

# Working towards the expected level

- I can write for a range of purposes and audiences.
- I can use paragraphs to organise my ideas.
- I can describe settings and characters.
- I can use some links within and across sentences and paragraphs.
- I can use the correct verbs for different tenses.
- I can use co-ordinating and subordinating conjunctions.
- I can use, mostly accurately, capital letters.
- I can use, mostly accurately, full stops.
- I can use, mostly accurately, question marks for questions.
- I can use, mostly accurately, exclamation marks for exclamation or commands.
- I can use, mostly accurately, commas for lists.
- I can use, mostly accurately, apostrophes for contractions.
- I can spell most simple words correctly (80 from the Year 3/4 list, 30 from Year 5/6).
- I can use neat, joined handwriting.



# Work at expected level

- I can write for a range of purposes and audiences (including a short story).
- I can create atmosphere, by using dialogue to show character and advance the action.
- I can choose language to show how formal a piece of writing is.
- I can use a range of links, including adverbials, within and across sentences and paragraphs.
- I can use passive and modal verbs mostly appropriately.
- I can use different clause structures, changing their position within the sentence.
- I can use adverbs, prepositional phrases and expanded noun phrases to add detail, description and precision.
- I can use, mostly correctly, inverted commas.
- I can use, mostly correctly, commas for clarity.
- I can use, mostly correctly, punctuation for parenthesis.
- I can try and use semi-colons in my writing.
- I can try and use dashes in my writing.
- I can try and use colons in my writing.
- I can try and use hyphens in my writing.
- I can spell most (80) words correctly from the Year 5/6 list.
- I always use neat handwriting of a good speed by choosing whether or not to join specific letters.



# Working at greater depth within the expected standard

- I can alter how formal my writing is for different purposes and audiences, by choosing different vocabulary and sentence structures.
- I can select verbs for meaning and effect, including using the present perfect and progressive form.
- I can alter the structure of a sentence by using different sentence starters.
- I can use a range of sentence length to add effect and suspense.
- I can use the full range of punctuation taught at key stage 2 mostly correctly.
- I can use, mostly correctly, semi-colons to join clauses.
- I can use, mostly correctly, colons to join clauses.



# Reading- Expected level



- I can apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that I meet.
- I can continue to read and discuss an increasingly wide range of fictions, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I am becoming more familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions.
- I can recommend books that I have read to my friends, giving reasons for my choices.
- I can identify and discuss themes and conventions in and across a wide range of writing.
- I can make comparisons within and across books.
- I am learning a wider range of poems by heart.
- I can prepare poems and plays to read aloud and to perform, choosing the correct tone and volume so that the meaning is clear to an audience.
- I understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.

# Reading- Expected level



- I can ask questions about what I have read to improve my understanding.
- I show my understanding of what I have read by drawing inferences from the text and backing up my answers using evidence.
- I can predict, from my reading, what may happen in a story from details given and suggested in the text.
- I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
- I can show how language, structure and presentation contribute to the meaning of texts.
- I know authors use particular language which will have an impact on me, the reader.
- I can distinguish between statements of facts and opinion.
- I can retrieve, record and present information from non-fiction.
- I can participate in discussions about books I have read, or those that have been read to me, by listen to others' ideas and, at times, challenging them courteously if they differ from my own.
- I can present or debate on topics I have read about, using notes if necessary.
- I can provide reasoned justifications for my views.

# Year 5- Expected level



## Number- Number and place value

- I can read, write, order and compare numbers to at least 1 000 000 and give the value of each digit.
- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- I can round any whole number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can use negative numbers in real-life situations, count backwards and forwards and calculate differences across zero.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

## Number- Addition and Subtraction

- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can mentally add and subtract increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, using column addition and subtraction.
- I can use rounding to check answers to calculations and work out how accurate they are.

## Number- Multiplication and Division



- I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.
- I know and use prime numbers, prime factors and non-prime numbers.
- I can work out whether a number up to 100 is prime and recall prime numbers up to 19.
- I can multiply numbers up to 4 digits by a one- or two-digit number using long multiplication.
- I can multiply and divide numbers mentally, using known facts.
- I can divide numbers up to 4 digits by a one-digit number using short division and give a remainder.
- I can multiply and divide numbers by 10, 100 and 1000.
- I can recognise and use square numbers and cube numbers and the notations  $^2$  and  $^3$ .
- I can solve a range of problems that involve multiplication and division.

## Measurement

- I can convert between units of measure, including km/m, cm/m, cm/mm, g/kg and l/ml.
- I can understand and use approximate equivalences between metric and imperial units e.g. inches, pounds and pints.
- I can measure and calculate the perimeter of shapes made of rectangles in centimetres and metres.
- I can calculate and compare the area of rectangles using units of  $\text{cm}^2$  and  $\text{m}^2$  and estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can solve problems converting between units of time.
- I can use all four operations to solve problems involving measure using decimals, including scaling.

## Fractions

- I can compare and order fractions whose denominators are all multiples of the same number.
- I can identify, name and write equivalent fractions of a given fraction, including tenths and hundredths.
- I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can add and subtract fractions with the same denominator and denominators which are multiples of the same number.
- I can multiply fractions and mixed numbers by whole numbers, supported by diagrams and materials.
- I can read and write decimal numbers as fractions.
- I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can read, write, order and compare numbers with up to three decimal places.
- I can recognise the percentage symbol (%) and understand that per cent means 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal.
- I can 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 of a multiple of 10 or 25.



## Geometry- Properties of Shapes

- I can identify 3-D shapes, including cubes and other cuboids, from 2-D diagrams.
- I can use the properties of rectangles to find facts and missing lengths and angles.
- I can explain the difference between regular and irregular polygons based on what I know about equal lengths and angles.
- I know angles are measured in degrees and can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and half a turn.
- I can identify other multiples of  $90^\circ$ .



## Geometry- Position and Direction

- I can identify, describe and draw the position of a shape after it has been reflected or translated, using appropriate language, and know that the shape has not changed.

## Statistics

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