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 writer*

A Year 5 Writer		
Transcription Spelling •I can form verbs with prefixes. •I can convert nouns or adjectives into verbs by adding a suffix. •I understand the rules for adding prefixes and suffixes. •I can spell words with silent letters. •I can distinguish between homophones and other words which are often confused. •I can spell the commonly mis-spelt words from the Y5/6 word list. •I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. •I can use a thesaurus. •I can use a range of spelling strategies. Handwriting •I can choose the style of handwriting to use when given a choice. •I can choose the handwriting that is best suited for a specific task.	**Composition** •I can discuss the audience and purpose of the writing. •I can start sentences in different ways. •I can use the correct features and sentence structure matched to the text type we are working on. •I can develop characters through action and dialogue. •I can establish a viewpoint as the writer through commenting on characters and events. •I can use grammar and vocabulary to create an impact on the reader. •I can use stylistic devices to create effects in writing. •I can add well chosen detail to interest the reader. •I can summarise a paragraph. •I can organise my writing into paragraphs to show different information or events.	**Grammar and punctuation** Sentence structure •I can use relative clauses. •I can use adverbs or modal verbs to indicate a degree of possibility. Text structure •I can build cohesion between paragraphs. •I can use adverbials to link paragraphs. Punctuation •I can use brackets, dashes and commas to indicate parenthesis. •I can use commas to clarify meaning or avoid ambiguity

Key Assessment Criteria: *Being a mathematician (full version)*

A Year 5 Mathematician

Number, place value, approximation and estimation/rounding
•I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
•I can read, write, order and compare numbers to at least 1,000,000.
•I can determine the value of each digit in numbers up to 1,000,000.
•I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
•I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
•I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
•I can solve number problems and practical problems with the above.

Calculations
•I can add and subtract numbers mentally with increasingly large numbers.
•I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
•I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
•I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
•I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.
•I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
•I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
•I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
•I can multiply and divide numbers mentally drawing on known facts.
•I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
•I can multiply numbers up to 4 digits by a 1-digit or 2-digit number

Measurement
•I can solve problems involving converting between units of time.
•I can convert between different units of metric measure.
•I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
•I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
•I can calculate and compare the area of rectangles (inclsquares), and including using standard units (cm2and cm3) to estimate the area of irregular shapes.
•I can estimate volume and capacity.
•I can use all four operations to solve problems involving money using decimal notation, including scaling.

Geometry –properties of shapes
•I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
•I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
•I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
•I know angles are measured in degrees.
•I can estimate and compare acute, obtuse and reflex angles.
•I can identify angles at a point and one whole turn.
•I can identify angles at a point on a straight line and ½ a turn.
•I can identify other multiples of 90º.
•I can draw given angles and measure them in degrees.

Geometry –position and direction
•I can 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
•I can complete, read and interpret information in tables, including

using a formal written method, including long multiplication for 2-digit numbers.
•I can 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.
•I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
•I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
•I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

Fractions, decimals and percentages
•I can recognise mixed numbers and improper fractions and convert from one form to the other.
•I can write mathematical statements >1 as a mixed number.
•I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
•I can compare and order fractions whose denominators are multiples of the same number.
•I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
•I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
•I can read and write decimal numbers as fractions.
•I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
•I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
•I can read, write, order and compare numbers with up to 3 decimal places.
•I can solve problems involving numbers up to 3 decimal places.
•I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
•I can write percentages as a fraction with denominator hundred, and as a decimal.
•I can solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a

timetables.
•I can solve comparison, sum and difference problems using information presented in a line graph.

denominator or a multiple of 10 or 25.	

