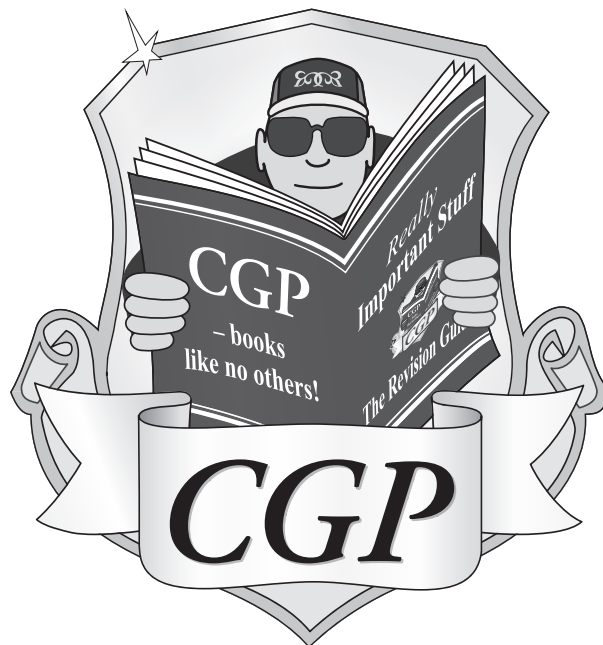


Name: Teacher: Class:

Key Stage Two

English • Maths • Science



Year **5**

Pupil Progress Booklet

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English



The following statements cover the Programme of Study for Years 5 and 6.
Not all of the statements need to be covered in Year 5.



Reading — Word Reading		
I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words.		



Reading — Comprehension		
I have read and discussed fiction, poetry, plays, non-fiction and reference books.		
I have read books with different structures and books that were written for a range of purposes.		
I am familiar with myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures.		
I can recommend books to other people and give reasons for my choices.		
I can recognise themes and conventions in different books.		
I can compare a book with another book and make comparisons within a book.		
I have learnt a range of poetry off by heart.		
I can read poems and play scripts out loud, using intonation, tone, volume and actions effectively.		
I can discuss my understanding of books and explain the meaning of words in context.		
I can ask questions to improve my understanding of a text.		
I can interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text.		
I can predict what might happen in a story based on what the writer says and suggests.		
I can identify and summarise the main ideas from several paragraphs in a text, and give evidence to back up these ideas.		



Reading — Comprehension (cont.)		
I can identify how language, structure and presentation affect meaning.		
I can discuss and assess how authors use language, and consider the impact on the reader.		
I can tell the difference between statements of fact and statements of opinion.		
I can pick out, write down and present information from non-fiction texts.		
I can discuss books that have been read to me and books that I have read, and challenge other people's views politely.		
I can explain, discuss and present what I have read, focusing on a topic and using notes when necessary.		
I can back up my views with evidence.		



Writing — Transcription		
I have learnt more prefixes and suffixes and how to add them to words.		
I can spell some words with silent letters.		
I can tell the difference between homophones and other words that are commonly confused.		
I can use my knowledge of other words to spell new words and I understand that the spelling of some words needs to be learnt specifically.		
I can use a dictionary to check the spelling and meaning of words.		
I can use the first three or four letters of a word to find the spelling and meaning of a word in a dictionary.		
I can use a thesaurus.		
I can write clearly and quickly by choosing the right shapes of letters and knowing when not to join letters.		
I can choose the most suitable writing tool for the task.		

Writing — Composition		
I can plan my writing by identifying the audience and purpose, and use this to choose the most appropriate form. I can use similar writing I have read to help me.		
I can note down and develop initial ideas and carry out extra reading or research if needed.		
I can plan my own narratives by looking at how other authors have developed characters and setting.		
I can choose appropriate grammar and vocabulary and I understand how these choices affect meaning.		
I can describe settings, characters and atmosphere in narratives and insert dialogue to reveal more about a character and move the story along.		
I can summarise longer passages.		
I can build cohesion within and across paragraphs using a range of devices.		
I can use layout features to structure a text and guide the reader.		
I can evaluate my writing and other people's writing.		
I can suggest changes to grammar, vocabulary and punctuation to create effects and clarify meaning.		
I can ensure a piece of writing consistently uses the correct tense.		
I can ensure correct subject and verb agreement in a piece of writing, understand the difference between language used in speech and writing, and choose the appropriate register (e.g. formal or informal).		
I can check a piece of writing for spelling and punctuation errors.		
I can perform what I have written, using intonation, volume and actions to make the meaning clear.		

