Year 5 Writing

Beginning	Developing	Secure	Greater Depth

Secure (centre column description):

Independent writing demonstrates understanding of a range text type; maintaining form and shows cohesion. Writing uses progressively varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context. Ideas are developed, including use of relative clauses. Tenses are appropriate and sustained. Spelling is accurate in line with Y5 Appendix 1. A range of punctuation is used accurately as set out in Appendix 2. Devices are used to build cohesion within paragraphs and across the whole piece, including tense choice. Joined handwriting is legible. Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas, content and structure.

Beginning / Developing

- Writing demonstrates an understanding of a range of taught text types.
- Writing is appropriate to audience, purpose and context, and shows cohesion.
- Structure and organisation is starting to be informed purpose and context with support.

- In narrative writing settings, characters and plot are created successfully.
- Ideas are linked within paragraphs (e.g. then, after, later)

- With support, non-narrative writing is beginning to use a wider range of further organisational and presentational devices to guide the reader.

- Basic grammar is accurate reflecting written Standard English instead of local spoken forms.
- Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description.
- A range of sentences containing more than one clause is used.
- Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.

- Punctuation is mostly accurate.
- Some use of possessive apostrophes for plural nouns (e.g. The boys' arrival) is sometimes accurate, but not always secure.

- Spelling in line with Y1-Y4 of Appendix 1 is usually accurate.
- A range of strategies are used to spot possible inaccuracies in their spelling.

- Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.

- Writing is self-checked for errors in spelling, grammar and punctuation and meaning.
- With support simple improvements to structure and organisation of others' writing are suggested.

Secure

- In narrative writing settings, characters and plot are created successfully.
- Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (*e.g. later, nearby*)

- In non-narrative writing a range of further organisational and presentational devices are used to structure text *(e.g. headings, bullet points, underlining).*
- Ideas are linked across paragraphs.

- Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.
- Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.
- Relative clauses successfully add detail and description.
- Adverbs and modal verbs indicate degrees of possibility *(e.g. perhaps, surely, must, could).*
- Fronted adverbials are used to vary sentence structure.
- Tense choice and other devices build cohesion within and across paragraphs *(e.g. he had seen her before).*

- The range of punctuation set out in Y5 Appendix 2 is used accurately, including:
  - commas after fronted adverbials;
  - possessive apostrophes for plural nouns;
  - punctuation of direct speech.

- Spelling in line with Y5 Appendix 1 is usually accurate, including further homophones and those which use common pre-fixes and suffixes.
- Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.

- Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters - however this is not always maintained when writing at efficient speed.

- Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.

Greater Depth

- The writer independently uses varied and rich vocabulary and a range of sentence structures.
- Structure and organisation of writing is carefully chosen to reflect audience, purpose and context,

- Across a range of genres rich settings, atmosphere, characters and plot are created successfully and consistently.

- In non-narrative writing demonstrates well-chosen devices to present information and guide the reader.

- The writer demonstrates great awareness of shaping paragraphs.

- Some playing play with grammar, devices and structure beyond their PoS is evident.

- The writer demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood.

- The writer demonstrates fluent and appropriate use of punctuation, including some attempts to create effect.

- Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules.
- Any spelling errors are generally self-corrected during proof reading.

- Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.

- Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation.
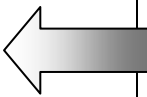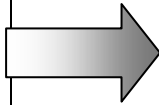
Composition	Grammar & Punctuation	Spelling	Handwriting

Year 5 Reading

Beginning	Developing	Secure	Greater Depth

They read age related texts confidently and independently, using their knowledge of the root words, prefixes and suffixes, including those set out in Y5 Appendix 1, to work out unknown words. They can demonstrate experience of range of books and other texts; having read for a range of purposes. They can recommend books giving reasons for their choices. They perform poetry and plays with a clear sense of the audience. They understand what they are reading, often asking questions to clarify wider concepts. They recognise key themes within a texts and can make comparisons across texts. They make sensible predictions and justify inferences with evidence from the text. They can distinguish between fact and opinion. They can efficiently retrieve and record information from information texts and non-fiction books. They use some technical terms when discussing and evaluating what they have read.

