Assessment Criteria   Reading Year 5

Name:		Test	Teacher assessment
Start score:	Target Score:	End Score:		

			Test	Teacher assessment
Talk for Reading	1.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.		
	2.	Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.		
	3.	Provide reasoned justifications for their views.		
Range and Personal Reading	4.	Continue to read and discuss increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including : myths, legends, traditional stories, modern fiction, fiction from our literary heritage, other cultures and traditions.		
	5.	Read books that are structured in different ways and reading for a range of purposes		
	6.	Make comparisons within and across books		
	7.	Recommend books that they have read to their peers, giving reasons for their choices		
Word Readin	8.	Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met		
Comprehension	**9.**	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		
	10.	Predict what might happen from details stated and implied		
	11.	Ask questions to improve their understanding of a text		
	12.	Retrieve, record and present information from non-fiction. Appropriate searching skills (skimming, scanning, text-marking, ICT search engines).		
	13.	Distinguish between fact and opinion		
	14.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inference with evidence		
	15.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		
Interpretation and response	16.	Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, alliteration, onomatopoeia) and the impact each can have on the reader.		
	17.	Identify and discuss themes and conventions in and across a wide range of reading - narrative order and chronology in stories as they develop e.g. (problem– resolution narratives)		
	18.	Identify how language, structure and presentation contribute to meaning		
Drama &	19.	Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience		
	20.	Learn a wider range of poetry by heart.		

Name:		Class:	Year:	Teacher assessment
Start score:	Target Score:	End Score:		
SPELLING				
1. Spell words with a variety of suffixes (e..g – cial, -cious, ible, -able, -ant, -ance, -ent, -ence) and convert **nouns** or **adjectives** into **verbs** using **suffixes (e.g –ate, -ise, .-ify)**				
2. Spell first half words in Year 5 and 6 word list (Appendix 1 National Curriculum)				
3. Continue to distinguish between homophones and other words which are often confused				
4. Use dictionaries to check the spelling and meaning of words) and use a thesaurus				
HANDWRITING				
5. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters				
COMPOSITION				
6. Plan their writing by: identifying the audience for & purpose of the writing and noting and developing initial ideas				
7. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning				
8. Write effective descriptions of settings, characters and atmosphere, integrating dialogue to convey character and advance the action				
9. Use a range of devices to build cohesion within and across paragraphs				
10. Link ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]				
12. Evaluate and edit by: assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar ad punctuation and ensuring correct use of tense				
13. Proof-read for spelling and punctuation errors				
14. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear				
VOCABULARY, GRAMMAR AND PUNCTUATION				
15. Use modal verbs or adverbs to indicate degrees of possibility				
16. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun				
17. Use commas to clarify meaning or avoid ambiguity in writing				
18. Use brackets, dashes or commas to indicate parenthesis				

Assessment Criteria   Mathematics Stage 5

Name:			TEST	T ASSESS
Start score:	**Target Score:**	**End Score:**		

		TEST	T ASSESS
Place Value	1. Read, write, order & compare numbers to at least 1 000 000 and determine the value of each digit.		
	2. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000		
	3. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.		
	4. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.		
Add and Sub	5. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).		
	6. Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and levels of accuracy.		
	7. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		
Mult and Div	8. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.		
	9. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19.		
	10. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division.		
	11. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.		
	12. Recognise and use square numbers and cube numbers, and the notation for squared and cubed.		
Fractions	13. Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and multiples of the same number.		
	14. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.		
	15. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.		
	16. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.		
	17. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read and write decimal numbers as fractions (e.g. $0.72 = {}^{72}/_{100}$).		
	18. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places.		
	19. Write percentages as a fraction. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those with a denominator of a multiple of 10 or 25.		
MEASURE	20. Convert between different units of metric measure (e.g. km & m; cm & m; cm & mm; g & kg; l & ml). Use approx. equivalences between metric and imperial units (e.g. inches, pounds & pints).		
	21. Measure & calculate the perimeter of composite rectilinear shapes in cm/m. Calculate the area of squares/rectangles using standard units, square cm/m and estimate the area of irregular shapes.		
	22. Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water).		
	23. Solve probs involving converting between units of time. Use all four operations to solve probs involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.		
GEOMETRY	24. Identify 3D shapes, including cubes and other cuboids, from 2D representations. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.		
	25. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.		
	26. Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and ½ a turn (total 180°); other multiples of 90°.		
	27. Use the properties of rectangles to deduce related facts and find missing lengths and angles.		
	28. 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.		
STATS	29. Solve comparison, sum and difference problems using information presented in a line graph.		
	30. Complete, read and interpret information in tables, including timetables.		