

Assessing Reading At the National Standard Year 5 Statements

Year 5 Expectations: 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, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Re-read and read ahead to check for meaning.

Year 5 Expectations: Comprehension

- 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.
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.
- Identify significant ideas, events and characters and discuss their significance.
- Learn poems by heart, for example, narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Assessing Reading At the National Standard Year 5 Statements (continued)

Year 5 Expectations: Comprehension

- Use meaning-seeking strategies to explore the meaning of words in context.
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
- Identify and comment on writer’s use of language for effect, for example, precisely chosen adjectives, similes and personification.
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.
- Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.
- Justify inferences with evidence from the text.
- Make predictions from what has been read.
- Summarise the main ideas drawn from a text.
- Identify the effect of the context on a text, for example, historical or other cultures.
- Identify how language, structure and presentation contribute to the meaning of a text.

Year 5 Expectations: Comprehension (continued)

- Express a personal point of view about a text, giving reasons.
- Make connections between other similar texts, prior knowledge and experience.
- Compare different versions of texts and talk about their differences and similarities.
- Listen to and build on others’ ideas and opinions about a text.
- Present an oral overview or summary of a text.
- Present the author’s viewpoint of a text.
- Present a personal point of view based on what has been read.
- Listen to others’ personal point of view.
- Explain a personal point of view and give reasons.
- Know the difference between fact and opinion.
- Use knowledge of structure of text type to find key information.
- Use text marking to identify key information in a text.
- Make notes from text marking.

Assessing Writing At the National Standard Year 5 Statements

Year 5 Expectations: Transcription

- Form verbs with prefixes. for example, *dls, de, mls, over* and *re*.
- Convert nouns or adjectives into verbs by adding a suffix. for example, *ate, lse, lfy*.
- Understand the general rules for adding prefixes and suffixes above.
- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- 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.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

Year 5 Expectations: Composition

- Know the audience for and purpose of the writing.
- Use the features and structures of text types taught so far.
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways.
- Use sentence starters to highlight the main idea.
- Develop characters through action and dialogue.
- Establish viewpoint as the writer through commenting on characters or events.
- Show how grammar and vocabulary choices create impact on the reader.
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph or event.
- Organise writing into paragraphs to show different information or events.

Assessing Writing At the National Standard Year 5 Statements (continued)

Year 5 Expectations: Composition

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.

 - Use modal verbs or adverbs to indicate degrees of possibility.

 - Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun.

 - Use commas to clarify meaning or avoid ambiguity in writing.

 - Use brackets, dashes or commas to indicate parenthesis.
- Assess the effectiveness of their own and others' writing.

 - Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

 - Ensure the consistent and correct use of tense throughout a piece of writing.

 - Ensure correct subject and verb agreement when using singular and plural.

 - Distinguish between the language of speech and writing.

 - Distinguish between the formal and informal spoken and written language.

 - Proof-read for spelling and punctuation errors.

 - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Assessing Spoken Language At the National Standard Year 5 Statements

Year 5 Expectations: Spoken Language

- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
 - Develop ideas and opinions with relevant detail.
 - Express ideas and opinions, justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
 - Begin to use Standard English in formal situations.
- Begin 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 or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.

Assessing Reading Mastery of the National Standard: Year 5

Year 5 Mastering Expectations: Reading Comprehension

- Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)
 - Adapt own opinion in the light of further reading or others' ideas.
 - Identify formal and informal language .
 - Know the features of different narrative text types, for example, adventure, fantasy, myths.
 - Compare texts by the same writer.
 - Compare texts by different writers on the same topic.
 - Summarise key information from different texts.
 - Empathise with different character's points of view.
 - Infer meaning using evidence from the text and wider reading and personal experience.
 - Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.
 - Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
 - Know how the way a text is organised supports the purpose of the writing.
 - Use scanning and text marking to find and identify key information.

Assessing Writing Mastery of the National Standard: Year 5

Year 5 Mastering Expectations: Composition

- Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
 - Use changes in time and place to guide the reader through the text.
- Use paragraphs to organise information logically and shape a non-fiction text effectively.
 - Sustain and develop ideas within a paragraph, introducing it with a topic sentence.
- Close text with reference to its opening.
 - Re-order sentences to create impact on the reader.
- Use expanded noun phrases to add well thought out detail to writing.
- Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses.
 - Use dialogue effectively and punctuate it accurately.

Assessing Spoken Language Mastery of the National Standard: Year 5

Year 5 Mastering Expectations: Spoken Language

- Organise and shape a talk, making connections between ideas and drawing on different points of view.
 - Use Standard English appropriately.
 - Use persuasive language and techniques to influence the listener
- Show understanding of how and why language choices vary in their own and others' talk in different contexts.
 - Sustain listening to different sources, retaining or noting key information.
 - Speak in extended turns to express ideas and opinions, with some relevant detail.
- Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context.
 - Sustain listening to different sources, retaining or noting key information.
 - Listen to others in discussion and link own ideas clearly to others' views

Assessment At the National Standard: Year 5

Year 5 Expectations: Number

- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example, $0.47 = 47/100$
- Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred
- Write percentages as a fraction with denominator hundred, and as a decimal fraction
- Compare and add fractions whose denominators are all multiples of the same number
- Multiply and divide numbers mentally drawing upon known facts up to 12×12
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Round decimals with 2dp to the nearest whole number and to 1 decimal place
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
- 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

Year 5 Expectations: Measurement, Geometry and Statistics

- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles
- Draw given angles and measure them in degrees ($^{\circ}$)
- Convert between different units of metric measures and estimate volume and capacity
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2)
- Solve comparison, sum and difference problems using information presented in a line graph

Mastery of the National Standard: Year 5

Year 5 Exceeding Expectations: Number

- Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects
- Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method
- Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating
- Link working across zero for positive and negative numbers to work time between BC and AD in history
- Recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100
- Calculate number problems algebraically, for example, $2x - 3 = 5$
- Use knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area, etc.
- Relate imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg
- Use a range of timetables to work out journey times on a fictional journey around the world, for example, 'How long would it take to reach the rainforests in the Amazon?'
- Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables