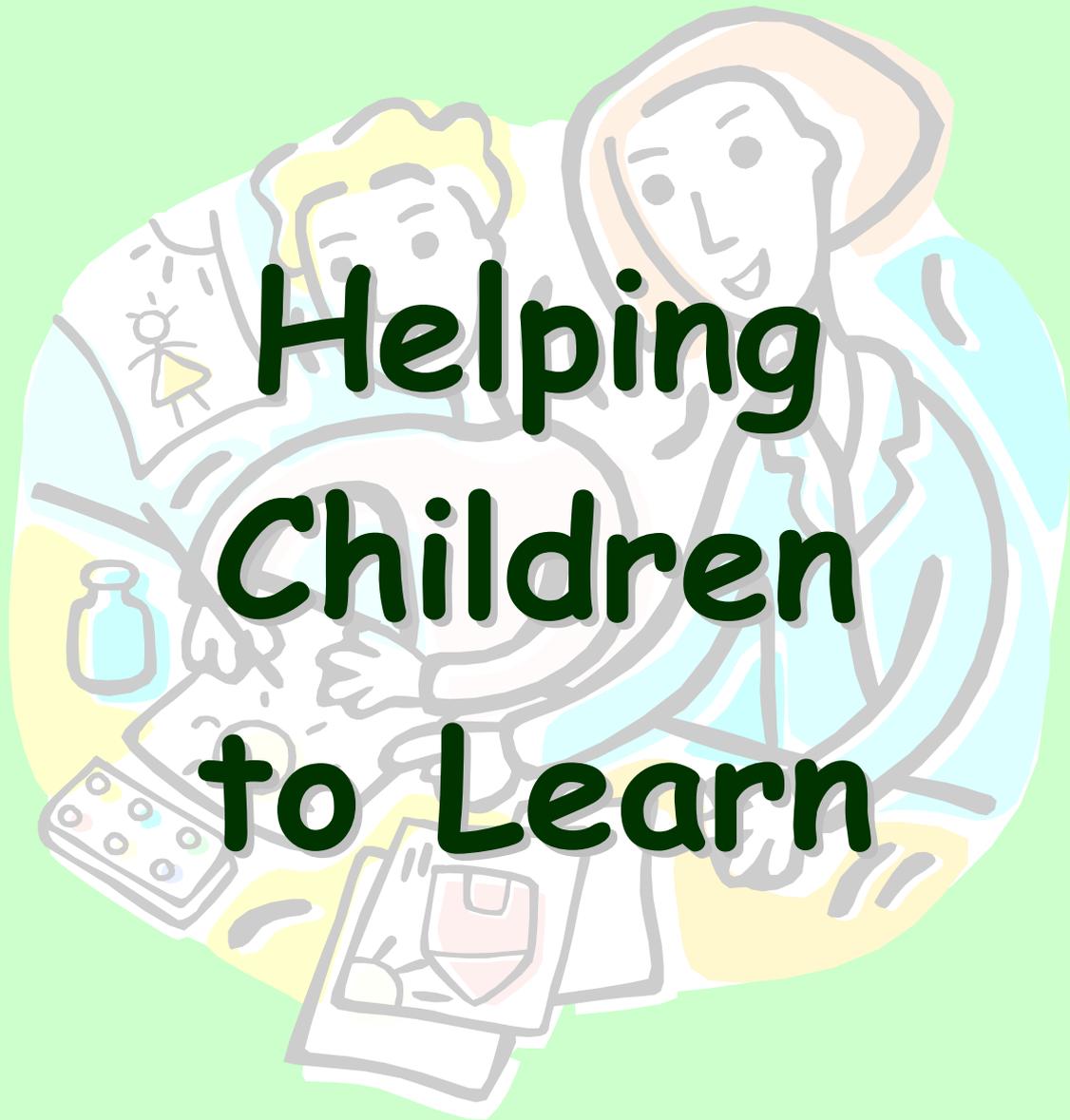
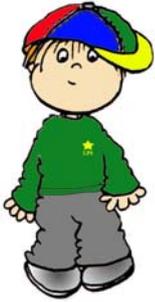




Information Booklet for Parents and Carers



WALT and WILF



Have you heard your children talking
about

WALT and **WILF**?



We recently introduced two new characters in school - '**WALT**' and '**WILF**'. They are not ordinary classmates - but they do wear smart uniforms, they will pop up in every class from Foundation 1 to Year 6! Read on to discover more about these interesting characters ...