Writing — Vocabulary, Grammar and Punctuation		
I can recognise vocabulary and structures used in formal speech and writing, including subjunctive forms.		
I can use passive verbs to affect how information is presented in a sentence.		



Writing — Vocabulary, Grammar and Punctuation (cont.)		
I can use the perfect form of verbs to show relationships of time and cause.		
I can use expanded noun phrases to express complicated information concisely.		
I can use modal verbs or adverbs to show degrees of possibility.		
I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose' or 'that' or where a relative pronoun has not been included.		
I can use commas to make meaning clear and avoid ambiguity in my writing.		
I can use hyphens to avoid ambiguity.		
I can use brackets, dashes or commas to indicate extra information.		
I can use semi-colons, colons and dashes to separate independent clauses.		
I can use a colon to introduce a list.		
I can punctuate bullet points consistently.		
I can use and understand grammatical terminology when discussing what I have read and written.		



Spoken Language		
I can listen and respond appropriately to adults and other people my age.		
I can ask relevant questions to increase my understanding and knowledge.		
I have used different ways to expand my vocabulary.		
I can explain and justify my own answers, arguments and opinions.		
I can describe, explain and narrate for different purposes in a structured way, including expressing feelings.		
I can pay attention and take part in conversations with others, staying on topic and making and responding to comments.		



Spoken Language (cont.)		
I can use spoken language to suggest ideas and explanations, and explore my imagination and ideas.		
I can speak clearly and fluently, increasingly using Standard English.		
I can take part in discussions, presentations, performances, role play, improvisations and debates.		
I can gain, keep and monitor the interest of people listening to me.		
I can assess different viewpoints and build on other people's contributions.		
I can choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.		



Teacher Comments



Maths



Number and Place Value		
I can count backwards and forwards through zero, and solve problems with negative numbers in.		
I can read, write and partition numbers up to a million.		
I can compare numbers up to a million and put them in order of size.		
I can count forwards or backwards in thousands, tens of thousands, hundreds of thousands, or millions.		
I can round to the nearest 10, 100, 1000, 10000 or 100000.		
I can read Roman numerals up to M, and recognise years written in Roman numerals.		



Calculations		
I can use standard written methods to add numbers.		
I can use standard written methods to subtract numbers.		
I can add and subtract numbers mentally.		
I can round numbers to check my answers, and I can check that my answers are sensible.		
I can recognise and use square and cube numbers.		
I can identify multiples of numbers.		
I can find all the factor pairs of a number and the common factors of two numbers.		
I can spot prime numbers up to 100 and find the prime factors of numbers.		
I can multiply and divide a whole number or decimal by 10, 100 or 1000.		
I can solve problems by multiplying in my head.		

Calculations (cont.)		
I can divide numbers in my head.		
I can multiply a four-digit number by a two-digit number.		
I can divide a four-digit number by a one-digit number and deal with remainders.		
I can solve problems involving addition, subtraction, multiplication and division.		

Fractions, Decimals and Percentages		
I can write thousandths as fractions or decimals.		
I can recognise and write fractions that are equivalent to each other.		
I can compare fractions and order them by their size.		
I can swap between mixed numbers and improper fractions. I can add and subtract fractions with the same denominator.		
I can add and subtract fractions by finding a common denominator.		
I can multiply proper fractions and mixed numbers by whole numbers.		
I can read and write decimals as fractions.		
I can round decimals with two decimal places to the nearest whole number or to one decimal place.		
I can read, write, compare and solve problems with numbers with up to 3 decimal places.		
I know what % means and I can write percentages as fractions or decimals.		
I can convert fractions into percentages and decimals.		
I can solve problems that involve fractions, decimals and percentages.		



Measurement		
I can convert between different units.		
I can convert roughly between imperial and metric units.		
I can measure and calculate the perimeters of shapes.		
I can estimate the area of irregular shapes.		
I can calculate the area of squares and rectangles and use units like cm^2 and m^2 .		
I can estimate volume and capacity.		
I can solve problems that involve converting between units.		
I can solve problems involving money and measurements.		



