



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

### Summer Terms 4 and 5 2016-2017

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.



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

- 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.



## Year 5 Coverage for Writing

### Summer Terms 4 and 5 2016-2017



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 YR 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.

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 YR 3-4 statutory word list and I am beginning to spell some words from the YR 5-6.
- 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.

Areas of learning for children assessed as **working above** year group expectations for

- I can spell accurately most words from the YR 3-4 statutory word list and some words from the YR 5-6.
- 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 identify the features of a newspaper report, including appropriate language style, and include them in my own writing.
- I am beginning to recognise shifts in formality and attempt to do this in my own writing.
- I know the meaning of the terms 'synonym' and 'antonym', and can give examples of each.



# Year 5 Coverage for Maths

## Summer Terms 4 and 5 2016-2017



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

- I am beginning to multiply a 2-digit number by a 2-digit number.
- I can divide two-digit and three-digit numbers by a one-digit number using formal written layout.
- I am starting to compare and order fractions whose denominators are all multiples of the same number.
- I am beginning to add and subtract fractions with denominators that are multiples of the same number.
- I can identify and draw lines of symmetry.
- I can plot specified points and draw sides to complete a given polygon.

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

- I can multiply a 2-digit number by a two-digit number confidently.
- I can divide up to four-digit numbers by one digit numbers using the formal written method.
- I can add and subtract fractions with denominators that are multiples of the same number.
- I am able to multiply proper fractions by whole numbers.
- I am able to reflect a shape along a straight mirror line.
- I can solve problems involving position and/ or direction.

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

- I can divide four digit numbers by a one or two digit number using formal written methods.
- I can add and subtract fractions with denominators that are factors of the same number.
- I am able to multiply proper fractions and mixed numbers by whole numbers.
- I am able to reflect a shape along a straight or angled mirror line.
- I can identify, describe and represent the position of a shape following a translation .
- I am beginning to understand the conventions of algebra. I have used this to solve calculations involving letters where the value of the letter is known or calculate the value of an unknown letter within a calculation.