| Formative statements for Writing in year 5 | |
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| Transcription | I can use dictionaries to check the spelling and meaning of words. |
| Handwriting | I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. |
| Composition | I can plan my writing by identifying the audience for and purpose of the writing. I can select the appropriate form and use other similar writing as models for my own. |
| Composition | I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. |
| Composition | I can draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |
| Composition | I can draft and write by using a wide range of devices to build cohesion within and across paragraphs. |
| Composition | I can draft and write using organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. |
| Composition | I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. |
| Composition | I can evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. |
| Composition | I can evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. |
| Composition | I can proof-read for spelling and punctuation errors. |
| Vocabulary, Grammar and Punctuation | I can develop my understanding by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. |
| Vocabulary, Grammar and Punctuation | I can develop my understanding by using passive verbs to affect the presentation of information in a sentence. |
| Vocabulary, Grammar and Punctuation | I can develop my understanding by using the perfect form of verbs to mark relationships of time and cause. |
| Vocabulary, Grammar and Punctuation | I can develop my understanding by using expanded noun phrases to convey complicated information concisely. |
| Vocabulary, Grammar and Punctuation | I can develop my understanding by using modal verbs or adverbs to indicate degrees of possibility. |
| Vocabulary, Grammar and Punctuation | I can develop my understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. |
| Vocabulary, Grammar and Punctuation | I can develop my understanding by learning selected grammar for years 5 and 6. |
| Vocabulary, Grammar and Punctuation | I can indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. |
| Vocabulary, Grammar and Punctuation | I can indicate grammatical and other features by using hyphens to avoid ambiguity. |
| Vocabulary, Grammar and Punctuation | I can indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. |
| Vocabulary, Grammar and Punctuation | I can indicate grammatical and other features by using semi-colons, colons or dashes to mark boundaries between independent clauses. |
| Vocabulary, Grammar and Punctuation | I can indicate grammatical and other features by using a colon to introduce a list. |
| Vocabulary, Grammar and Punctuation | I can indicate grammatical and other features by punctuating bullet points consistently. |
| Vocabulary, Grammar and Punctuation | I can use and understand grammatical terminology accurately and appropriately when discussing my writing and reading. |
| Transcription | I can spell correctly most words from the year 3 / year 4 spelling list |
| Transcription | I can spell correctly some words from the year 5 / year 6 spelling list |

| Formative statements for Reading in year 5 | |
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| Word Reading | I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet. |
| Comprehension | I can maintain positive attitudes to reading and understand what I read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| Comprehension | I can maintain positive attitudes to reading and understand what I read by making comparisons within and across books. |
| Comprehension | I can maintain positive attitudes to reading and understand what I read by learning a wide range of poetry by heart. |
| Comprehension | I can understand what I read by asking questions to improve my understanding. |
| Comprehension | I can understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions. I can justify inferences with evidence. |
| Comprehension | I can understand what I read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. |
| Comprehension | I can understand what I read by identifying how language, structure and presentation contribute to meaning. |
| Comprehension | I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. |
| Comprehension | I can distinguish between statements of fact and opinion. |
| Comprehension | I can retrieve, record and present information from non-fiction. |
| Comprehension | I can explain and discuss my understanding of what I have read, including through formal presentations and debate. I can maintain a focus on the topic and use notes where necessary. |
| Comprehension | I can provide reasoned justifications for my views. |

| Formative statements for Mathematics in year 5 | |
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| Number | I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. |
| Number | I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. |
| Number | I can interpret negative numbers in context. I can count forwards and backwards with positive and negative whole numbers, including through zero. |
| Number | I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. |
| Number | I can solve number problems and practical problems that involve all of the above. |
| Number | I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals. |
| Number | I can add and subtract whole numbers with more than 4 digits, including using formal written methods. |
| Number | I can add and subtract numbers mentally with increasingly large numbers. |
| Number | I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. |
| Number | I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. |
| Number | I can identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. |
| Number | I can know and use the vocabulary of prime numbers, prime factors and composite numbers. |
| Number | I can establish whether a number up to 100 is prime and recall prime numbers up to 19. |
| Number | I can multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers. |
| Number | I can multiply and divide numbers mentally drawing upon known facts. |
| Number | I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division. I can interpret remainders appropriately for the context. |
| Number | I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. |
| Number | I can recognise and use square numbers and cube numbers. I can recognise the notation for squared (2) and cubed (3). |
| Number | I can solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes. |
| Number | I can solve problems involving addition, subtraction, multiplication and division and a combination of these. I can understand the meaning of the equals sign. |
| Number | I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |
| Number | I can compare and order fractions whose denominators are all multiples of the same number. |
| Number | I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. |
| Number | I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. |
| Number | I can add and subtract fractions with the same denominator and denominators that are multiples of the same number. |
| Number | I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. |
| Number | I can read and write decimal numbers as fractions. |
| Number | I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. |
| Number | I can round decimals with two decimal places to the nearest whole number and to one decimal place. |
| Number | I can read, write, order and compare numbers with up to three decimal places. |

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| Number | I can solve problems involving numbers up to three decimal places. |
| Number | I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'. I can write percentages as a fraction with the denominator 100 and as a decimal. |
| Number | I can solve problems which require knowing percentage and decimal equivalents of half, quarters, fifth, two fiths and four fiths and those fractions with a denominator of a multiple of 10 or 25. |
| Measurement | I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre. |
| Measurement | I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. |
| Measurement | I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. |
| Measurement | I can calculate and compare the area of rectangles (including squares), and use standard units including square centimetres (cm2) and square metres (m2). I can estimate the area of irregular shapes. |
| Measurement | I can estimate volume, for example, using 1 cm3 blocks to build cuboids (including cubes). I can estimate capacity, for example, using water. |
| Measurement | I can solve problems involving converting between units of time. |
| Measurement | I can use all four operations to solve problems involving measure ( length, mass, volume and money) using decimal notation, including scaling. |
| Geometry | I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations. |
| Geometry | I know angles are measured in degrees. I can estimate and compare acute, obtuse and reflex angles. |
| Geometry | I can draw given angles and measure them in degrees (o). |
| Geometry | I can identify angles at a point and one whole turn (360 degrees), at a half turn (180 degrees) and a quarter turn (90 degrees). |
| Geometry | I can use the properties of rectangles to deduce related facts and find missing lengths and angles. |
| Geometry | I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. |
| Geometry | I can identify, describe and represent the position of a shape following a reflection or translation. I can use appropriate language and know that the shape has not changed. |
| Geometry | I can solve comparison, sum and difference problems using information presented in a line graph. |
| Geometry | I can complete, read and interpret information in tables, including timetables. |