

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 12×12			
	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 ($^{\circ}$)			
	I can calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2)			
	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			