A quick bit of theory...

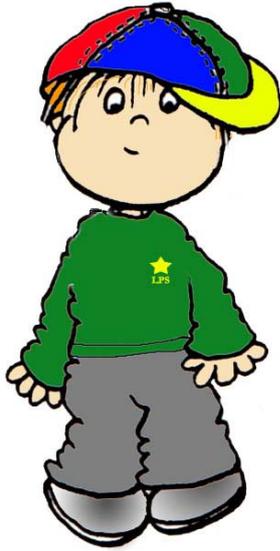
We want to encourage our children to be more actively involved in their learning because research shows that they are more motivated if they understand not just the task but also the learning objective of the task. We want them to understand what they are being asked to do and what we hope they will learn in order to help them to make better decisions about how to tackle the set task.

Learning is more effective if children are asked to help create the success criteria (i.e. *How will we know we've achieved this?*) because they can be clear about how their work will be judged and what the teacher wants to see in the finished task. By inviting children to help create the success criteria, we are involving them in their own learning and encouraging them to evaluate their performance.

Children need to know why they are learning something so that they can see how their work fits into the 'bigger picture'.

In order to make this theory 'child-friendly' we are introducing **WALT** and **WILF**.





WALT is short for

**We
Are
Learning
Today...**

These are the learning objectives for the lesson.

WILF is short for



**What
I'm
Looking
For...**

These are the success criteria against which the children and teacher judge how well they are doing.

The main benefit for the children is that by focusing on the learning objective, they begin to fully understand that they are learning rather than doing. We hope our children will come home describing school activities as **'We were learning to'** rather than **'We did....'**.

You can help us by asking your child **'What did you learn today?'** rather than **'What did you do today?'**

Examples of WALT and WILF in Maths

Year 1

WALT

We are learning to...

To read the time to the hour on an analogue clock.



WILF

What I'm looking for...

I know where the hands point for "o'clock".



Year 3

WALT

We are learning to...

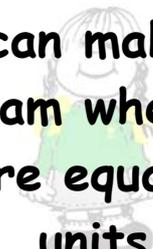
To represent data on a pictogram using different scales.



WILF

What I'm looking for...

I can make a pictogram where each picture equals two units



Year 6

WALT

We are learning to...

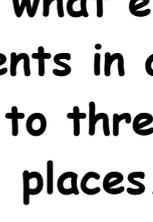
To read and write numbers with at least two decimal places.



WILF

What I'm looking for...

I know what each digit represents in a number with up to three decimal places.



Curricular Targets



What are Curricular Targets?

The knowledge and understanding steps that are set for your child within their year group.

Which subjects do we set targets for?

English (Reading, Writing and Spelling) and Maths, with one overall target for each of the areas across the whole school.



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Who decides what the targets are?

The school, teachers and the government.

Why are targets important?

They tell the children, you as their parents and carers, their teachers and the government what your child is expected to know and understand for their age.

What happens if my child cannot reach the target?

The specific targets for each year group are set in three stages:

<u>Must:</u>	This target is set so that all children, regardless of their ability , can attain it.
<u>Should:</u>	This target is set for the majority of children.
<u>Could:</u>	This target is set for the most able pupils, to challenge and extend their ability.

How do the children know what their learning targets are?

They are displayed in every classroom and referred to daily by the class teacher.



How often are targets set?

Each half term.

Curricular Targets

I am still worried that my child will not be able to reach the curricular targets.

The targets are designed so that every child can reach the minimum expectation for their year group. If you have any concerns regarding this then your child's class teacher will be only too willing to discuss this with you. Just phone school and make an appointment.



I think the targets are too easy for my child. What should I do?

The 'could' level target is designed for the most able children within the year group. Teachers monitor the development of each child and enjoy discussing progress with the child, colleagues and parents. Just phone school and make an appointment with the class teacher. Your views will be welcomed and valued.

How can I help my child?

This is always hard!

Some Suggestions:

- Listen they want to talk, but don't badger them with questions - they are tired at the end of the day.
- Fresh air and a run around helps!
- Support them with their homework and give them as much help as your child asks for.
- Don't get cross or worried if your child doesn't understand, just write a little note to the class teacher. Help is close at hand!
- Try to make sure your child always hands homework in, even if it is not fully completed or correct. Only trying matters and it helps to establish a good routine.

Further Questions?

Come and ask. We are always happy to help.





