

Year Group	Year 5		
Point	31	33	35
Assessment Milestone	5E	5D	5S <i>Refer to non-statutory guidance for exemplification</i>
READING WORDS	<p>1.Can work out the meaning of unknown words by the way they are used in context.</p> <p>2.Can understand and explain the function of punctuation ... () – apostrophe for omission and possession and "" for direct speech.</p> <p>3.Can read some of the Year 5/6 common exception words list (20 words approx)</p>	<p>1.Fluently and effortlessly reads a range of age appropriate texts including novels, stories, plays, poetry, non-fiction, reference and text books.</p> <p>2.Can understand and explain the function of sophisticated punctuation ... () apostrophe for omission and possession and "" for direct speech.</p> <p>3.Can read approximately half of Year 5/ common exception words list (50 words approx)</p>	<p>1.Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</p> <p>2.Determines the meaning of new words by applying knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1.</p> <p>3.Can read approximately half of common exception words list (50 words approx)</p> <p>4.Can understand and explain the function of sophisticated punctuation.-</p>
READING COMPREHENSION	<p>4.Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction</p> <p>5.Make comments supported by some generally relevant textual reference or quotation.</p> <p>6.Can refer to the text to support predictions and opinion (e.g. <i>summing up what has been found, stating thoughts, finding evidence, clarifying thinking, justifying views</i>).</p> <p>7.Can skim and scan non-fiction text at speed for research</p> <p>8.Understand the difference between open and closed questions</p> <p>9.Identify the main purpose of the text; simple comments show some awareness of writer's viewpoint.</p>	<p>4.Recommends books to others based on own reading preferences, giving reasons for choice.</p> <p>5.Can make comparisons within books and identify features common to different texts or versions of the same text.</p> <p>6.Can discuss the difference between literal and figurative language and the effects of imagery.</p> <p>7.Make accurate inferences but comments are not always rooted securely in the text or may repeat narrative or content.</p> <p>8.In non-fiction, retrieve, record and present information to the reader from a range of sources.</p> <p>9.Can explain a characters' motive throughout a story and use evidence from the text to back up opinions.</p> <p>10.Identify some basic features of organisation at text level (<i>going beyond the obvious in fiction such as flashbacks and forwards and in non-fiction looking at devices and decisions the writer has made in multi-genre texts</i>).</p> <p>11.With confidence can identify the view point of in a text and how this impacts on the reader.</p>	<p>5.Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>6.Identify and discuss explicit and implicit points of view in some texts at an appropriate level (e.g. <i>obvious and underlying themes</i>).</p> <p>7.Can comment on the quality and usefulness of a range of texts and explain clearly to others.</p> <p>8.Can infer messages, moods, feelings and attitudes across a text (e.g. <i>a message that can be inferred by referencing different points in the story</i>).</p> <p>9.Can comment on the success of texts in provoking particular responses e.g. <i>crying, laughter, sadness, anger</i>.</p> <p>10.Can understand why a traditional tale, picture book or classic novel may have retained its lasting appeal or popularity across generations (e.g. <i>The Gingerbread Man, The Very Hungry Caterpillar, Oliver Twist</i>)</p> <p>11.Can recognise which character the writer wants the reader to like or dislike and the techniques used to achieve this.</p> <p>12.Can sometimes recognise the use of irony and comment on the writer's intention (e.g. <i>sarcasm or insincerity</i>)</p> <p>13.Can explore texts to support and justify predictions and opinions (<i>Sum up what you find/discuss/think about, make your points, state your thoughts, elaborate by justifying view points, using additional evidence to link knowledge and experience.</i>)</p> <p>14.Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements.</p> <p>15.Can discuss the message a text has about our society, a particular culture or traditions from the past.</p>

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Composition: Planning, Drafting, Evaluating and Proof Reading	<p>1. When planning narratives, consideration is made of how authors have developed characters and settings in what has been read, listened to or performed.</p> <p>2. Evaluation is made of the effectiveness of own and others' writing.</p> <p>3. Writing is proof read for spelling and punctuation errors.</p>	<p>1. The drafting process draws upon a progressively varied and rich vocabulary.</p> <p>2. Evaluation of the effectiveness of own and others' writing is made to propose changes to grammar and vocabulary to improve consistency.</p> <p>3. Writing is used to proof read for spelling and punctuation errors, including some use of a dictionary to check spelling.</p>	<p>1. The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures.</p> <p>2. Evaluation of the effectiveness of own and others' writing is used to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>3. Writing is used to proof read for spelling and punctuation errors, including use of a dictionary to check spelling.</p>
