CHRIST CHURCH NEW MALDEN *BECOMING THE PEOPLE GOD MADE US TO BE*

YEAR 5

READING, WRITING & MATHS

READING YEAR 5

Word reading

1. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
2. I can read further exception words, noting the unusual correspondences between spelling and sound.
3. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
4. I can re-read and read ahead to check for meaning.

Comprehension

5. I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
6. I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
7. I can identify significant ideas, events and characters; and discuss their significance.
8. I can recite poems by heart, e.g. narrative verse, haiku.
9. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

WRITING YEAR 5

Transcription

Spelling

1. I can form verbs with prefixes.
2. I can convert nouns or adjectives into verbs by adding a suffix.
3. I understand the rules for adding prefixes and suffixes.
4. I can spell words with silent letters.
5. I can distinguish between homophones and other words which are often confused.
6. I can spell the commonly mis-spelt words from the Y5/6 word list.
7. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
8. I can use a thesaurus.
9. I can use a range of spelling strategies.

Handwriting

10. I can choose the style of handwriting to use when given a choice.
11. I can choose the handwriting that is best suited for a specific task.

Composition

12. I can discuss the audience and purpose of the writing.
13. I can start sentences in different ways.
14. I can use the correct features and sentence structure matched to the text type we are working on.
15. I can develop characters through action and dialogue.
16. I can establish a viewpoint as the writer through commenting on characters and events.
17. I can use grammar and vocabulary to create an impact on the reader.
18. I can use stylistic devices to create effects in writing.
19. I can add well chosen detail to interest the reader.
20. I can summarise a paragraph.
21. I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

22. I can use relative clauses.
23. I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

24. I can build cohesion between paragraphs.
25. I can use adverbials to link paragraphs.

Punctuation

26. I can use brackets, dashes and commas to indicate parenthesis.
27. I can use commas to clarify meaning or avoid ambiguity.

MATHS YEAR 5

Number and place value

1. I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
2. I can read, write, order and compare numbers to at least 1,000,000.
3. I can determine the value of each digit in numbers up to 1,000,000.
4. I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
5. I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
6. I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
7. I can solve number problems and practical problems with the above.

Calculations

8. I can add and subtract numbers mentally with increasingly large numbers.
9. I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
10. I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
11. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
12. I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.
13. I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
14. I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
15. I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
16. I can multiply and divide numbers mentally drawing on known facts.
17. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
18. I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
19. I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
20. I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
21. I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
22. I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

Fractions

18. I can recognise mixed numbers and improper fractions and convert from one form to the other.
19. I can write mathematical statements >1 as a mixed number.
20. I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
21. I can compare and order fractions whose denominators are multiples of the same number.
22. I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
23. I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
24. I can read and write decimal numbers as fractions.
25. I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
26. I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
27. I can read, write, order and compare numbers with up to 3 decimal places.
28. I can solve problems involving numbers up to 3 decimal places.
29. I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
30. I can write percentages as a fraction with denominator hundred, and as a decimal.
31. I can solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator or a multiple of 10 or 25.

Measurement

32. I can solve problems involving converting between units of time.
33. I can convert between different units of metric measure.
34. I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
35. I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
36. I can calculate and compare the area of rectangles (incl squares), and including using standard units (cm^2 and cm^3) to estimate the area of irregular shapes.
37. I can estimate volume and capacity.
38. I can use all four operations to solve problems involving money using decimal notation, including scaling

Geometry – properties of shapes

39. I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
40. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
41. I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
42. I know angles are measured in degrees.
43. I can estimate and compare acute, obtuse and reflex angles.
44. I can identify angles at a point and one whole turn.
45. I can identify angles at a point on a straight line and ½ a turn.
46. I can identify other multiples of 90°.
47. I can draw given angles and measure them in degrees.

Geometry – position and direction

48. I can 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.

Statistics

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