

Spoken Language	Reading: Word Reading	Reading: Comprehension	Writing: Transcription - Spelling	Writing: Transcription - Handwriting	Writing: Composition
Band 5	Band 5	Band 5	Band 5	Band 5	Band 5
I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list	I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious	I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume		I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions	I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial	I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task	I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		I can write or give a detailed book review including reasons why I would recommend the book	I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance		I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films
I can ask questions to improve my understanding		I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts	I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly		I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () -
I can identify and discuss themes and conventions in and across a wide range of writing		I can discuss and compare events, issues and characters within a book	I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough		I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously		I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear	I can spell some words with 'silent' letters e.g. knight, psalm, solemn		I can draft and write by summarising longer passages
I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a		I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context	I can spell some more complex words correctly including words that are often misspelt		I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph

focus on the topic and using notes where necessary			
I can perform my own compositions, using appropriate intonation, volume, and movement so that the meaning is clear	I can ask sensible and interesting questions about the texts to help me understand them more	I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically	I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place,e.g. nearby and number,e.g. secondly or tense choices e.g. he had seen her before
I can pronounce mathematical vocabulary correctly	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions
I can know and use the vocabulary of prime numbers, prime factors and composite numbers	I can predict what might happen in increasingly complex texts by using evidence from the text	I can use a thesaurus	I can use different verb forms with consideration for the audience and purpose
I can use and understand the terms factor, multiple and prime, square and cube numbers	I can talk about why authors use language, including figurative language, and the impact it has on the reader		I can give feedback on and improve my own writing and my classmates' writing
I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language	I can tell the difference between statements of fact and opinion		I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	I can find and write down facts and information from non-fiction texts		I can mark and edit work to have the correct tense throughout
I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time	I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously		I can mark and edit work to have the correct subject and verb agreement
			I can read work looking for spelling errors and correct them using a dictionary
			I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose

I can perform my own
work to a group with
some confidence
changing the tone and
volume of my voice to
make the meaning
clear

**Writing:
Vocabulary, Grammar
and Punctuation**

**Mathematics:
Number - Number and
Place Value**

**Mathematics:
Number - Addition and
Subtraction**

**Mathematics:
Number -
Multiplication and
Division**

**Mathematics:
Number - Fractions**

**Mathematics:
Measurement**

Band 5	Band 5	Band 5	Band 5	Band 5	Band 5
I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify	I can read, write, order and compare numbers to at least 1,000,000 (one million) and say the value of each digit	I can add and subtract numbers with more than 4 digits using written methods	I can find multiples and factors of a number and can identify factors common to 2 different numbers	I can compare and order fractions whose denominators are all multiples of the same number	I can convert between different forms of metric measurement e.g. Kilometre and metre; centimetre and metre; centimetre and millimetre, gram and kilogram, Litre and millilitre
I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-	I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back	I can add and subtract 2 and 3 digit numbers in my head	I can use vocabulary relating to prime numbers, prime factors and composite numbers	I can find and name equivalent fractions of a given fraction including tenths and hundredths	I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints
I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun	I can use negative numbers in context when looking at temperature or money; counting forwards and backwards through 0	I can use rounding to check answers to calculations and determine levels of accuracy	I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19	I can write equivalent fractions of a given fraction including tenths and hundredths	I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000	I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable	I can multiply numbers with up to 4 digits by a one or two digit number using formal written methods	I can identify mixed numbers and improper fractions and convert from one to another such as $2\frac{2}{5} + \frac{4}{5} = 6\frac{6}{5} = 1\frac{1}{6}$	I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²), square metres (m ²) and estimate the area of irregular shapes
I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly	I can solve number and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, negative numbers and rounding		I can mentally multiply and divide numbers using the times tables	I can add and subtract fractions whose denominators are all multiples of the same number	I can estimate volume by using 1cm ³ blocks to build cuboids (including cubes) and capacity by using water and different containers
I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	I can read Roman numerals to 1000 and recognise years written in these		I can divide numbers with up to 4 digits by a one digit number using formal written methods and can explain remainders	I can multiply fractions by whole numbers using objects and pictures	I can solve problems where I need to convert between units of time
I can use brackets and can also use dashes or commas for the same purpose			I can multiply and divide whole and decimal numbers by 10, 100 and 1000	I can read and write decimal numbers as fractions such as $0.71 = \frac{71}{100}$	I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling
I can use commas to make my writing clear to the reader			I can identify and use square numbers and their notation	I can identify and use thousandths and can explain how they relate to tenths and	

I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

I can solve problems involving multiplication and division including using factors and multiples, squares and cubes

I can identify and use cube numbers and their notation

I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

hundredths and their decimal equivalents

I can round numbers with two decimal places

I can read, write, order and compare numbers with up to three decimal places

I can solve problems involving numbers with up to three decimal places

I can identify the percent symbol % and how it relates to parts per hundred, hundredths and decimals

I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

**Mathematics:
Geometry - Properties
of Shape**

**Mathematics:
Geometry - Position
and Direction**

**Mathematics:
Statistics**

**Mathematics:
Ratio and Proportion**

**Mathematics:
Algebra**

**Science:
Working Scientifically**

Band 5
I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations
I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees
I can draw given angles and measure them in degrees
I can identify angles at a point and one whole turn
I can identify angles at a point on a straight line and 1/2 a turn (total 180°)
I can identify other multiples of 90°
I can use the properties of rectangles to find related facts, missing lengths and missing angles
I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles

Band 5
I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed

Band 5
I can solve comparison, sum and difference problems using information presented in a line graph
I can complete, read and interpret information in tables, including timetables

Band 5
No Single Band Statements

Band 5
No Single Band Statements

Band 5
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
I can use test results to make predictions to set up further comparative and fair tests
I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is
I can identify scientific evidence that has been used to support or refute ideas or arguments

**Science:
Animals, including
humans**

**Science:
Earth and space**

**Science:
Electricity**

**Science:
Evolution and
inheritance**

**Science:
Forces and magnets**

**Science:
Light**

Band 5
I can describe the changes as humans develop to old age

Band 5
I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system
I can describe the movement of the Moon relative to the Earth
I can describe the Sun, Earth and Moon as approximately spherical bodies
I can explain day and night and the apparent movement of the sun across the sky using the idea of the Earth's rotation

Band 5

No Single Band Statements

Band 5

No Single Band Statements

Band 5
I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces
I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Band 5

No Single Band Statements

**Science:
Living things and their habitats**

**Science:
Materials**

**Science:
Plants**

**Science:
Rocks**

**Science:
Seasonal changes**

**Science:
Sound**

Band 5

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

I can describe how some animals and plants reproduce

Band 5

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

I can demonstrate that dissolving, mixing and changes of state are reversible changes

I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Band 5

No Single Band Statements

Band 5

No Single Band Statements

Band 5

No Single Band Statements

Band 5

No Single Band Statements

Science:

States of matter

Band 5

No Single Band Statements

Key:

Mastered	Achieved	Working Towards	Not Begun
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