



Reigate Parish Church  
Primary School

2018-2019



# Year 5 Assessment Booklet

## For Reading, Writing and Maths

Child's Name



Tick



Tick

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

We aim to recognise, nurture and harness the strengths and talents of all children.

To provide a broad, balanced and creative learning environment through excellence in teaching.

To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.

To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.

To build self-confidence, self-esteem and independence in order to achieve success.

To value curiosity, encourage a questioning attitude and promote a love of life-long learning.

To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.

And, working in partnership with parents, to support their child's learning and development.



# Reading Targets

2018 - 2019



## Decoder Skills

**1** I can respond to more sophisticated punctuation, eg. Use comma to remove ambiguity, semi colon to join two clauses.

**2** I can maintain fluency and accuracy when reading complex sentences with subordinate clauses.

**3** I can work out the pronunciation of homophones using the context of a sentence.

**4** I can apply a growing knowledge of root words, prefixes and suffixes to my reading and to understand new words.

## Comprehender Targets

**1** I read with accuracy and I can discuss my understanding of the meaning of the words in context.

**2** I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

**3** I can discuss complex, narrative plots, eg. Time skip.

**4** I can distinguish between statements of fact and opinion.

**5** I can retrieve, record and present information from non-fiction.

**6** I participate in discussions about books that are read to me and those that I can read independently.



# Reading Targets

2018 - 2019



## Reading Detective Targets

1

I ask questions to improve my understanding.

2

I read books that are structured in different ways.

3

I can recognise different points of view.

4

I can draw information from different parts of the text to infer meaning.

5

I can discuss moods, feelings and attitudes using inference.

## Language Lover Targets

1

I can identify and describe the styles of individual writers and poets.

2

I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.

3

I can use language features of a range of non-fiction text types to support understanding.

4

I read for a range of different purposes.



# Reading Targets

2018 - 2019



## Responder Targets

**1** I can talk about the author's techniques for describing characters, settings and actions.

**2** I can recognise ways in which writers' present issues and points of view in fiction and non-fiction texts.

**3** I am able to talk about themes in a story and recognise thematic links with other texts.

**4** I can provide reasoned justifications for my views about a book.

## Big Reader Targets

**1** I learn some poetry by heart.

**2** I can compare the openings of a particular novel with the beginning of other novels read recently.

**3** I increase my familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritages, and books from other cultures and traditions.

**4** I understand that texts reflect the time and culture in which they were written.

**5** I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.

# Working at a greater depth in Reading

IN THE YEAR 5 CURRICULUM FOR READING / 2018 - 2019

## LANGUAGE LOVER TARGETS

★★★

1

I can identify and explain how language is used to help the reader visualise the setting, characters and events.

## RESPONDER TARGETS

★★★

1

I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

## BIG READER TARGETS

★★★

1

I understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. theme of "hunting" presented in a persuasive letter or leaflet).

## READING DETECTIVE TARGETS

★★★

1

I comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc).



# Writing Targets

2018 - 2019



## Super Speller Targets

1

I can independently proof read for Year 5 spelling errors.

2

I can spell some Year 5 homophones and near homophones correctly (e.g. aloud/allowed, desert/dessert).

3

I can spell most of the Year 5 common exception words correctly.

4

I spell and use words with verb prefixes sometimes correctly (dis-, de-, mis-, over- and re-).

5

I add suffixes to spell some words correctly e.g. -able, -ible, -ably, -ibly -ate, -ise, -ify.

## Organised Targets

1

I use a range of devices to build cohesion within a paragraph e.g. sequencing words and phrases, pronouns, coordinating and subordinating conjunctions.

2

I select the appropriate form and use similar writing as models for my own.

3

I link ideas across paragraphs using a range of adverbials e.g. Time – At the turn of the century Place – At the end of the lane Number – One by one Cause – Due to... Then, after that, this, firstly.



## Purposeful Targets

**1**

I can write for a range of purposes and audiences (which may be indicated through choice of tense, verb form, layout and formality).

**2**

I can assess the effectiveness of my own writing and make improvements.

## Word Wonder Targets

**1**

I describe settings, characters and atmosphere.

**2**

I use expanded noun phrases to convey complicated information concisely.

**3**

I use dialogue to convey characters and advance the action in a narrative.

