



Word Reading

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.
I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.
I can write or give a detailed book review including reasons why I would recommend the book.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.
I can discuss and compare events, issues and characters within a book.

Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.

Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
I can understand what I am reading by checking the book makes sense and finding the meaning of new words.

Understand what he/she reads by asking questions to improve his/her understanding of complex texts.
I can ask sensible and interesting questions about the texts to help me understand them more.

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.

Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.
I can predict what might happen in increasingly complex texts by using evidence from the text.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can talk about how authors use language, including figurative language, and the impact it has on the reader.

Distinguish between statements of fact and opinion.
I can tell the difference between statements of fact and opinion.

Retrieve, record and present information from non-fiction.
I can find and write down facts and information from non-fiction texts.

Spoken Language

Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Ask questions to improve his/her understanding.
I can ask questions to improve my understanding.

Identify and discuss themes and conventions in and across a wide range of writing.
I can identify and discuss themes and conventions in and across a wide range of writing.

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.

Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
I can perform my own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

Pronounce mathematical vocabulary correctly.
I can pronounce mathematical vocabulary correctly.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can know and use the vocabulary of prime numbers, prime factors and composite numbers.

Use and understand the terms factor, multiple and prime, square and cube numbers.
I can use and understand the terms factor, multiple and prime, square and cube numbers.

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.
I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language.

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and talk about how scientific ideas have developed over time.
I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time.





Spelling

Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.

I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.

Spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.

I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.

Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

Spell some words with 'silent' letters e.g. knight, psalm, solemn.

I can spell some words with 'silent' letters e.g. knight, psalm, solemn.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1.

I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.

I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.

Use a thesaurus.

I can use a thesaurus.

Handwriting

Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

Composition

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.

I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.

Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.

I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.

Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.

I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.

Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.

I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.

Draft and write by précising longer passages.

I can draft and write by summarising longer passages.

draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.

Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.

I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

Evaluate and edit by assessing the effectiveness of his/her own and others' writing.

I can give feedback on and improve my own writing and my classmates' writing.

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.

I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.

Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.

I can mark and edit work to have the correct tense throughout.

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.

I can mark and edit work to have the correct subject and verb agreement.

Proof-read for spelling errors linked to spelling statements for Year 5.

I can read work looking for spelling errors and correct them using a dictionary.

Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.

I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.

Vocabulary, Grammar & Punctuation

Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

I can understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that, or by missing out the pronoun.

Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

Use brackets, dashes or commas to indicate parenthesis.

I can use brackets and can also use dashes or commas for the same purpose.

Use commas to clarify meaning or avoid ambiguity.

I can use commas to make my writing clear to the reader.

Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.

I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.





Number & Place Value

Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit.
I can read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.

Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.

Solve number problems and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, interpreting negative numbers and rounding.
I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, negative numbers, and rounding.

Read Roman numerals up to 1000 (M) and recognise years written in Roman numerals.
I can read Roman numerals up to 1000 and recognise years written in them.

Addition & Subtraction

Add and subtract whole numbers with more than 4 digits, using formal written methods (columnar addition and subtraction).
I can add and subtract numbers with more than 4 digits using written methods.

Add and subtract numbers mentally with increasingly large numbers.
I can add and subtract 2 and 3 digit numbers in my head.

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
I can use rounding to check answers to calculations and determine levels of accuracy.

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable.

Multiplication & Division

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
I can find multiples and factors of a number and can identify factors common to 2 different numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
I can use vocabulary relating to prime numbers, prime factors and composite numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19.
I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.

Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers.
I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.

Multiply and divide numbers mentally, drawing upon known facts.
I can mentally multiply and divide numbers using the times tables.

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can show remainders.

Multiplication & Division continued

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
I can multiply and divide whole and decimal numbers by 10, 100 and 1000.

Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³).
I can identify and use square and cube numbers and their notations.

Solve problems involving multiplication and division, including using his/her knowledge of factors and multiples, squares and cubes.
I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.

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 addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

Compare and order fractions whose denominators are all multiples of the same number.
I can compare and order fractions whose denominators are all multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
I can find, name and write equivalent fractions of a given fraction including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements > 1 as a mixed number e.g. $2/5 + 4/5 = 6/5 = 1$ and $1/5$.
I can identify mixed numbers and improper fractions and convert from one to another such as $2/5 + 4/5 = 6/5 = 1$ and $1/5$.

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
I can add and subtract fractions whose denominators are all multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
I can multiply fractions by whole numbers using objects and pictures.

Read and write decimal numbers as fractions e.g. $0.71 = 71/100$.
I can read and write decimal numbers as fractions such as $0.71 = 71/100$.

Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents.

Round decimals with two decimal places to the nearest whole number and to one decimal place.
I can round numbers with two decimal places.

Read, write, order and compare numbers with up to three decimal places.
I can read, write, order and compare numbers with up to three decimal places.

Solve problems involving numbers with up to three decimal places.
I can solve problems involving numbers with up to three decimal places.

Recognise the percent symbol (%), understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.

Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.
I can solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
I can convert between different forms of metric measurement e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.

Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.
I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2), square metres (m^2), and estimate the area of irregular shapes.

Estimate volume e.g. using $1cm^3$ blocks to build cuboids (including cubes) and capacity e.g. using water.
I can estimate volume by using $1cm^3$ blocks to build cuboids (including cubes) and capacity by using water and different containers.

Solve problems involving converting between units of time.
I can solve problems where I need to convert between units of time.

Use all four operations to solve problems involving measure e.g. length, mass, volume, money, using decimal notation, including scaling.
I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling.

Properties of Shape

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees.

Draw given angles and measure them in degrees ($^\circ$).
I can draw given angles and measure them in degrees.

Identify angles at a point and one whole turn (total 360°).
I can identify angles at a point and one whole turn.

Identify angles at a point on a straight line and $1/2$ a turn (total 180°).
I can identify angles at a point on a straight line and $1/2$ a turn (total 180°).

Identify other multiples of 90° .
I can identify other multiples of 90° .

Use the properties of rectangles to deduce related facts and find missing lengths and angles.
I can use the properties of rectangles to find related facts, missing lengths and missing angles.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.

Position & Direction

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.
I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed.

Statistics

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

Complete, read and interpret information in tables, including timetables.
I can complete, read and interpret information in tables, including timetables.