

Year 5

Year 5/Y4 Reading Autumn 2020
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)
Use dictionaries to check the meaning of words that I have read. (Comprehension)
Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Use appropriate expression. (Comprehension)
Recognise some different forms of poetry (e.g. free verse, narrative). (Comprehension)
Justify inferences with evidence using quotations from and reference to the text to support discussion. (Comprehension)
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. making reference to choice of language to create mood and build tension. (Comprehension)
Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. (Word Reading)
Make comparisons within and across books in some genres including grammatical features. (Comprehension)
Understand what has been read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. (Comprehension)
Ask questions to improve my understanding. (Comprehension)
Begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (Comprehension)
Distinguish between statements of fact and opinion, using a range of sources. (Comprehension)
Retrieve and record information from non-fiction texts e.g. skimming and scanning(Comprehension)

Year 5/Y4 Writing Autumn 2020	1 st Achieved	2 nd Achieved	3 rd Achieved
Autumn			
Use prefixes and suffixes and understand how to add them (linked to Y4 RWI. (Transcription)			
Spell most of the Y3/4 words correctly from the spelling list. (Transcription)			
Spell some words with 'silent' letters e.g. knight, psalm, solemn (Transcription) Link to RWI			
Distinguish between homophones and other words which are often confused. (Transcription)			
Able to spell words ending alike e.g. zhun (division, invasion, confusion, decision, collision, television) (Transcription)			
Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. (Handwriting)			
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. (Composition)			
Draft and write using organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points underlining (Composition)			
Evaluate and edit by assessing my own and others' writing. I can suggest improvements. (Composition)			
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. (Composition)			
Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)			
Proof-read for spelling and punctuation errors. (Composition)			
Include details to interest, persuade, explain and instruct. (Composition)			
Develop my understanding of using expanded noun phrases to convey complicated information concisely. (VGP)			
Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. (VGP)			
Use a variety of subordinate clause construction e.g. when it stops raining; creeping quietly (VGP)			
Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. (Transcription).			
Show effective research skills to strengthen the content of writing. (Composition)			
Extend a range of sentences with more than one clause by using a wide range of conjunctions including when, if, because, although. Apply to complex sentences. (VGP)			

Year 5/Y4 Maths Autumn 2020	1 st Achieved	2 nd Achieved
Read, write, order and compare number to at least 1,000, 000 and determine the value of each digit. (Number)		
Count forwards and backwards in steps of powers of 10 for any given number up to 1,000, 000. (Number) <i>Count backwards through zero to include negative numbers - Y4</i>		
<i>Solve number and practical problems with increasingly large positive numbers including using mental methods to aid fluency - Y4</i>		
Round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10,000 and 100,000. (Number)		
Use rounding to check answers to calculations and determine in the context of a problems, levels of accuracy.		
<i>Recall multiplication and division facts for multiplication tables up to 12x12. - Y4</i>		
<i>Use place value and known and derived facts to multiply and divide mentally - Y4</i>		
Add and subtract numbers mentally with increasingly large numbers. (Number)		
Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. (Number) <i>Recognise and use factor pairs and commutativity in mental calculations</i>		
Know and use the vocabulary of prime numbers, prime factors and composite numbers.		
Establish whether a number up to 100 is prime and recall prime numbers up to 19. (Number)		
Multiply and divide numbers mentally drawing upon known facts. (Number)		
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.		