Composition: Structuring and Organising Text	<p>The structure and organisation of writing is informed by its audience, purpose and context through the appropriate use of:</p> <p>4. Paragraphs to group related ideas and information.</p> <p>5. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition.</p> <p>6. Simple organisational devices, including headings and sub-headings to aid presentation.</p> <p>7. Fronted adverbials to vary sentence construction</p> <p>8. Creates characters with some interaction to reveal feelings</p> <p>9. Performance is made of their own compositions using appropriate intonation and volume so the meaning is clear.</p>	<p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <p>4. Paragraphs to group related ideas and information.</p> <p>5. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition.</p> <p>6. Simple organisational devices, including headings and sub-headings to aid presentation.</p> <p>7. Fronted adverbials to vary sentence construction</p> <p>8. Adverbials of time, place and number to link ideas across paragraphs.</p> <p>9. Use further organisational and presentational devices structure text and to guide the reading (e.g. headings, bullet points, underlining)</p> <p>10. In narrative, attempts are made to vary the pace.</p>	<p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <p>4. Paragraphs to group related ideas and information.</p> <p>5. Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition.</p> <p>6. Simple organisational devices, including headings and sub-headings to aid presentation.</p> <p>7. Fronted adverbials to vary sentence construction</p> <p>8. Adverbials of time, place and number to link ideas across paragraphs.</p> <p>9. Tense choice and other devices to build cohesion within and across paragraphs.</p> <p>10. Experimentation with language is used especially imagery, similes and metaphors.</p> <p>11. Performance is made of their own compositions using appropriate intonation, volume and movement so the meaning is clear.</p>
Composition: Applying Vocabulary, Grammar and Punctuation	<p>10. A wide range of punctuation is used, mostly accurately, including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.</p> <p>11. Commas to clarify meaning or avoid ambiguity in writing and hyphens to avoid ambiguity are beginning to be used but not always accurately.</p> <p>12. Is beginning to use and understand the grammatical terminology in English Appendix 2 for Y5 when discussing their writing and reading.</p>	<p>11. A wide range of punctuation is used, mostly accurately, including possessive apostrophes for plural nouns and other punctuation to indicate direct speech.</p> <p>12. Commas to clarify meaning or avoid ambiguity in writing and hyphens to avoid ambiguity are used with increasing accuracy.</p> <p>13. Bullet points are used consistently.</p> <p>14. Relative clauses beginning with who, which and that to add detail and description are used.</p> <p>15. More confidently uses and understands the grammatical terminology in English Appendix 2 for Y5 when discussing their writing and reading.</p>	<p>12. A range of punctuation is used, mostly accurately including commas after fronted adverbials, possessive apostrophes for plural nouns, bullet points and other punctuation to indicate direct speech.</p> <p>13. A colon to introduce a list is also beginning to be used.</p> <p>14. Uses and understands the grammatical terminology in English Appendix 2 Y5 accurately and appropriately when discussing their writing and reading.</p>
Transcription Spelling	<p>13. Some of the common exception words from Y5/6 list are spell increasingly accurately.</p> <p>14. Accurately spells words with the suffixes -cial or -tial, -able, -ile, -ably, -ibly</p> <p>15. Accurately spells words with 'silent' letters</p>	<p>16. Approx. ½ common exception words from Y5/6 list are spell increasingly accurately.</p> <p>17. Accurately spell words containing the letter-string ough</p> <p>18. Is beginning to use homophones and other words that are often confused from the Y5/6 list.</p>	<p>15. Approx. ½ common exception words from Y5/6 list are spell accurately.</p> <p>16. Accurately spells words with the suffixes -cious, or -tious, -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>17. Uses more of a variety of homophones and other words that are often confused from the Y5/6 list.</p>
Transcription Handwriting	<p>16. Handwriting is legible, joined and fluent with increasing speed.</p>		<p>18. Handwriting is legible, joined and fluent with increasing speed and the writing implement that is best suited for a task is chosen.</p>
End of Yr Mastery	<p>All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded</p>		

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Number and Place Value	<p>1.read, write, order and compare numbers to at least 10 000 and determine the value of each digit</p> <p>2.count forwards or backwards in steps of powers of 10 for any given number up to 10 000</p> <p>3.recognise and describe linear number sequences</p> <p>4.round any number up to 10 000 to the nearest 10, 100 and 1000</p> <p>5.read Roman numerals to 1000 (M)</p>	<p>1.read, write, order and compare numbers to at least 100 000 and determine the value of each digit using >, < and =</p> <p>2.count forwards or backwards in steps of powers of 10 for any given number up to 100 000</p> <p>3.recognise and describe linear number sequences including fractions and decimals</p> <p>4. interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>5.round any number up to 100 000 to the nearest 10, 100, 1000, and 10 000</p> <p>6.solve number problems and practical problems that involve all of the above</p>	<p>1.read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit using >, < and =</p> <p>2.count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>3.recognise and describe linear number sequences including fractions and decimals and find term to term rule in words</p> <p>4.round any number up to 1000 000 to the nearest 10, 100, 1000, 10 000 and 1000 000</p> <p>5.recognise years written in Roman numerals (i.e. read and write Roman numerals to at least 3000- MMM)</p>
Addition and Subtraction	<p>(with numbers up to 10,000 and/or mixed numbers of digits)</p> <p>6.add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>7.add and subtract numbers mentally with increasingly large numbers up to 10,000</p> <p>8.use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>9.solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>(with numbers up to 100,000 and/or mixed numbers of digits)</p> <p>8.add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>9.add and subtract numbers mentally with increasingly large numbers up to 100,000</p> <p>10.use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>11.solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>12.use calculators to explore more complex number problems</p>	<p>6.add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>7.add and subtract numbers mentally with increasingly large numbers</p> <p>8.use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>9.solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>10.use letters to symbolise unknown numbers to help to solve missing number problems involving addition and subtraction (with one unknown)</p>