Beginning / Developing

- **Generally reads most age appropriate texts (Y4/5) fluently, decoding most new words outside everyday spoken vocabulary.**
- **Can read all Y4 and some Y5 further exception words set out in Appendix 1.**
- **Use dictionaries to check the meaning of words they have read.**

- **Reads silently and discusses what they have read. Reads aloud with appropriate intonation.**
- **Checks that the text makes sense, questioning understanding with unfamiliar words or phrases.**

- **Is choosing a wider range of texts and books including authors that they may not have previously chosen.**

- **Recognises and explains structural conventions of common text types (e.g. Headlines in newspapers, address in letters, headings in reports).**

- **Knows the difference between simile and metaphor and can spot the two in writing.**

- **Retrieves and records information from non-fiction using contents and index pages.**

- **Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning.**

- **Summarises stories in their own words.**
- **Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence.**

Secure

- **Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes set out in Y5 Appendix 1.**

- **They have a positive attitude towards reading for a range of purposes**
- **Evidence shows experience of a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks**
- **Can demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions**
- **Recommends books that they have read to their peers, giving reasons for their choices**
- **Identifies and discusses re-occurring themes across books**
- **Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.**
- **Performs poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience**

- **Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**
- **Asks questions to improve their understanding**
- **Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
- **Can predict what might happen from details stated and implied**
- **Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.**
- **Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.**
- **Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.**
- **Can distinguish between statements of fact and opinion**
- **In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found.**

- **Participate in discussions, explaining their understanding of what they have read using notes where necessary.**
- **Provides reasoned justifications for their views.**

Greater Depth

- **Reads a wider range of challenging texts that are above chronological age with fluency and understanding.**
- **Shows a deeper understanding of morphology and etymology.**

- **Shows awareness of the audience when reading out loud, using a range of devices for effect.**
- **Recommends texts based on personal choice, giving reasons for these choices.**

- **Actively engages with a wide variety of genres.**
- **Can identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences.**

- **Evaluates the use of figurative language and explain how it has created an effect and impact on the reader.**

- **Navigates and efficiently retrieves a variety of information from a range of fiction and non-fiction sources.**

- **Shows empathy towards a character and justifies reasons for their actions or opinions.**

- **Makes notes when analysing texts, including précising paragraphs.**

Word Reading   Comprehension

Year 5 Maths

Beginning	Developing	Secure	Greater Depth

Fluently uses numbers up to 1 million and decimal numbers up to 3dp in a range of contexts, including addition and subtraction problems. Can multiply/divide decimals by 10, 100 and 1000 and uses this to solve problems in context. Fluently uses the formal written methods of addition, subtraction, multiplication and short division. Can add and subtract fractions and recognises simple fraction/decimal equivalents. Can identify factor pairs and knows when a number is a prime, square or cube number. Works with improper fractions multiplying fractions by a whole number and can write decimals as fractions. Converts between simple fractions decimals and percentages. Can solve problems involving mixed metric units and imperial measures and can find the area and volume of shapes. Can measure angles in degrees and knows angles at a point sum to 360° and angles on a straight line sum to 180°. Accurately interprets continuous data to solve sum, difference and comparison problems. Can explain their methods when solving multi-step problems and reason their thinking when investigating.

