



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

- I can discuss my understanding of a text.
- I can recognise which characters the author wants the reader to like/dislike.
- I can comment on how an author has used language and its effect upon the reader.
- I can comment on the structural choices an author has used to organise a text.
- I can read most of the Year 3/4 common exception words.

## Year 5 Coverage for Reading

### Spring Terms 2 and 3 2018–19

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

- I can talk confidently about the purpose of the text and the specific intentions of the author.
- I can explain a character's personality and/ or thoughts and feelings by referring to their actions and behaviours.
- I can identify and articulate my response to the effect of figurative and descriptive language.
- I can read all of the Year 3/4 Common Exception Words and some of the Year 5/ 6 list.
- I can identify and discuss themes and conventions in and across a wide range of writing.



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- I can check that the book makes sense to me, discuss my understanding and explore the meaning of words in context.
- I can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- I can read all of the Year 5/6 Common Exception Words.
- I can discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.
- I can identify and discuss themes and conventions in and across a wide range of writing.



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

- I can accurately spell several of the words from the Year 3–4 statutory word list.
- I can explain in my own words the key ideas in the text.
- I demarcate my sentences correctly. I can use comma for a pause in complex sentences.
- I can identify the main and subordinate clause within a sentence.
- I can identify the features of a newspaper report and can include some of them in my own writing.
- I am becoming more secure in using 'me' and 'I' accurately in my work.

## Year 5 Coverage for Writing

### Spring Terms 2 and 3 2018–2019

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

- I can spell accurately most words from the Year 3–4 statutory word list and I am beginning to spell some words from the Year 5–6 list.
- I can find key words and ideas and I am beginning to write a summary.
- I am beginning to use punctuation for parenthesis: brackets, commas, dashes.
- I can write a range of sentence types which are grammatically accurate, including sentences with more than one clause.
- I can identify the features of a newspaper report and include them in my own writing.
- I am increasingly accurate when using 'me' and 'I' in my independent work.



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- I can spell accurately most words from the Year 3–4 word list and some words from the Year 5–6 list.
- I can identify key words and ideas in order to write a detailed summary.
- I regularly use accurate punctuation for parenthesis: brackets, commas, dashes.
- I can write a range of sentence types which are grammatically accurate, with different sentence openers.
- I can identify the features of a newspaper report, including appropriate language style, and include them in my own writing.
- I know the meaning of the terms 'synonym' and 'antonym', and can give examples of each.



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- I can add and subtract numbers with up to 4 digits using formal written methods.
- I can begin to choose which graphical representation to use with a set of continuous or discrete data.
- I can find factors for numbers up to 30.
- I can multiply and divide 2-digit and 3 – digit numbers by a 1-digit number using formal written layout.
- I can find the perimeter and area of a rectangle given the length and width.

## Year 5 Coverage for Maths

### Spring Terms 2 and 3 2018–2019

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

- I am beginning to add and subtract whole numbers with more than 4 digits using formal columnar addition.
- I can use line graphs to solve simple conversions problems. E.g. km to m or hours to minutes.
- I can multiply and divide up to four-digit numbers by one digit numbers using the formal written method. I am starting to multiply two-digit numbers by two-digit numbers.
- I can find factors for numbers to 50.
- I can measure and calculate the perimeter and area of a composite rectilinear figure (including squares) in cms and ms.



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

- I can add and subtract whole numbers with more than 4 digits including using formal written methods.
- I can interpret and present discrete and continuous data using appropriate graphical methods.
- I can use knowledge of data handling to pose hypothesis and answer questions through the analysis and interpretation of data.
- I can multiply and divide four digit numbers by a one or two digit number using formal written methods.
- I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers.
- I can use my understanding of the concepts related to measures to solve increasingly complex problems