Multiplication and Division	<p>10.identify multiples and factors, including finding all factor pairs of a number.</p> <p>11.know and use the vocabulary of prime numbers.</p> <p>12.establish whether a number up to 100 is prime</p> <p>13.use formal methods of short multiplication</p> <p>14.multiply and divide numbers mentally drawing upon known facts</p> <p>15.divide numbers up to 4 digits by a one-digit number using the formal written method of short division without remainders in the context</p> <p>16.multiply and divide whole numbers by 10, 100</p> <p>17.recognise and use square numbers, and the notation for squared (2)</p>	<p>13.identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>14.know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>15.establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>16.multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>17.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</p> <p>18.multiply and divide whole numbers and those involving decimals by 10, 100</p> <p>19.recognise and use square numbers and cube numbers, and the notation for squared (2)</p> <p>20.solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes, using above knowledge</p> <p>21.solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>22.solve problems involving multiplication and division, including scaling [multiplicative reasoning] by simple fractions and problems involving simple rates.</p>	<p>11.multiply and divide whole numbers and those involving decimals (up to 3dp) by 10, 100 and 1000</p> <p>12.recognise and use square numbers (up to at least 144) and cube numbers, and the notation for squared (2) and cubed (3)</p> <p>13.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 and express remainders as a fraction or decimal e.g. $98 \div 4 = 98/4$ see guidance notes</p> <p>14.begin to use letters to symbolise unknown numbers to help to solve missing number problems involving multiplication and division (with one unknown)</p>
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>		

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Fractions (incl. Decimals and Percentages)	<p>18.compare and order fractions whose denominators are all multiples of the same number</p> <p>19. identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>20.add and subtract fractions with the same denominator</p> <p>21.read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$)</p> <p>22.recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>23.round decimals with two decimal places to the nearest whole number</p> <p>24.read, write, order and compare numbers with up to two decimal places</p>	<p>23.recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]</p> <p>24.add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>25.multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>26.round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>27.read, write, order and compare numbers with up to three decimal places</p> <p>28.calculate simple fractions and percentages of whole numbers and quantities</p> <p>29.add and subtract decimal numbers (to at least 3dp) and round as required</p>	<p>Refer to non-statutory guidance for exemplification</p> <p>15.solve problems involving numbers up to three decimal places</p> <p>16.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</p> <p>17.solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p> <p>18.identify equivalent fractions, using common multiples to express fractions in the same denomination</p>
Measurement	<p>25.measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>26.use all four operations to solve problems involving measure [for example, length, mass, money] using decimal notation, including scaling with appropriate numbers.</p> <p>27.begin to read (and apply to problem solving) labelled divisions for measure with both decimals (up to 3dp) and whole numbers up to 1,000,000</p>	<p>30.convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>31.calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes (if necessary, by counting squares including fractions of squares)</p> <p>32.solve problems involving converting between units of time (including problems involving the duration of events)</p> <p>33.use all four operations to solve problems involving measure [for example, length, mass, money] using decimal notation, including scaling with appropriate numbers.</p> <p>34.begin to read (and apply to problem solving) unlabelled divisions for measure with both decimals (up to 3dp) and whole numbers up to 1,000,000</p>	<p>19.understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>20.estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>21.use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling with appropriate numbers</p> <p>22.read (and apply to problem solving) labelled/unlabelled divisions for measure with both decimals (up to 3dp) and whole numbers up to 1,000,000</p>
Properties of Shapes	<p>Pupils:</p> <p>28.identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>29.know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>30.draw given angles, and measure them to the nearest 10°.</p> <p>31.distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>Pupils:</p> <p>35.draw given angles, and measure them to the nearest 5°.</p> <p>identify:</p> <p>36.angles at a point and one whole turn (total 360°)</p> <p>37.angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)</p>	<p>Pupils:</p> <p>23.draw given angles, and measure them to the nearest °.</p> <p>24.use the properties of rectangles to deduce related facts and find missing lengths and angles.</p>
Position and Direction		<p>38.describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>39.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.</p>	<p>25.describe positions on a 2-D grid as coordinates in the first two quadrants</p>
Statistics	<p>32.solve comparison, sum and difference problems using information presented in a line graph</p>	<p>40.complete, read and interpret information in tables, including timetables.</p>	
Problem Solving and Reasoning	<p>Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.</p>		