Year 5 Met (Age Related Expectations) Descriptors for Reading, Writing and Maths		
Reading	*Writing*	*Maths*
Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology). •Sees reading as a pleasurable activity. •Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience. Recommends books to others based on own reading preferences. •Demonstrates an increasing 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. •Understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies. •Uses some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts. •In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found. •Recognises themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.	• Writing demonstrates understanding of a range text type. Writing maintains form and shows cohesion. • Writing uses progressively varied and rich vocabulary and a range of sentence structures. • Structure and organisation of writing is informed by its audience, purpose and context. • In narrative writing settings, characters and plot are created successfully. • Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby) • In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). • Ideas are linked across paragraphs. • Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description. • Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition. • Relative clauses successfully add detail and description. • Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could). • Fronted adverbials are used to vary sentence structure. • Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before). • A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct	• Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Round any number to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. • Solve number problems and practical problems that involve all of the above. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. • Add, subtract and multiply whole numbers with more than 4 digits, including using formal written methods. • Calculate mentally using all 4 operations with increasingly large numbers. • 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. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Solve multi-step problems in contexts, deciding which operations and methods to use and why. • Solve scaling problems by simple fractions

•Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea	speech. • Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes. • Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling. • Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters - however this is not always maintained when writing at efficient speed. Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.	and problems involving simple rates. • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. • Compare and order fractions whose denominators are all multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. • 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). • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Read and write decimal numbers as fractions [for example, 0.71 = 71/100] • Recognise and use thousandths and relate them to tenths, hundredths and decimal

		equivalents. • 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. • Solve problems involving number up to three decimal places. • 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 problems which require knowing percentage and decimal equivalents. • Convert between different units of metric measure (e.g., kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes. • Estimate volume [e.g., using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [e.g., using water]. • Use all four operations to solve problems involving measure [e.g., length, mass, volume, money] using decimal notation, including scaling and converting units of time.

		• Identify a range of 3-D shapes from 2-D representations. • Use the properties of rectangles to deduce related facts and find missing lengths and angles. • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • 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. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Draw given angles, and measure them in degrees (^{o}). • Identify angles at a point and one whole turn (total 360^{o}), angles at a point on a straight line and ½ a turn (total 180^{o}) and other multiples of 90^{o}. • Solve comparison, sum and difference problems using information presented in a line graph. • Complete, read and interpret information in tables, including timetables.