

Break out. Shout out. Stand out.



Assessment Year 5

The 2014 National Curriculum and beyond

MELTHAM CE PRIMARY

This booklet is intended to help parents and guardians understand the new framework for assessment used in school from 2014-15 and to help understand assessment included in teachers' end of year reports and during parents' evenings

Writing

Throughout this year in English and across the curriculum, your child will be working towards being able to:

- Establish viewpoint as the writer through commenting on events
- Develop characters through action and dialogue
- Choose vocabulary to engage & impact upon the reader
- Use stylistic devices (similes, metaphors, personification, alliteration)
- Add well-chosen detail to interest the reader
- Know the audience and purpose of their writing
- Use grammatical features and vocabulary appropriate to the text type
- Organise writing into paragraphs to show different information/events
- Use cohesive devices to link ideas within and across paragraphs (connecting adverbs and adverbials)
- Use features and structures of text types taught so far
- Spell some words with silent letters (knight, psalm, solemn)
- Distinguish between homophones & other words which are often confused
- Use a range of spelling strategies
- Start sentences in different ways
- Use commas to clarify meaning & avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Use relative clauses beginning with who, which, where, when, whose, that or with an impact (i.e. omitted) relative pronoun
- Ensure consistent and correct use of tense throughout a piece of writing
- Ensure correct subject & verb agreement when using singular and plural
- Use modal verbs or adverbs to indicate degrees of possibility (might)
- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar & punctuation to improve
- Proof read for spelling and punctuation errors
- Assess the appropriateness of formal & informal
- Perform their own composition
- Increase the legibility and quality of handwriting (down strokes parallel and equidistant; writing spaced so ascenders and descenders do not touch)

Mathematics

Throughout this year in Maths and across the curriculum, your child will be working towards being able to:

- Count forwards and back in steps of power 10 (up to 1 million)
- Multiply and divide numbers mentally up to 12×12
- \times and \div whole numbers (including decimals) by 10, 100 and 1000
- \times numbers up to 4-digits by 1 or 2-digit numbers using formal written methods including long-multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Recognise and use square and cube numbers and their notation
- Recognise & convert mixed numbers ($2\frac{1}{2}$) and improper fractions
- Read and write decimal numbers as fractions
- Recognise % and understand it as parts per hundred
- Write % as a decimal & a fraction with the denominator as 100
- Compare & add fractions (denominators multiples of the same number)
- Know angles are measured in degrees & compare acute, obtuse & reflex
- Draw given angles and measure them in degrees
- Round numbers to 1 million to the nearest 10, 100, 1000, 10000, 100000
- Round decimals to 2dp to the nearest whole number and to 1dp
- Recognise & use 1000^{ths} & relate to 10^{th} 100^{th} & decimal equivalent
- Solve \times & \div problems with large numbers, decomposing them into factors
- Select appropriate methods to solve $+$ & $-$ problems in context
- Solve problems involving 3 dp and ones that require knowledge of %
- Convert between units of metric measures and estimate volume/capacity
- Measure & calculate the perimeter of composite rectilinear shapes (cm/m)
- Calculate & compare the area of squares and rectangles
- Solve comparison and difference problems using a line graph

Making the right Judgment for your child

Your child's teacher will make judgments in Reading, Writing and Mathematics. Assessment will be ongoing throughout the year and supported by testing. Children will need to show a continued ability to demonstrate these skills.

Point 1 – Working Below National Standard
Point 2 – Working towards NS (1-33%)
Point 3 – Working towards NS (34-66%)
Point 4 – Working towards NS (67-99%)
Point 5 – Working at NS (100%)
Point 6 – Working with Mastery at NS
Point 7 – Exceptional

Reading

Reading is one of the most important aspects of your child's education – without its essential building blocks many aspects of education simply cannot be accomplished. We place great value upon it and value your support with reading at home. This year your child will be working



- Apply knowledge of root words, prefixes and suffixes to read aloud & to understand the meaning of unfamiliar words
- Read further exception words, noticing the unusual correspondence between spelling & sound – and where these occur in the word
- Re-read and read ahead to check for meaning
- Attempt pronunciation of unfamiliar words drawing on prior knowledge
- Prepare poems to read aloud & perform (intonation, tone, volume)
- Use meaning-seeking strategies to explore words' meanings in context
- Use meaning-seeking strategies to explore idiomatic & figurative words
- Read non-fiction texts & identify purpose & structure & grammar and evaluate
- Identify grammatical features (rhetorical question, varied sentence length, starters)
- Identify the effect of context on a text (historical or cultural)
- Present the author's viewpoint
- Identify and comment upon the author's use of language
- Identify how language, structure & presentation contribute meaning to a text
- Know the difference between fact and opinion
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts & talk about those differences & similarities
- Be familiar with features of a wide range of books (myths, traditional stories)
- Identify significant ideas, events and characters, discussing their significance
- Draw inferences on characters' feelings, thoughts & motives from their actions
- Justify inference with evidence from the text
- Make predictions from what has been read
- Summarise the main ideas drawn from text
- Express a personal point of view with valid reasons
- Use knowledge of text structure to find key information
- Use text marking to identify key information in a text
- Make notes from text marking
- Listen to and build on others' ideas & opinions about a text
- Listen to others' personal points of view
- Present an oral summary of a text & a personal point of view based on reading