

Year 5/6 Transcription	Year 5/6 Handwriting	Year 5/6 Composition	Year 5/6 Vocabulary, Grammar and Punctuation	End of KS Framework
use further prefixes and suffixes and understand the guidance for adding them	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 choosing the writing implement that is best suited for a task.	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2	Working towards the expected standard The pupil can: <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly.1 Working at the expected standard The pupil can: <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
spell some words with 'silent' letters [for example, knight, psalm, solemn]		draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently	<ul style="list-style-type: none"> • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. Working at greater depth The pupil can: <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing³ and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
continue to distinguish between homophones and other words which are often confused		evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	<ul style="list-style-type: none"> • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. Working at greater depth The pupil can: <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing³ and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1		proof-read for spelling and punctuation errors		<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^ [There are no additional statements for spelling or handwriting]
use dictionaries to check the spelling and meaning of words		perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		
use a thesaurus				

Year 5/6 Word reading	Year 5/6 comprehension maintain positive attitudes to reading and understanding of what they read by:
<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
	<p>understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p>
	<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
	<p>distinguish between statements of fact and opinion</p>
	<p>retrieve, record and present information from non-fiction</p>
	<p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>
	<p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
	<p>provide reasoned justifications for their views</p>

Year 5 Number and place value	Year 5 Addition and Subtraction	Year 5 Multiplication and Division	Year 5 Fractions	Year 5 Measurement	Year 5 Geometry properties of shape
write, order and compare numbers to at least 1 000 000 and determine the value of each digit	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	compare and order fractions whose denominators are all multiples of the same number	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	identify 3-D shapes, including cubes and other cuboids, from 2-D representations
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	add and subtract numbers mentally with increasingly large numbers	know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	establish whether a number up to 100 is prime and recall prime numbers up to 19	recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1\ 1/5$]	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	draw given angles, and measure them in degrees (o)
round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	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	add and subtract fractions with the same denominator and denominators that are multiples of the same number	calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes	identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o) other multiples of 90o
solve number problems and practical problems that involve all of the above		multiply and divide numbers mentally drawing upon known facts	multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]	use the properties of rectangles to deduce related facts and find missing lengths and angles
read Roman numerals to 1000 (M) and recognise years written in Roman numerals		divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	read and write decimal numbers as fractions [for example, $0.71 = 71/100$]	solve problems involving converting between units of time	distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
		multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.	Year 5 geometry Position and direction
		recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places		identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
		solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	solve problems involving number up to three decimal places		Year 5 Statistics
		solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal		solve comparison, sum and difference problems using information presented in a line graph
		solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ $\frac{1}{4}$ $\frac{2}{5}$ $\frac{1}{5}$ $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.		complete, read and interpret information in tables, including timetables

