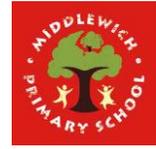# Reading Assessment:
## Year 5

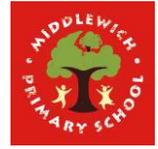| Reading Skill | Expectation |
|---|---|
| 1) Enjoying reading | I have read a wide range of books by different authors. I can recommend a book to a friend- clearly explaining my reasons |
| 2) Word Reading | I use my knowledge of root words, prefixes and suffixes to read and understand unfamiliar words |
| 3) Exploring Language | I understand that synonyms can have subtle differences in their meaning |
| 4) Recounting and summarising plots | I can make connections between the key events in a story |
| 5) Drawing inferences | I can find the clues the writer has used to influence my ideas about themes, characters and settings |
| 6) How do writers make you feel? | I can say how a how book makes me feel and give examples to support my reasons |
| 7) Comparisons | I can make comparisons across texts- with consideration of characters, events, themes and viewpoints |
| 8) Learning by heart | I can perform a poem to entertain an audience |
| 9) Identifying features of texts (non fiction) | I use non-fiction texts to further my knowledge and understanding of the world around me |
| 10) Talking about reading | I join in group discussions by responding to others' ideas explaining why I agree or disagree |

# Writing Assessment: Year 5

| Writing Skill | Expectation |
|---|---|
| **Presenting neatly** | I use a legible, neat handwriting style to present my work well |
| | I am beginning to recognise where letters are on a keyboard and I know how to type capital letters |
| **Applying spelling phonics** | I can add prefixes and suffixes with confidence |
| | I know how to use spell-check, the dictionary and the thesaurus when typing |
| **Choosing words and developing my vocabulary** | I can 'magpie' exciting words and phrases to add interest to my writing |
| | I explore synonyms considering subtleties in meaning |
| | I write both formal and informal texts using the appropriate language structures |
| **Writing sentences and joining clauses** | I use the consistent and correct tense throughout my work |
| | I use relative clauses appropriately to make the meaning of my sentences clear for the reader |
| | I can explore modal verbs and how they can be used to clarify meaning |
| | I can move adverbial clauses within a sentence to make changes to the meaning |
| | I know how to use subordinate clauses to add clarity in my writing |
| | I explore different classes of connectives and begin to use them correctly |
| **Punctuating sentences** | I use commas to mark phrases or clauses to avoid ambiguity |
| | I use brackets, dashes or commas to indicate parenthesis |
| **Choosing what to write** | I can compare the different ways factual information is presented, identify their purpose and intended audience, and use them as models for my own work |
| | I can write stories in the style of effective authors |
| | I understand the audience and purpose of my writing, adapting my ideas to fit the genre |
| **Planning my writing** | I can use a range of good writing models to help me plan a variety of writing tasks |
| | I make notes to develop my ideas for writing drawing on reading and research when necessary |
| **Structuring my writing** | I show cohesion within and between paragraphs |
| | I use ideas from what I have read, listened to or seen in my own writing |
| | I use a range of presentational devices in my writing e.g. bullet points, underlinings, heading |
| **Engaging and giving detail** | I use 'show not tell' techniques to describe characters, settings and mood |
| | I use dialogue in stories to move the narrative forward or to give information about characters |
| | I am developing ways of depicting action in my stories |
| **Improving and editing** | When editing writing, I can improve sentences and longer sections which impact on the overall effectiveness of the text |
| | When self or peer assessing I always consider the overall impact of the text and suggest relevant improvements |
| | I perform my own compositions to interest my audience |

# Mathematics Assessment:
## Year 5

| Key Skill(s) | Expectation(s) |
|---|---|
| **Fluency** | |
| Recall facts fluently | • I can fluently recall facts which are suitable for my age<br>*eg: common equivalent fractions; giving factors and multiples of a given number* |
| Use appropriate methods fluently | • I can use appropriate methods which are suitable for my age<br>*eg: compact column method (addition and subtraction); expanded column method (multiplication)* |
| Use appropriate resources to develop mathematical knowledge | • I can choose appropriate resources for my age group<br>*eg: fraction blocks, decimal square*<br><br>• I can use resources accurately and efficiently |
| **Reasoning** | |
| Identify, describe and explain patterns and relationships | • I can identify, describe and explain patterns and relationships in my maths work |
| Making connections using mathematical language | • I can make and explain connections using my knowledge of patterns and relationships |
| Communicate my mathematical ideas using mathematical language | • I can present written arguments using symbols, diagrams, graphs and related explanatory texts<br><br>• I can use the correct methods, with the correct symbols to communicate my mathematical ideas |
| Justify or prove mathematical statements | • I can justify a mathematical statement using, evidence and counter-examples if necessary |
| **Solves Problems** | |
| Understand mathematical language and select the right operation | • I can read, spell and pronounce vocabulary related to the four operations, shape and measures<br><br>• I can decide which operations to use to solve multi-step problems, and explain my choice |
| Apply knowledge in a range of situations | • I can apply my knowledge in a range of activities, problems and investigations, suitable for my age group |
| Check work and correct errors | • I can use rounding and other approaches to check the answers to calculations<br><br>• I can correct any errors in my work |
| Work systematically and logically | • I can approach problems and investigations in a systematic and logical way<br><br>• I can present my work neatly and clearly |