|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 5 Assessing Maths** | | | | **Aut** | | **Spr** | | **Sum** | |
|  | I can count forwards and backwards in steps of power 10 for any given number up to 1,000,000 | | |  | |  | |  | |
|  | I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents | | |  | |  | |  | |
|  | I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 | | |  | |  | |  | |
|  | I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors | | |  | |  | |  | |
|  | I recognise the percent symbol (%) and understand percent relates to number of parts per hundred | | |  | |  | |  | |
|  | I round decimals with 2 decimal place to the nearest whole number and to 1 decimal place | | |  | |  | |  | |
|  | I round any number to 1,000,000 to the nearest 10, 100, 10,000 and 100,000 | | |  | |  | |  | |
|  | I can multiply and divide numbers mentally drawing upon known facts up to 12 x12 | | |  | |  | |  | |
|  | I multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers | | |  | |  | |  | |
|  | I recognise mixed numbers and improper fractions and convert from one to the other | | |  | |  | |  | |
|  | I write percentages as a fraction with denominator hundred, and as a decimal fraction | | |  | |  | |  | |
|  | I can add and subtract whole numbers with more than 4 digits, including using formal written methods | | |  | |  | |  | |
|  | I recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³) | | |  | |  | |  | |
|  | I can divide numbers up to 4-digits by 1-digit numbers | | |  | |  | |  | |
|  | I can read and write decimal numbers as fractions, for example, 0.47=47/100 | | |  | |  | |  | |
|  | I can compare and add fractions whose denominators are all multiples of the same number | | |  | |  | |  | |
|  | I know angles are measured in degrees: and can estimate and compare acute, obtuse and reflex angles | | |  | |  | |  | |
|  | I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres | | |  | |  | |  | |
|  | I can draw given angles and measure them in degrees (°) | | |  | |  | |  | |
|  | I can calculate and compare the area of squares and rectangles including using standard units (cm² and m²) | | |  | |  | |  | |
|  | I can convert between different units of metric measures and estimate volume and capacity | | |  | |  | |  | |
|  | I can solve comparison, sum and difference problems using information presented in a line graph | | |  | |  | |  | |
|  | I deal confidently with all numbers up to 1,000,000 and apply this knowledge to scientific, historical and geographical learning when it is appropriate to do so | | |  | |  | |  | |
|  | I use my knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area, etc | | |  | |  | |  | |
|  | I enjoy being challenged with reasoning problems and show a good level of resilience if I find the problem difficult | | |  | |  | |  | |
|  | I am particularly quick at recognising which operation may be required to deal with specific problems and can apply this operation with confidence | | |  | |  | |  | |
|  | I consistently use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating | | |  | |  | |  | |
|  | I use a range of timetables to work out journey times on a fictional journey around the world, e.g., ‘How long would it take to reach the rainforests in the Amazon?’ | | |  | |  | |  | |
|  | I can explain my workings to my peers and help them with their problems whilst at the same time deepen my own understanding | | |  | |  | |  | |
|  | I am confident when it comes to working across zero positive and negative numbers to work time, e.g., between BC and AD in history | | |  | |  | |  | |
|  | I confidently collect my own data on a personal project and present information in formats of my choosing, e.g., charts, graphs and tables | | |  | |  | |  | |
|  | I can return to most tasks after a break and will not need to be re-taught | | |  | |  | |  | |
| **Year 5 Assessing Writing** | | | | **Aut** | | **Spr** | | **Sum** | |
| I can form verbs with prefixes, for example, dis, de, mis, over and re | | | |  | |  | |  | |
| I can spell some words with ‘silent’ letters, e.g. knight, psalm, solemn | | | |  | |  | |  | |
| I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary | | | |  | |  | |  | |
| I can choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters | | | |  | |  | |  | |
| I can convert nouns or adjectives into verbs by adding a suffix, for example, ate, ise, ify | | | |  | |  | |  | |
| I distinguish between homophones and other words which are often confused | | | |  | |  | |  | |
| I use a thesaurus efficiently and effectively | | | |  | |  | |  | |
| I can choose the writing implement that is best suited for a task e.g. quick notes, letters | | | |  | |  | |  | |
| I understand the general rules for adding prefixes and suffixes above | | | |  | |  | |  | |
| I can spell identified commonly misspelt words from the Year 5 and 6 word list | | | |  | |  | |  | |
| I use a range of spelling strategies | | | |  | |  | |  | |
| I know the audience for and the purpose of my writing | | | |  | |  | |  | |
| I can start sentences in different ways | | | |  | |  | |  | |
| I establish viewpoint, as the writer, through commenting on characters or events | | | |  | |  | |  | |
| I use stylistic devices to create effects in writing, for example, simile, metaphor | | | |  | |  | |  | |
| I organise my writing into paragraphs to show different information or events | | | |  | |  | |  | |
| I use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | | | |  | |  | |  | |
| I use the features and structures of text types taught so far | | | |  | |  | |  | |
| I can use sentence starters to highlight the main idea | | | |  | |  | |  | |
| I show how grammar and vocabulary choices create impact on the reader | | | |  | |  | |  | |
| I can add well-chosen detail to interest the reader | | | |  | |  | |  | |
| I use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs | | | |  | |  | |  | |
| I use commas to clarify meaning or avoid ambiguity in writing | | | |  | |  | |  | |
| I use grammatical features and vocabulary appropriate for the text types taught so far | | | |  | |  | |  | |
| I can develop characters through action and dialogue | | | |  | |  | |  | |
| I can choose vocabulary to engage and impact on the reader | | | |  | |  | |  | |
| I can summarise a paragraph or event | | | |  | |  | |  | |