Beginning

- **Begin to read and write numbers bigger than 1000.**
- **Count forwards and backwards in steps of 10s, 100s and 1000s (e.g. 127, 227, 337 / 1237, 1137, 1037, 937)**
- **Count forwards and backwards into negative numbers insteps of one.**
- **Round any number less than 10,000 to the nearest 10, 100 or 1000.**
- **Solve simple number and practical problems that involve some of the above.**
- **Read Roman numerals to 500.**

- **Accurately add and subtract 4 digit numbers using formal written methods.**
- **Multiply a 2 digit number by a 2 digit number using a formal written method.**
- **Add and subtract some 3 or 4 digit numbers mentally.**
- **Multiply numbers mentally drawing on known facts.**
- **Divide a 3 digit number by a one digit number using a formal written method of short division where there is a whole number answer.**
- **Use rounding to check calculations.**
- **Multiply and divide whole numbers by 10, 100 and 1000 where there are whole number answers.**
- **Solve addition and subtraction multistep problems in context**

- **Know the difference between factors and multiples.**
- **Know that a prime number has only 2 factors and recall prime numbers up to 10.**
- **Recognise square numbers and use the notation for squared (^{2}).**
- **Understand the meaning of the equals sign (equivalence/balance).**
- **Know that scaling and rates problems involve multiplication and division.**

- **Order pairs of fractions with the same denominator.**
- **Find families of equivalent fractions using diagrams.**
- **Recognise that improper fractions can be written as mixed numbers and that they represent numbers >1.**
- **Begin to add fractions with denominators that are multiples of the same number with support.**
- **Multiply proper fractions by 2 or 3 with support.**

- **Read and write single digit decimals as fractions (e.g. 0.8; 0.02).**
- **Begin to recognise thousandths as the third decimal place.**
- **Round decimals with 2 decimal places to the nearest whole number.**
- **Read write order and compare numbers up to 2 decimal places.**
- **Solve problems with numbers up to 2 decimal places in the context of money.**
- **Notice percent symbols in everyday contexts (such as test scores out of 100) and know that this relates to 'parts out of hundred'.**

Secure

- **Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.**
- **Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.**
- **Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.**
- **Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.**
- **Solve number problems and practical problems that involve all of the above.**
- **Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.**

- **Add, subtract and multiply whole numbers with more than 4 digits, including using formal written methods.**
- **Calculate mentally using all 4 operations with increasingly large numbers.**
- **Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.**
- **Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.**
- **Solve multi-step problems in contexts, deciding which operations and methods to use and why.**
- **Solve scaling problems by simple fractions and problems involving simple rates.**

- **Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.**
- **Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.**
- **Establish whether a number up to 100 is prime and recall prime numbers up to 19.**
- **Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).**
- **Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.**

- **Compare and order fractions whose denominators are all multiples of the same number.**
- **Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.**
- **Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5].**
- **Add and subtract fractions with the same denominator and denominators that are multiples of the same number.**
- **Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.**

- **Read and write decimal numbers as fractions [for example, 0.71 = 71/100]**
- **Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.**
- **Round decimals with two decimal places to the nearest whole number and to one decimal place.**
- **Read, write, order and compare numbers with up to three decimal places.**
- **Solve problems involving number up to three decimal places.**
- **Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.**
- **Solve problems which require knowing percentage and decimal equivalents.**

Greater Depth

- **Explain the position of numbers on a line and add in missing numbers.**
- **Recognise when it would be useful to count in powers of 10.**
- **Explore patterns and sequences using negative numbers and continue them e.g. -2, -5, -8**
- **Explain how/why to use rounding to solve problems in a range of contexts.**
- **Justify the methods chosen to solve number problems.**
- **Teach someone how to write the date in Roman numerals.**

- **Compare and contrast expanded and formal methods and explain when one is more efficient than the other and how they can be applied to numbers of any size.**
- **Defend the reasons for choosing one method over another being aware of any shortcomings.**
- **Explain chosen mental strategies when calculating with large numbers.**
- **Teach another child how to interpret remainders appropriately, linking them to fractions**
- **Invent contexts and stories to fit increasingly complex multistep problems.**
- **Solve problems involving multiplying and dividing any number by 10, 100 or 1000.**