**4**

I select and use the correct grammar and vocabulary to enhance the meaning I wish to communicate.

**5**

I use a range of relative clauses to add interest and detail to nouns in a sentence.



## Grammar Giants' Targets

**1**

I sometimes use commas to clarify meaning or avoid ambiguity.

**2**

I proof read for punctuation errors . "?!?,( ).

**3**

I ensure the consistent and correct use of tense throughout my writing.

**4**

I use the passive voice to aid formality in my writing and understand its effect on the reader.

**5**

I use the active voice and understand its effect on the reader.

**6**

I sometimes correctly use brackets or commas to indicate parenthesis.

**7**

I use modal verbs (e.g. could might should) and adverbs (e.g. perhaps, surely, probably) to indicate degrees of possibility.

## Handwriting Hero Targets

**1**

I can join my handwriting up legibly and choose which letters to join for fluency.

**2**

I write fluently with increasing speed throughout most of my writing.

# Working at a greater depth in Writing

IN THE YEAR 5 CURRICULUM FOR WRITING / 2018 - 2019

## GRAMMAR GIANTS AND WORD WONDER TARGETS



1

I use different verb forms mostly accurately.

2

I use a broad range of co-ordinating and subordinating conjunctions to extend meaning appropriate to the written form (e.g. although, however, whenever, wherever).

3

I sometimes use semi-colons, colons or dashes to mark boundaries between independent clauses.

4

I am consistent in my use of deliberate, ambitious and adventurous vocabulary choices

5

I use an appropriate choice of pronoun or noun within a sentence to avoid ambiguity.

## SUPER SPELLER TARGETS



1

I can spell most Year 3 and 4 common exception words correctly.

2

I can spell many Year 5 common exception words correctly.

3

My handwriting is legible and joined.

4

I can add an expanded range of suffixes to spell most words correctly – including homophonic endings (e.g. "shun" - tion, sion, ssion, cian).

5

I can use a wide range of prefixes to spell most words correctly e.g. dis-, mis-, im-, re- sub- inter-, super- anti-, auto-

6

I can spell most Year 5 homophones or near-homophones correctly (e.g. accept/except, affect/effect).

## ORGANISED AND PURPOSEFUL TARGETS



1

I use paragraphs in my writing to organise ideas for a range of purposes and audiences.

2

I describe settings and characters when writing for a range of purposes and audiences.

3

I use some cohesive devices within and across sentences and paragraphs for a range of purposes and audiences.

4

I can create an appropriate opening and closing, which tie together to impact on the reader.

5

I have related events or ideas organised into paragraphs or sections to support the content of the writing in different text types.



# Maths Targets

2018 - 2019



## Number and Place Value

- 1 I can read, write, order and compare numbers to at least 1,000,000.
- 2 I know what each digit represents in numbers to 1,000,000.
- 3 I can count in steps of powers of 10 for any given number up to 1,000,000.
- 4 I can use negative numbers in context & can count through 0 with positive and negative numbers.
- 5 I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 & 100,000.
- 6 I can solve number problems and practical problems.
- 7 I can read Roman numbers to 1000 (M).
- 8 I can recognise years written in Roman numerals.

## Addition and Subtraction

- 1 I can add numbers with more than 4 digits using written methods.
- 2 I can subtract numbers with more than 4 digits using written methods.
- 3 I can add mentally, using increasingly large numbers.
- 4 I can subtract mentally, using increasingly large numbers.
- 5 I can use rounding to check answers to calculations.
- 6 I can solve subtraction multi-step problems, deciding what operations & methods to use & why.
- 7 I can solve addition multi-step problems, deciding what operations & methods to use & why.



## Multiplication and Division

- 1** I can identify multiples and factors, including finding all factor pairs.
- 2** I can solve problems using multiplication and division.
- 3** I know and use the vocab of prime numbers, prime factors and composite (nonprime) numbers.
- 4** I can establish whether a number up to 100 is prime & recall prime numbers up to 19.
- 5** I can x numbers up to 4 digits by a 1 digit number using a written method.
- 6** I can divide numbers up to 4 digits by a 1 digit number using a written method.
- 7** I can x and  $\div$  whole numbers and decimals by 10, 100 and 1000.
- 8** I can recognise and use square numbers and cube numbers.
- 9** I can solve problems including scaling by simple fractions and simple rates.

