



## Parent Information

### Y5: New Curriculum—Key Assessment Criteria

#### Key Assessment Criteria: *Being a writer*



##### A year 5 writer

Transcription	Composition	Grammar and punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>I can form verbs with prefixes.</li> <li>I can convert nouns or adjectives into verbs by adding a suffix.</li> <li>I understand the rules for adding prefixes and suffixes.</li> <li>I can spell words with silent letters.</li> <li>I can distinguish between homophones and other words which are often confused.</li> <li>I can spell the commonly mis-spelt words from the Y5/6 word list.</li> <li>I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</li> <li>I can use a thesaurus.</li> <li>I can use a range of spelling strategies.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>I can choose the style of handwriting to use when given a choice.</li> <li>I can choose the handwriting that is best suited for a specific task.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss the audience and purpose of the writing.</li> <li>I can start sentences in different ways.</li> <li>I can use the correct features and sentence structure matched to the text type we are working on.</li> <li>I can develop characters through action and dialogue.</li> <li>I can establish a viewpoint as the writer through commenting on characters and events.</li> <li>I can use grammar and vocabulary to create an impact on the reader.</li> <li>I can use stylistic devices to create effects in writing.</li> <li>I can add well chosen detail to interest the reader.</li> <li>I can summarise a paragraph.</li> <li>I can organise my writing into paragraphs to show different information or events.</li> </ul>	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> <li>I can use relative clauses.</li> <li>I can use adverbs or modal verbs to indicate a degree of possibility.</li> </ul> <p><u>Text structure</u></p> <ul style="list-style-type: none"> <li>I can build cohesion between paragraphs.</li> <li>I can use adverbials to link paragraphs.</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>I can use brackets, dashes and commas to indicate parenthesis.</li> <li>I can use commas to clarify meaning or avoid ambiguity.</li> </ul>



## Key Assessment Criteria: *Being a reader*

### A year 5 reader

#### Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I 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

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



## Key Assessment Criteria: *Being a mathematician (consolidated)*

### A year 5 mathematician

#### Number

- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- I can read and write decimal numbers as fractions.
- I recognise the % symbol and understand percent relates to a number of parts per hundred.
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can multiply and divide numbers mentally drawing on known facts up to  $12 \times 12$ .
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I recognise and use square numbers and cube numbers; and can use the notation  $^2$  and  $^3$ .
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.

#### Measurement, geometry and statistics

- I know that angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees.
- I can convert between different units of metric measures and estimate volume and capacity.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the areas of squares and rectangles including using standard units ( $\text{cm}^2$  and  $\text{m}^2$ ).
- I can solve comparison, sum and difference problems using information presented in a line graph.