- **Use a systematic approach to identify whether or not a number is prime.**
- **Use knowledge of multiples and factors to help simplify multiplication and division problems.**
- **Explore number patterns involving square and cube numbers.**
- **Create problems requiring addition, subtraction, multiplication and division and any combinations of these.**
- **Evaluate the best methods for solving problems through peer marking and be able to justify choices.**

- **Place a range of fractions in order and justify their position using equivalence.**
- **Explain how equivalence is helpful when adding or subtraction fractions with different denominators.**
- **Explore number patterns involving fractions including top heavy fractions or mixed numbers.**
- **Explore fractions that result in recurring decimals (e.g. 1/3).**

- **Explain how to extend the decimal system using the patterns of the place value system.**
- **Defend the reason for rounding up/down to a specific number of decimal places in different contexts.**
- **Justify reasons for one number being of higher/lower value than another using knowledge of place value.**
- **Demonstrate how to solve a problem using up to 3 decimal places.**
- **Create suitable contexts for a range of different levels of accuracy (e.g. metres and centimetres: 2 dp).**
- **Work efficiently with percentages in a range of representations, %, decimal or fraction and justify the use of each or any of these.**

Number   Calculation   Fractions   Measures   Geometry

- Order families of metric measures by size (e.g. mm < cm < m < km).
- Know that we commonly use metric units today, but some imperial measures are still in use.
- Identify metric and imperial units in everyday contexts.

- Calculate the perimeter and area of squares and oblongs in cms and metres.
- Identify composite rectilinear shapes and split them into their composite parts.
- Know the difference between volume and capacity and the metric measures used for each.

- Label 2-D pictures of common 3-D shapes.
- Know the properties of rectangles (oblongs/squares) and use this to label missing lengths in parallel sides.
- Know what regular and irregular means in relation to shapes.

- Complete simple symmetrical figures around more than one line of symmetry.
- Know that when translating a shape its position changes but its appearance does not.
- Translate simple shapes based on given instructions.
- Know that angles are measured in degrees.
- Order given angles and correctly categorise them as acute, obtuse, reflex or right angles.
- Identify the missing angles in a square or rectangle. Calculate missing angles to total a right angle.

- Know the key components of a line graph and when / where it is used.

- Use line graphs to make direct conversions between metric and imperial measures with support.

- Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (oblongs and squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- Estimate volume [e.g., using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [e.g., using water].
- Use all four operations to solve problems involving measure [e.g., length, mass, volume, money] using decimal notation, including scaling and converting units of time.

- Identify a range of 3-D shapes from 2-D representations (e.g. nets).
- Use the properties of rectangles (oblongs/squares) to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (o).
- Identify angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) and other multiples of 90o.

- Solve comparison, sum and difference problems using information presented in a line graph.

- Complete, read and interpret information in tables, including timetables.

- Order a range of different mixed metric and imperial measures e.g. 192cm, 1.3 m and 124mm using formula or conversion charts to help them.
- Explain approaches to solving problems which involve mixed imperial and metric measures (e.g. Patrick says 'I travelled 9 miles to school'. Bob says 'I travelled 18km'. Who travelled the furthest?)

- Articulate the difference between cm and cm^2 and cm^3 etc.
- Test conjectures about relationships between perimeter and area of given shapes, proving or disproving using algebraic language.
- Begin to use formula when calculating volumes in real life and problem solving contexts.

- Justify multiple possibilities as what a 3-D shape may be when only one or two faces are shown in a 2-D representation (i.e. It could be a …..OR a ….. because….)
- Use algebraic expressions to justify their solutions to missing length and angle problems (including when only given the perimeter of a square).

- Predict the location of a shape after a series of translations or reflections, visualising the sequence in their heads and recording the final location using precise co-ordinates.
- Link missing angle problems with inverse operations and express their thinking algebraically.
- Create their own missing angle problems.

- Solve multi-step problems that draw from more than one source of information.

Number   Calculation   Fractions   Measures   Geometry   Statistics