



Key Performance Indicators for the end of Year 5

Reading

- I work out the meaning of unknown words from the way they are used in context.
- I can read at least 50% of exception words from the Y5/6 statutory list.
- I demonstrate appropriate intonation, tone and volume when I read aloud texts, plays and reciting poetry, and make the meaning clear to the audience.
- I have a positive attitude to reading and frequently read from a wide range of age appropriate texts (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions and poetry).
- I participate in discussions about books from both shared and independent reading.
- I provide reasoned justifications for my views about a book.
- I skim and scan non-fiction texts and use the contents page and indexes to research I different subjects and lessons.
- I can summarise the key points from a piece of text and present this information appropriately to task.
- I can distinguish between fact and opinion in non-fiction texts.
- I understand how language, structure and presentation can contribute to the meaning of text.
- I can predict, infer and justify using evidence from the text.
- I can identify the author's intent and viewpoint in a variety of texts.
- I can identify themes and make comparisons within and across a variety of texts.
- I can identify the purpose of the key organisational features of different text types.

Writing

- I write neatly, legibly and accurately in a flowing joined style.
- In my writing, many words, including common exception words, from NC Y5/6 list are spelt accurately.
- I accurately spell words ending in ible and able
- I accurately spell words with ough
- Throughout my writing, I correctly demarcate sentences using capital letters, full stops, question and exclamations marks, commas for list and apostrophes for contraction.
- I can use commas to clarify meaning or avoid ambiguity, show division between clauses or for effect.
- I know and can identify word types (nouns, verbs, adverbs, adjectives, prepositions, articles).
- My sentences are mostly grammatically sound (e.g. correct subject / verb agreement; security of tense and person; correct use of subordination).
- My choice of tense is appropriate with verb forms varied and generally accurate, including the use of modals (e.g. should, might, could).
- I select the appropriate form of writing and use other similar writing as model for my writing.
- I use paragraphs consistently and appropriately to organise and extend my ideas
- I establish links between paragraphs using a range of appropriate connectives and sentence openers.
- I describe settings, characters and atmosphere in my stories.
- The content of my writing is balanced (e.g. between action and dialogue; fact and comment).
- I deliberately/carefully select phrases and vocabulary to support the purpose of my writing (e.g. technical terminology; vivid language; word choice for effect or emphasis; figurative language; formal or emotive language).
- I proof read for spelling and punctuation and can re-draft my written work.

Year 5 Maths

- I can read, write, order and compare numbers to at least 1,000,000 (including decimals to 3 decimal places) and determine the value of each digit.
- I can interpret negative numbers in context and can count forwards and backwards with positive and negative whole numbers including through zero.
- I can add and subtract whole numbers with more than four digits and numbers up to 3 decimal places, including using formal written methods (columnar addition and subtraction).
- I mentally add and subtract increasingly large numbers (e.g. $12,462 - 2,300 = 10,162$).
- I use rounding to estimate and check and determine the accuracy of my answers.
- I can identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.
- I mentally solve problems involving multiplication and division, including using a knowledge of factors and multiples, squares and cubes.
- I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- I use formal long or short written methods for multiplication and division (not necessarily decimals and not interpreting remainders).
- I can compare and order fractions whose denominators are all multiples of the same number.
- I can read and write decimal numbers as fractions (e.g. $0.71 = 71/100$).
- 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.
- Converts between different units of metric measure (e.g. kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) and units of time.
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I can calculate and compare the area of rectangles using standard units, square centimetres (cm^2) and square metres (m^2).
- I can solve problems involving converting between units of time.
- I can measure given angles in degrees ($^\circ$)
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can accurately reflect and translate shapes.
- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.