Year 5 Coverage for Reading

Autumn Term 1 2017-2018

Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can highlight appropriate information which describes a character.

- I can read and understand a text in order to pose questions about its content.

- I can empathise with a character and the way in which they are feeling.

- I am beginning to recognise key themes in what I have read.

- I am beginning to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).

- I can usually read a range of appropriate texts with fluency and accuracy.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can discuss a characters' personality based on evidence.

- I am able to gather and deduce information about characters.

- I can analyze a character in different ways, referring to the text.

- I can recognise and discuss key themes in what I have read.

- I can comment on how an author has used language and its effect upon the reader.

- I can read a range of appropriate texts fluently and accurately, including exception words.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can recognise how language illustrates setting and character.

- I can use reasoning, opinion and carefully considered evidence to describe a character more fully.

- I can analyse a character in different ways, referring to the text and giving examples.

- I can use evidence from a text to support a point of view.

- I can comment on how an author's use of language creates an effect upon the reader and shows the writer's point of view.

- I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.

Year 5 Coverage for Writing

Autumn Term 1 2017-2018

Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can write in role as a character.
- I can use a growing number of conjunctions to join words in sentences e.g. but, if, because, when.
- I attempt to maintain past or present tense.
- I am beginning to recognise the difference between formal and informal writing.
- I am able to identify temporal (time) conjunctions and use them in my writing to show the order of events.
- I use sentence demarcation with a good amount of accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and sometimes for fronted adverbials.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can write in role as a character using words to describe how a character feels.
- I vary sentence openers, changing the pronoun e.g. He/Jim, or with a fronted adverbial e.g. Later that day, he...
- I usually use the past or present tense and first or third person consistently across a piece of writing.
- I am experimenting with both formal and informal writing, with guidance.
- I am beginning to recognise active and passive voice.
- I use sentence demarcation mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can write in role as a character using different sentence lengths for effect.
- I can write a range of sentence types which are grammatically accurate, including sentences with more than one clause.
- I maintain the correct tense and person across a piece of writing.
- I choose vocabulary to suit formal and informal writing, with guidance.
- I can recognise active and passive voice.
- I use sentence demarcation accurately including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.

Year 5 Coverage for Maths

Autumn Term 1 2017-2018

Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can recognise the place value of each digit in up to 4 digit numbers and use this knowledge to compare and order numbers beyond 1000.
- I am beginning to be able to round any number to the nearest 10 or 100.
- I can read, write, order and compare numbers with 1 decimal point (d.p).
- I am beginning to add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction.
- I can add and subtract numbers to 1 d.p. using the formal written method.
- I can find factor for numbers up to 30.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can read, write and order numbers to at least 10,000 and determine the value of each digit.
- I can round any 4 digit number to the nearest 10, 100, 1,000. (Mrs Fisher's set = 5 digits)
- I can read, write, order and compare numbers with 2 decimal point (d.p).
- I can add and subtract numbers with 4 digits using formal written methods of columnar addition and subtraction. (Mrs Fisher's set = more than 4 digits)
- I can add and subtract numbers to 2 d.p. using the formal written method.
- I can find factors for numbers to 50. (Mrs Fisher's set = and beyond)

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- I can round decimals with two d.p. to the nearest whole number and to one d.p.
- I can read, write, order and compare numbers with 2 d.p.
- I can add and subtract whole numbers with more than 4 digits including using formal written methods (column addition and subtraction).
- I can add and subtract numbers to 2d.p. using the formal written method.
- I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.