## Fractions

- 1** I can compare and order fractions whose denominators are all multiples of the same number.
- 2** I recognise mixed numbers and improper fractions and convert from one form to another.
- 3** I can + and - fractions with the same denominator & related fractions.
- 4** I can multiply proper fractions and mixed numbers by whole numbers, supported by materials & diagrams.
- 5** I can read and write decimal numbers as fractions.
- 6** I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.
- 7** I can round decimals with 2 decimal places to the nearest whole number & to one decimal place.
- 8** I can read, write, order and compare numbers with up to 3 decimal places.
- 9** I can solve number problems up to 3 decimal places.
- 10** I recognise the % symbol and can write percentages as a fraction.



# Maths Targets

2018 - 2019



## Measures

**1** I can convert between different units of measure e.g. Km to m.

**2** I understand & use basic equivalence between metric & imperial units.

**3** I can measure & calculate the perimeter of composite rectilinear shapes in cm and m.

**4** I can calculate and compare the area of squares and rectangles.

**5** I can recognise and estimate volume and capacity.

**6** I can estimate the area of irregular shapes.

**7** I can solve problems involving converting between units of time.

**8** I can solve problems involving + and - of units of measures with decimal notation.

## Geometry

**1** I can identify 3-D shapes, including cuboids from 2-D presentations.

**2** I know angles are measured in degrees and can estimate and measure them.

**3** I can draw a given angle, writing its size in degrees.

**4** I can identify angles at a point on a straight line and  $1/2$  a turn.

**5** I can identify angles at a point and one whole turn.

**6** I can identify reflex angles.

**7** I can compare different angles.

**8** I can draw shapes using given dimensions and angles.

**9** I can state and use the properties of a rectangle to deduce related facts.

**10** I can distinguish between regular and irregular polygons.

## Statistics

**1** I can solve 'comparison' problems using information in line graphs.

**2** I can solve 'sum' problems using info from line graphs.

**3** I can solve 'difference' problems using information from line graphs.

**4** I can complete information in tables including timetables.

**5** I can read and interpret information in tables including timetables.

**6** I can present information using ICT.

# Working at a greater depth in Maths

IN THE YEAR 5 CURRICULUM FOR READING / 2018 - 2019

## NUMBER AND FRACTIONS



1

Can use division to solve problems in a variety of situations.

## PROBLEM SOLVING AND REASONING



1

Can use their understanding flexibly in different contexts.

2

Can use numbers flexibly and creatively to solve related problems.

## MEASURES AND SHAPES



1

Can use their understanding of the properties of rectangles to solve problems in different contexts.