| I use modal verbs or adverbs to indicate degrees of possibility | | | |  | |  | |  | |
| I use brackets, dashes or commas to indicate parenthesis | | | |  | |  | |  | |
| I can assess the effectiveness of my own and my peers’ writing | | | |  | |  | |  | |
| I can ensure correct subject and verb agreement when using singular and plural | | | |  | |  | |  | |
| I proof-read for spelling and punctuation errors | | | |  | |  | |  | |
| I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | | | |  | |  | |  | |
| I distinguish between the language of speech and writing | | | |  | |  | |  | |
| I perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear | | | |  | |  | |  | |
| I can ensure the consistent and correct use of tense throughout a piece of writing | | | |  | |  | |  | |
| I distinguish between the formal and informal spoken and written language | | | |  | |  | |  | |
| My writing is clearly structured and organised according to the text type | | | |  | |  | |  | |
| My paragraphs are clearly constructed and help to guide the reader through the text | | | |  | |  | |  | |
| I adapt my sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects | | | |  | |  | |  | |
| During the editing process I will sometimes re-order sentences if I feel it impacts on the reader | | | |  | |  | |  | |
| I attempt to write hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach | | | |  | |  | |  | |
| In narrative writing, my paragraphs support the plot structure and clearly signal changes in time, place and events | | | |  | |  | |  | |
| Detail is often added to my writing by expanding noun phrases and sentence starters with effective word choices | | | |  | |  | |  | |
| I sometimes use changes in time and place to guide the reader through my text | | | |  | |  | |  | |
| My use of standard English is consistent and level of formality appropriate for the register of the text | | | |  | |  | |  | |
| In all my writing I try to ensure that the closing of the text refers to the opening | | | |  | |  | |  | |
| My editing process may involve taking out or simplifying rather than just adding | | | |  | |  | |  | |
| **Year 5 Assessing Reading** | | | **Aut** | | **Spr** | | **Sum** | |
|  | | I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words |  | |  | |  | |
| I re-read and read ahead to check for meaning |  | |  | |  | |
| I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word |  | |  | |  | |
| I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words |  | |  | |  | |
| I have become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features |  | |  | |  | |
| I can learn poems by heart, for example, narrative verse, haiku |  | |  | |  | |
| I use meaning-seeking strategies to explore the meaning of idiomatic and figurative language |  | |  | |  | |
| I draw inferences such as inferring characters’ feelings, thoughts and motives from their actions |  | |  | |  | |
| I summarise the main ideas drawn from a text |  | |  | |  | |
| I can express a personal point of view about a text, giving reasons |  | |  | |  | |
|  | | I read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are |  | |  | |  | |
| I prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action |  | |  | |  | |
| I identify and comment on writers’ use of language for effect, for example, precisely chosen adjectives, similes and personification |  | |  | |  | |
| I justify inferences with evidence from the text |  | |  | |  | |
| I identify the effect of the context on a text, for example, historical or other cultures |  | |  | |  | |
| I make connections between other similar texts, prior knowledge and experience |  | |  | |  | |
| I identify significant ideas, events and characters and discuss their significance |  | |  | |  | |
| I use meaning-seeking strategies to explore the meaning of words in context |  | |  | |  | |
| I identify grammatical features used by the writer- rhetorical questions, varies sentence lengths, varied sentence starters, empty words-to impact on the reader |  | |  | |  | |
| I make predictions from what has been read |  | |  | |  | |
| I identify how language, structure and presentation contribute to the meaning of a text |  | |  | |  | |
| I can compare different versions of texts and talk about their differences and similarities |  | |  | |  | |
| I listen to and build on others’ ideas and opinions about a text |  | |  | |  | |
| I can present a personal point of view based on what has been read |  | |  | |  | |
| I know the difference between fact and opinion |  | |  | |  | |
| I can make notes from text marking |  | |  | |  | |
| I am confident enough to present an oral overview or summary of a text |  | |  | |  | |
| I listen to others’ personal point of view |  | |  | |  | |
| I use knowledge of structure of text type to find key information |  | |  | |  | |
| I am confident to present the author’s viewpoint of a text |  | |  | |  | |
| I can explain a personal point of view and give reasons |  | |  | |  | |
| I use text marking to identify key information in a text |  | |  | |  | |
| I can read a range of material and show that I can sustain the reading of longer and more demanding books and poetry |  | |  | |  | |
| I can compare texts by the same writer, drawing out the similarities and differences and compare and evaluate different books |  | |  | |  | |
| I am aware that different narratives and non-narrative texts have different levels of formality of language and I can explain the reasons for this |  | |  | |  | |
| I infer meaning using evidence from the text I am studying, wider reading and personal experience |  | |  | |  | |
| I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to |  | |  | |  | |
| I can compare texts by different authors and talk authoritatively about their different styles and techniques |  | |  | |  | |
| I make use of effective scanning and text marking to aid succinct summaries of key ideas so that information is identified |  | |  | |  | |
| I can express my own ideas about a text, supporting my ideas with evidence from the text and explaining why the evidence justifies my opinion |  | |  | |  | |
|  | | I can explain why a writer has chosen to use specific organisation and structure within their text and say why it supports its purpose |  | |  | |  | |
|  | | I adapt my own opinion in the light of further reading or others’ ideas |  | |  | |  | |