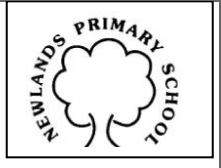


KS2 Progress Checker

Year 5 - Reading



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.				
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.				
Re-read and read ahead to check for meaning.				
Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.				
Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.				
Identify significant ideas , events and characters and discuss their significance.				
Learn poems by heart. for example, narrative verse, haiku.				
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.				
Use meaning-seeking strategies to explore the meaning of words in context.				
Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.				
Identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.				
Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.				
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.				
Justify inferences with evidence from the text.				
Make predictions from what has been read.				
Summarise the main ideas drawn from a text.				
Identify the effect of the context on a text. for example, historical or other cultures.				
Identify how language, structure and presentation contribute to the meaning of a text.				
Express a personal point of view about a text, giving reasons.				
Make connections between other similar texts, prior knowledge and experience.				
Compare different versions of texts and talk about their differences and similarities.				
Listen to and build on others' ideas and opinions about a text.				
Present an oral overview or summary of a text.				
Present the author's viewpoint of a text.				
Present a personal point of view based on what has been read.				
Listen to others' personal point of view.				
Explain a personal point of view and give reasons.				
Know the difference between fact and opinion.				
Use knowledge of structure of text type to find key information.				
Use text marking to identify key information in a text.				
Make notes from text marking.				

Beginning = Can do it, with support

Developing = Can do it independently, most correct

Developed = Can do it independently, consistently

Secure = Can do it independently, consistently and across the curriculum

Greater Depth = See separate criteria

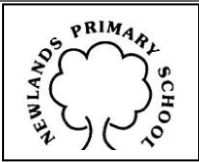


KS2 Progress Checker

Year 5 – Reading Greater Depth



End of Year Expectation	Date Met			
Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE)				
Adapt own opinion in the light of further reading or others' ideas.				
Identify formal and informal language				
Know the features of different narrative text types, for example, adventure, fantasy, myths.				
Compare texts by the same writer.				
Compare texts by different writers on the same topic.				
Summarise key information from different texts.				
Empathise with different character's points of view.				
Infer meaning using evidence from the text and wider reading and personal experience.				
Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.				
Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.				
Know how the way a text is organised supports the purpose of the writing.				
Use scanning and text marking to find and identify key information.				



KS2 Progress Checker

Year 5 - Writing



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
The pupil can write for a range of purposes and audiences (<i>engaging the reader</i>) including a short story:				
Using a range of cohesive devices including adverbials of time, place and number, within and across paragraphs				
Selecting vocabulary and grammatical structures that reflect the purpose and audience making sentences more precise or detailed or appropriate to text type e.g. persuasive words and phrases, emotive language, rhetorical questions				
Using relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun.				
Using range of subordination and coordinating conjunctions				
Using some dialogue to convey thoughts and feelings and to advance action				
Using range of sentence structures (inc. varying sentence length) and openers (adverbs, expanded/noun phrases, prepositional phrases) to describe and create impact.				
Indicating degrees of possibility using adverbs [<i>perhaps, surely</i>] or modal verbs [<i>might, should, will must</i>] in fiction/non-fiction.				
Using different verb forms mostly accurately (simple, progressive and perfect)				
using mostly correctly:	full range of punctuation			
	inverted commas			
	commas for clarity			
	commas to indicate parenthesis			
making some correct use of:	dashes to indicate parenthesis			
	brackets and dashes to indicate parenthesis			
Using most prefixes (see yr3/4) and suffixes correctly (see yr5/6) (e.g. cious, tious, cial, ant, ance, ancy, ent, ence, ency, able, ible)				
Spell most words correctly (see yr3 and Yr4 spelling)				
Spell some words correctly from yr5/6 spelling				
Writing legible, fluently joined with increasing speed				

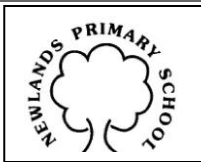
Beginning = Can do it, with support

Developing = Can do it independently, most correct

Developed = Can do it independently, consistently

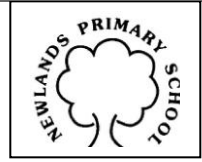
Secure = Can do it independently, consistently and across the curriculum

Greater Depth = See separate criteria

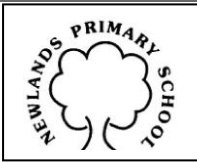


KS2 Progress Checker

Year 5 – Writing Greater Depth



End of Year Expectation	Date Met			
Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.				
Use changes in time and place to guide the reader through the text				
Use paragraphs to organise information logically and shape a non-fiction text effectively.				
Sustain and develop ideas within a paragraph, introducing it with a topic sentence.				
Close text with reference to its opening.				
Re-order sentences to create impact on the reader.				
Use expanded noun phrases to add well thought out detail to writing				
Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses				
Use dialogue effectively and punctuate it accurately				



KS2 Progress Checker

Year 5 - Mathematics



End of Year Expectation	Date Met			
	Beginning	Developing	Developed	Secure
Count forwards and backwards in steps of power 10 for any given number up to 1,000,000				
Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents				
Recognise mixed numbers and improper fractions and convert from one to the other				
Read and write decimal numbers as fractions, for example, $0.47 = 47/100$				
Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred				
Write percentages as a fraction with denominator hundred, and as a decimal fraction				
Compare and add fractions whose denominators are all multiples of the same number				
Multiply and divide numbers mentally drawing upon known facts up to 12×12				
Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000				
Round decimals with 2dp to the nearest whole number and to 1 decimal place				
Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)				
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000				
Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers				
Divide numbers up to 4-digits by 1-digit numbers				
Solve problems involving multiplication and division where large numbers are used by decomposing them into factors				
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents				
Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles				
Draw given angles and measure them in degrees ($^{\circ}$)				
Convert between different units of metric measures and estimate volume and capacity				
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres				
Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2)				
Solve comparison, sum and difference problems using information presented in a line graph				

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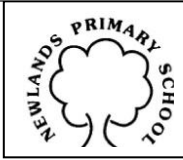
Secure = Can do it independently, consistently and across the curriculum

Greater Depth = See separate criteria



KS2 Progress Checker

Year 5 – Mathematics Greater Depth



End of Year Expectation	Date Met			
Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects				
Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred method				
Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating				
Link working across zero for positive and negative numbers to work time between BC and AD in history				
Recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100				
Calculate number problems algebraically, for example, $2x - 3 = 5$				
Use knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area, etc.				
Relate imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg				
Use a range of timetables to work out journey times on a fictional journey around the world, for example, 'How long would it take to reach the rainforests in the Amazon?'				
Collect own data on personal project and present information in formats of their choosing, charts, graphs and tables				