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

A Year 5 Mathematician

Number	**Measurement, geometry and statistics**
•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 then to tenths, hundredths and decimals 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 x 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 2and 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.	•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 standards units (cm2and m2). •I can solve comparison, sum and difference problems using information presented in a line graph

Key Assessment Criteria: *Being a scientist*

A Year 5 Scientist			
Working scientifically (Y5 and Y6) •I can plan different types of scientific enquiry. •I can control variables in an enquiry. •I can measure accurate and precisely using a range of equipment. •I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. •I can use the outcome of test results to make predictions and set up a further comparative fair test. •I can report findings from enquiries in a range of ways. •I can explain a conclusion from an enquiry. •I can explain causal relationships in an enquiry. •I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. •Read, spell and pronounce scientific vocabulary accurately.	**Biology** Living things and their habitats •I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. •I can describe the differences between different life cycles. •I can describe the process of reproduction in plants. •I can describe the process of reproduction in animals. Animals, including humans •I can create a timeline to indicate stages of growth in humans.	**Chemistry** Properties and changes of materials •I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). •I can describe how a material dissolves to form a solution; explaining the process of dissolving. •I can describe and show how to recover a substance from a solution. •I can describe how some materials can be separated. •I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). •I know and can demonstrate that some changes are reversible and some are not. •I can explain how some changes result in the formation of a new material and that this is usually irreversible. •I can discuss reversible and irreversible changes. •I can give evidenced reasons why materials should be used for specific purposes.	**Physics** Earth and space •I can describe and explain the movement of the Earth and other planets relative to the Sun. •I can describe and explain the movement of the Moon relative to the Earth. •I can explain and demonstrate how night and day are created. •I can describe the Sun, Earth and Moon (using the term spherical). Forces •I can explain what gravity is and its impact on our lives. •I can identify and explain the effect of air resistance. •I can identify and explain the effect of water resistance. •I can identify and explain the effect of friction. •I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Key Assessment Criteria: *Being a computer user*

A Year 4 Computer User	A Year 5 Computer User	A Year 6 Computer User
Algorithms and programming •I can experiment with variables to control models. •I can give an on-screen robot specific instructions that takes them from A to B. •I can make an accurate prediction and explain why I believe something will happen (linked to programming). Information technology •I can select and use software to accomplish given goals. •I can collect and present data. Digital literacy •I recognise acceptable and unacceptable behaviour using technology.	Algorithms and programming •I can combine sequences of instructions and procedures to turn devices on and off. •I can use technology to control an external device. •I can design algorithms that use repetition & 2-way selection. Information technology •I can analyse information. •I can evaluate information. •I understand how search results are selected and ranked. Digital literacy •I understand that you have to make choices when using technology and that not everything is true and/or safe.	Algorithms and programming •I can design a solution by breaking a problem up. •I recognise that different solutions can exist for the same problem. •I can use logical reasoning to detect errors in algorithms. •I can use selection in programs. •I can work with variables. •I can explain how an algorithm works. •I can explore 'what if' questions by planning different scenarios for controlled devices. Information technology •I can select, use and combine software on a range of digital devices. •I can use a range of technology for a specific project. Digital literacy •I can discuss the risks of online use of technology. •I can identify how to minimise risks.

Key Assessment Criteria: *Being a computer user*

A Safe Computer User in Year 5 and Year 6	
Knowledge and understanding •I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family. •I understand the potential risk of providing personal information online. •I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. •I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. •I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). •I understand that some material on the internet is copyrighted and may not be copied or downloaded. •I understand that some messages may be malicious and know how to deal with this. •I understand that online environments have security settings, which can be altered, to protect the user. •I understand the benefits of developing a 'nickname' for online use. •I understand that some malicious adults may use various techniques to make contact and elicit personal information. •I know that it is unsafe to arrange to meet unknown people online. •I know how to report any suspicions. •I understand I should not publish other people's pictures or tag them on the internet without permission. •I know that content put online is extremely difficult to remove. •I know what to do if I discover something malicious or inappropriate.	Skills •I follow the school's safer internet rules. •I can make safe choices about the use of technology. •I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc. •I can create strong passwords and manage them so that they remain strong. •I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school. •I can competently use the internet as a search tool. •I can reference information sources. •I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources. •I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.