



These are the Assessment Criteria for English and Maths that teachers at South View use for pupils in Year 5. They are based on end of year expectations and show what children should be able to do so that they have the foundations of learning for the next year group.

Being a speaker

- engage the listener by varying expression and vocabulary.
- adapt spoken language depending on the audience, the purpose or the context.
- develop ideas and opinions, providing relevant detail.
- express personal point of view.
- understand the main points, including implied meanings in a discussion.
- listen carefully in discussions and make contributions, asking questions that are responsive to others' ideas and views.
- use Standard English in formal situations.
- beginning to use hypothetical language to consider more than one possible outcome or solution.
- perform own compositions, using appropriate intonation and volume so that meaning is clear.
- perform poems and plays from memory, making careful choices about how to convey ideas, adapting expression and tone.
- begin to select the appropriate register according to the context.

Being a Reader

Word reading

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension

- be familiar with and talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions; and discuss the features of each.
- read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- identify significant ideas, events and characters; and discuss their significance.
- recite poems by heart, e.g. narrative verse, haiku.
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Being a writer

Transcription

Spelling

- form verbs with prefixes.
- convert nouns or adjectives into verbs by adding a suffix.
- understand the rules for adding prefixes and suffixes.
- spell words with silent letters.
- distinguish between homophones and other words which are often confused.
- spell the commonly mis-spelt words from the Y5/6 word list.
- use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- use a thesaurus.
- use a range of spelling strategies.

Handwriting

- choose the style of handwriting to use when given a choice.
- choose the handwriting that is best suited for a specific task.

Composition

- discuss the audience and purpose of the writing.
- start sentences in different ways.
- use the correct features and sentence structure matched to the text type we are working on.
- develop characters through action and dialogue.
- establish a viewpoint as the writer through commenting on characters and events.
- use grammar and vocabulary to create an impact on the reader.
- use stylistic devices to create effects in writing.
- add well chosen detail to interest the reader.
- summarise a paragraph.
- organise writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- use relative clauses.
- use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- build cohesion between paragraphs.
- use adverbials to link paragraphs.

Punctuation

- use brackets, dashes and commas to indicate parenthesis.
- use commas to clarify meaning or avoid ambiguity.

Being a mathematician

Number, place value, approximation and estimation/rounding

- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- read, write, order and compare numbers to at least 1,000,000.
- determine the value of each digit in numbers up to 1,000,000.
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.

- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- solve number problems and practical problems with the above.

Calculations

- add and subtract numbers mentally with increasingly large numbers.
- add and subtract whole numbers with more than 4 digits, including using formal written methods.
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers.
- 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 and cubed.
- multiply and divide numbers mentally drawing on known facts.
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

Fractions, decimals and percentages

- recognise mixed numbers and improper fractions and convert from one form to the other.
- write mathematical statements >1 as a mixed number.
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- compare and order fractions whose denominators are multiples of the same number.
- 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.
- recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
- round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
- read, write, order and compare numbers with up to 3 decimal places.
- solve problems involving numbers up to 3 decimal places.
- recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
- write percentages as a fraction with denominator hundred, and as a decimal.
- 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 or a multiple of 10 or 25.

Measurement

- solve problems involving converting between units of time.
- convert between different units of metric measure.
- 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 cm and m.
- calculate and compare the area of rectangles (incl squares), and including using standard units (cm^2 and cm^3) to estimate the area of irregular shapes.
- estimate volume and capacity.
- use all four operations to solve problems involving money using decimal notation, including scaling.

Geometry – properties of shapes

- use the properties of rectangles 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 3D shapes, including cubes and other cuboids, from 2D representations.
- know angles are measured in degrees.
- estimate and compare acute, obtuse and reflex angles.
- identify angles at a point and one whole turn.
- identify angles at a point on a straight line and $\frac{1}{2}$ a turn.
- identify other multiples of 90° .
- draw given angles and measure them in degrees.

Geometry – position and direction

- 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.

Statistics

- complete, read and interpret information in tables, including timetables.
- solve comparison, sum and difference problems using information presented in a line graph.