Don't give up



Try new things



Work hard



Understand others



Concentrate



Improve



Imagine



push yourself



# The Secrets of Success

	Bronze	Silver	Gold
<b>To try new things</b>	<ul style="list-style-type: none"> <li>• Try new things with the help of others.</li> <li>• Talk about some things of personal interest.</li> <li>• Join in with familiar activities.</li> <li>• Concentrate on things of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Try new things when encouraged.</li> <li>• Enjoy new experiences.</li> <li>• Join clubs or groups.</li> <li>• Talk about new experiences with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy new things and take opportunities wherever possible.</li> <li>• Find things to do that give energy.</li> <li>• Become fully involved in clubs or groups.</li> <li>• Meet up with others who share interests in a safe environment.</li> </ul>
<b>To work hard</b>	<ul style="list-style-type: none"> <li>• Work hard with the help of others.</li> <li>• Talk about some things of personal interest.</li> <li>• Join in with familiar activities.</li> <li>• Concentrate on things of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy working hard in a range of activities.</li> <li>• Reflect on how effort leads to success.</li> <li>• Begin to encourage others to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• Have fun working hard.</li> <li>• Understand the benefits of effort and commitment.</li> <li>• Continue to practise even when accomplished.</li> <li>• Encouraged others by pointing out how their efforts gain results.</li> </ul>
<b>To concentrate</b>	<ul style="list-style-type: none"> <li>• Give attention to areas of interest.</li> <li>• Begin to 'tune out' distractions.</li> <li>• Begin to show signs of concentration.</li> <li>• Begin to seek help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on activities.</li> <li>• 'Tune out' some distractions.</li> <li>• Search for methods to help with concentration.</li> <li>• Develop areas of deep interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Give full concentration.</li> <li>• 'Tune out' most distractions.</li> <li>• Understand techniques and methods that aid concentration.</li> <li>• Develop expertise and deep interest in some things.</li> </ul>
<b>To push yourself</b>	<ul style="list-style-type: none"> <li>• Express doubts and fears.</li> <li>• Explain feelings in uncomfortable situations.</li> <li>• Begin to push past fears (with encouragement).</li> <li>• Listen to people who try to help.</li> <li>• Begin to try to do something more than once.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand why some activities feel uncomfortable.</li> <li>• Show a willingness to overcome fears.</li> <li>• Push past fears and reflect upon the emotions felt afterwards.</li> <li>• Begin to take encouragement and advice from others.</li> <li>• Keep trying after a first attempt.</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.</li> <li>• Push oneself in areas that are not so enjoyable.</li> <li>• Listen to others who encourage and help, thanking them for their advice.</li> <li>• Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.</li> </ul>
<b>To imagine</b>	<ul style="list-style-type: none"> <li>• With help, develop ideas.</li> <li>• Respond to the ideas of others'.</li> <li>• Respond to questions about ideas.</li> <li>• Act on some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to enjoy having new ideas.</li> <li>• Show some enthusiasm for the ideas of others.</li> <li>• Ask some questions in order to develop ideas.</li> <li>• Show enjoyment in trying out some ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate lots of ideas.</li> <li>• Show a willingness to be wrong.</li> <li>• Know which ideas are useful and have value.</li> <li>• Act on ideas.</li> <li>• Ask lots of questions.</li> </ul>
<b>To improve</b>	<ul style="list-style-type: none"> <li>• Share with others likes about own efforts.</li> <li>• Choose one thing to improve (with help).</li> <li>• Make a small improvement (with help).</li> </ul>	<ul style="list-style-type: none"> <li>• Share with others a number of positive features of own efforts.</li> <li>• Identify a few areas for improvement.</li> <li>• Attempt to make improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identify own strengths.</li> <li>• Identify areas for improvement.</li> <li>• Seek the opinion of others to help identify improvements.</li> <li>• Show efforts and commitment in refining and adjusting work.</li> </ul>
<b>To understand others</b>	<ul style="list-style-type: none"> <li>• Show an awareness of someone who is talking.</li> <li>• Show an understanding that ones own behaviour affects other people.</li> <li>• Listen to other people's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others, showing attention.</li> <li>• Think of the effect of behaviour on others before acting.</li> <li>• Describe the points of view of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen first to others before trying to be understood.</li> <li>• Change behaviours to suit different situations.</li> <li>• Describe and understand others' points of view.</li> </ul>
<b>To not give up</b>	<ul style="list-style-type: none"> <li>• Try again with the help of others.</li> <li>• Try to carry on even if a failure causes upset.</li> <li>• Keep going in activities of interest.</li> <li>• Try to think of oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Find alternative ways if the first attempt does not work.</li> <li>• Bounce back after a disappointment or failure.</li> <li>• Show the ability to stick at an activity (or a club or interest).</li> <li>• See oneself as lucky.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a determination to keep going, despite failures or set backs.</li> <li>• Reflect upon the reasons for failures and find ways to bounce back.</li> <li>• Stick at an activity even in the most challenging of circumstances.</li> <li>• See possibilities and opportunities even after a disappointment.</li> <li>• Consider oneself to be lucky and understand the need to look for luck.</li> </ul>

# Year 5 Common Exception Words

According	Criticise	Immediate	Recognise
Achieve	Curiosity	Immediately	Recommend
Aggressive	Definite	Individual	Rhyme
Ancient	Desperate	Language	Rhythm
Attached	Determined	Lightning	Sacrifice
Available	Develop	Marvellous	Shoulder
Average	Dictionary	Necessary	Soldier
Bargain	Disastrous	Neighbour	Suggest
Bruise	Familiar	Opportunity	Symbol
Committee	Foreign	Persuade	System
Communicate	Forty	Physical	Thorough
Community	Frequently	Profession	Twelfth
Competition	Identity	Programme	Variety