Geometry		
I can recognise 3D shapes from their plans and elevations.		
I can recognise a 3D shape from its net.		
I know that angles are measured in degrees. I can estimate angles, and use a protractor to measure them.		
I can use a protractor to draw angles and can identify acute, obtuse, reflex and right angles.		
I know that angles at a point add up to 360° and that angles on a straight line add up to 180° .		
I know that angles at a quarter turn add up to 90° and that angles at a three-quarter turn add up to 270° .		
I can use my knowledge of rectangles to work out the length of missing sides and the size of missing angles.		
I can tell whether a polygon is regular or irregular based on its sides and its angles.		
I can draw where a shape will be after it has been reflected in a mirror line.		
I can identify and draw where a shape will be after it has been translated. I can describe translations.		



Statistics		
I can solve problems using data from a line graph.		
I can complete, read and interpret information in tables and timetables.		



Teacher Comments



Science

Living Things and their Habitats		
I know that living things change during their lifetime and that these changes make up their life cycle.		
I know that different animals have different life cycles.		
I can describe the life cycle of a mammal.		
I can describe the life cycle of a bird.		
I can describe the life cycle of an insect.		
I can describe the life cycle of an amphibian.		
I know that sexual reproduction is when an egg from a female is fertilised by a sperm from a male.		
I know that asexual reproduction is when a new living thing grows from a part of another living thing.		
I know that plants reproduce by sexual and asexual reproduction.		



Earth and Space		
I know that the Sun, the Moon, the Earth and seven other planets are part of the solar system.		
I know that the Earth and the other planets move around the Sun.		
I know that the Moon moves around the Earth.		
I know that the Sun, the Earth and the Moon are all roughly spherical.		
I can explain that day and night are caused by the Earth rotating (spinning).		
I can explain why the Sun appears to move across the sky.		



Properties and Changes of Materials		
I can put materials into groups depending on how hard, transparent (see-through) or soluble they are.		
I can group materials depending on whether they're conductors or insulators of heat.		
I can group materials depending on whether they're conductors or insulators of electricity.		
I know that some materials are attracted to magnets.		
I can do tests to find the best material to use for a specific job.		
I can explain why some materials have specific uses.		
I know that dissolving a solid in a liquid makes a solution.		
I know that solutions can be separated by evaporation.		
I know that mixtures of different-sized solids can be separated by sieving.		
I know that a mixture of a solid and a liquid can be separated by filtering.		
I can work out how to separate a mixture using filtering, sieving or evaporating.		
I know that a reversible change means that a material will change back to how it was before.		
I know that mixing, dissolving and changing state are all reversible changes.		
I know that irreversible changes make new materials.		
I know that cooking and burning are irreversible changes.		
I know that if you mix an acid (like vinegar) and bicarbonate of soda they react (change), and the change is irreversible.		

Animals, Including Humans		
I can describe the life cycle of humans from fertilised egg to baby, up through child and adult to old age.		
I know how boys' and girls' bodies change during puberty.		

Forces		
I know that gravity causes unsupported objects to fall towards the Earth.		
I know that friction is the force between two surfaces that are touching.		
I know that friction gives us grip and produces heat.		
I know that objects moving through air are slowed down by air resistance.		
I know that objects moving through water are slowed down by water resistance.		
I know that mechanisms are things like levers, pulleys and gears.		
I know that mechanisms make it easier for us to do work by allowing a small force to have a big effect.		
I can explain how levers, pulleys and gears work.		

The following statements cover the Programme of Study for Years 5 and 6.
Not all of the statements need to be covered in Year 5.

Working Scientifically		
I can plan experiments to answer scientific questions.		
I know that for an experiment to be a fair test only one thing at a time can be changed.		
I can spot what things need to be controlled for an experiment to be a fair test.		
I can use different types of equipment and take accurate and precise measurements.		
I know that repeating measurements lets me see how reliable my results are.		
I can display the results of experiments in tables, bar charts, line graphs and scatter graphs.		
I can understand and use classification keys and labelled diagrams.		
I can spot patterns in the results of an experiment.		

Working Scientifically (cont.)		
I can write a conclusion that explains the results of an experiment.		
I can say whether the results of an experiment are reliable or not.		
I can use my results to plan more experiments.		
I can make predictions using the results of an experiment.		
I can write and talk about the things I've found out in my investigations, using simple scientific words.		
I know what evidence is and can say whether evidence supports a scientific idea or not.		

Teacher Comments

