

Reading, Writing and Maths Learning Standards



Year Five

READING

Year 5 Expectation / Standard 5 5E: 6 - 11 | 5S: 12 - 17 | 5A: 18 - 21

Note: Each standard of the 'Standards for Reading Assessment' needs children to be reading books in the **appropriate standard band** in order to assess their reading effectively and accurately.

Year 5 is the expectation for mainstream primary children **by the end of Year 5** and some may already be working within Year 6

No.	Criteria	READ Skill	
1	Can work out the meaning of unknown words from the way they are used in context.	Read, D	
2	Can understand and explain the function of sophisticated punctuation <i>(" " - () and ' ' for contraction and possession and " " for direct speech)</i>	Read	
3	Can skim and scan non-fiction texts at speed for research.	R	
4	Can refer to the text to support predictions and opinion <i>(Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences)</i>	R D	
5	Can confidently identify the point of view of some texts and how this impacts on the reader.	D, E	
6	Can identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard.	D	
7	Can explain a character's motives throughout a story and use evidence from the text to back up opinions.	D	
8	Can explain the structural devices an author has used to organise a text <i>(e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts)</i>	A	
9	Can decide on the quality and usefulness of a range of texts and explain clearly to others.	R A	
10	Can infer messages moods, feelings and attitudes across a text in level / standard -appropriate texts <i>(e.g. how a message can be inferred through referring back to different points in the text where things have been implied)</i>	D	
11	Can retrieve and collate key ideas and information from a range of sources.	R	
12	Can comment on the success of texts in provoking particular responses <i>(e.g. anger sadness)</i>	E	
13	Can identify why a long-established novel may have retained its lasting appeal.	E	
14	Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	E D	

WRITING

Year 5 / 6 Expectation / Standard 5

Standard 5 is the expectation for mainstream primary children **within Year 5 and 6** and some will be working within Standard 6.

Essential entry level to Standard 5 (Year 4 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (90% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can produce well-structured and organised writing using a range of conventions in layout.
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).
3	Can select the correct genre for audience and purpose, and use it accurately
4	Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct).
5	Can use paragraphs consistently and appropriately.
6	Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table).
7	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).
9	Can use complex sentence structures appropriately.
10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).
12	Can write neatly, legibly and accurately in a flowing, joined style.
13	Can adapt handwriting for a range of tasks and purposes, including for effect.
14	Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.
15	Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).
16	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).
17	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').
18	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).
19	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).
20	Can interweave implicit and explicit links between sections.
21	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).
22	Can show confident and established 'voice'.

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 5-E = 8 - 11 | 5-S = 12 - 18 | 5-A = 19 - 22 | 5-AP = 20 - 22.

If entry to Year 6 is not met, then the judgment is 5-A



	By the End of Year 5 Pupils should be taught to:	
Number and Place value	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
	round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	
	solve number problems and practical problems that involve all of the above	
	read Roman numerals to 1000 (M) and recognise years written in Roman numerals	
Addition and Subtraction	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
	add and subtract numbers mentally with increasingly large numbers	
	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	
Multiplication and Division	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	
	establish whether a number up to 100 is prime and 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	
	multiply and divide numbers mentally drawing upon known facts	
	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	
	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	
	recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	
	solve problems involving multiplication and division including using their knowledge of 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	
solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.		
Fractions (including decimals and percentages)	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	
	recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1$ and $1/5$]	
	add and subtract fractions with the same denominator and denominators that are multiples of the same number	
	multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
	read and write decimal numbers as fractions [for example, $0.71 = 71/100$]	
	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
	round decimals with two decimal places to the nearest whole number and to one decimal place	
	read, write, order and compare numbers with up to three decimal places	
	solve problems involving number up to three decimal places	
	recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	
	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	