Example of Whole-School Curricular Targets for Literacy Reading - To develop the ability to comment on text structure - non-fiction

Year	Year-group curricular targets	Differentiated children's targets
F	Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line in non-fiction	<p>Must: I can talk about non-fiction books in a group.</p> <p>Should: I can find these in non-fiction books we read:</p> <ul style="list-style-type: none"> • Book cover • Beginning and end of books • Pages, words, letters and lines <p>Could: I can understand how non-fiction books are different from fiction books e.g. contents page, captions, photographs, labels</p>
1	Use an understanding of the structure of recounts, reports and instructions to make predictions	<p>Must: I can say what instructions do.</p> <p>Should: I can say what a recount, report and instructions are and talk about them.</p> <p>Could: I can say how I know what recounts, reports and instructions are by talking about the texts.</p>
2	Understand how to use alphabetically ordered texts to retrieve information	<p>Must: I can use a contents page.</p> <p>Should: I can use contents pages, indexes and glossaries to help me find information.</p> <p>Could: I can use contents pages, indexes and glossaries to find a range of information.</p>
3	Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts.	<p>Must: I can notice how pages are set out with titles, pictures, captions and labels.</p> <p>Should: I can find titles, subheadings, labels, diagrams and charts and say what they do.</p> <p>Could: I can use a range of page layout features and explain their use.</p>
4	Identify the features of difference types of text, e.g. newspaper reports, non-chronological reports, explanations, persuasion.	<p>Must: I can say how to write some non-fiction text types e.g. newspapers, non-chronological reports.</p> <p>Should: I can identify the features of non-fiction text types e.g. newspapers, non-chronological reports, explanations and persuasive texts.</p> <p>Could: I can compare similarities and differences between a range of non-fiction text types.</p>
5	Know structures and grammatical features of a range of non-fiction text types, e.g. explanations, recounts, persuasion	<p>Must: I can identify the features of non-fiction text types e.g. newspapers, non-chronological reports, explanations and persuasive texts.</p> <p>Should: I can understand the structures and features of a range of non-fiction text types we use.</p> <p>Could: I can discuss the structures and language features of all the non-fiction text types we use to help with reading.</p>
6	Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading	<p>Must: I can understand the structures and features of a range of non-fiction text types we use.</p> <p>Should: I can discuss the structures and language features of all the non-fiction text types we use to help with reading.</p> <p>Could: I can critically evaluate the structures and language features used in a range of non-fiction text types.</p>



Example of Whole-School Curricular Targets for Maths To develop understanding of place value

Year	Target
F	<p>Must: Select the correct numeral to represent 1 to 5, then 1 to 9, objects.</p> <p>Should: Recognise and use numerals 1 to 9, extending to 0 to 10 and then beyond 10.</p> <p>Could: Know what each digit represents in numbers from 10 to 20.</p>
<i>as YR and</i> Y1	<p>Must: Recognise and use numerals 1 to 9, extending to 0 to 10 and then beyond 10.</p> <p>Should: Know what each digit represents in numbers from 10 to 20.</p> <p>Could: Know what each digit represents in a two digit number</p>
<i>as Y1 and</i> Y2	<p>Must: Know what each digit represents in numbers from 10 to 20.</p> <p>Should: Know what each digit represents in a two digit number.</p> <p>Could: Know what each digit is a three digit number represents.</p>
<i>as Y2 and</i> Y3	<p>Must: Know what each digit represents in a two digit number.</p> <p>Should: Know what each digit is a three digit number represents and can partition into hundreds, tens and ones.</p> <p>Could: Know what each digit is a four digit number represents.</p>
<i>as Y3 and</i> Y4	<p>Must: Know what each digit in a three digit number represents and can partition into hundreds, tens and ones.</p> <p>Should: Know what each digit in a four digit number represents and can partition into thousands, hundreds, tens and ones.</p> <p>Could: Know the value of each digit in a six digit number and a number with up to two decimal places.</p>
<i>as Y4 and</i> Y5	<p>Must: Know what each digit in a four digit number represents and can partition into thousands, hundreds, tens and ones.</p> <p>Should: Know the value of each digit in a six digit number and a number with up to two decimal places.</p> <p>Could: Know what each digit represents in a number with up to three decimal places.</p>
<i>as Y5 and</i> Y6	<p>Must: Know the value of each digit in a six digit number and a number with up to two decimal places.</p> <p>Should: Know what each digit represents in a number with up to three decimal places.</p> <p>Could: Give a decimal fraction lying between to others e.g. between 3.4 and 3.5.</p>