My Target Book

Name _____

Year 5
My Reading Targets

Spoken Word

I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

When taking part in collaborative conversations, I can stay on topic and initiate and respond to the comments made

I can gain and maintain the interest of the listener(s)

I can use spoken language to develop understanding through imagining, exploring and hypothesising ideas

I can perform my own compositions

Decoding

I can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words

I can respond to more sophisticated punctuation including colons

I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses

I can work out the pronunciation of homophones, using the context of the sentence

I can use the first 3 or 4 letters of a word to check the spelling and meaning of the word in a dictionary

Comprehension

I can summarise the main ideas drawn from more than one paragraph

I can discuss complex narrative plots

I can distinguish between statements of fact and opinion

Range and Experience

I can compare the openings of a particular novel with the beginnings of other novels read recently

I understand that texts reflect the time and culture in which they were written

I can participate in discussions about books, building on my own and others' ideas and challenging views courteously

I can recite a range of poetry by heart, showing an understanding through intonation, tone and volume

Detective Skills

I can draw information from different parts of the text to infer meaning

I can discuss moods, feelings and attitudes using inference

I can recognise different points of view

I can predict what might happen from details stated and implied
I can give reasoned justifications for my views

I am able to talk about themes in a story and recognise thematic links with other texts
I can talk about the author's techniques for describing character, settings and actions
I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts
I can recommend books that I have read, giving reasons for my choices
I can ask questions to improve my understanding

I can identify and describe the styles of individual writers and poets
I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
I can use language features of a range of non-fiction text-types to support understanding

Year 5
My Writing Targets

Organisation

I can use connectives, within a paragraph, to link sentences: e.g. secondly, in addition, furthermore

My paragraph structure is controlled to shape the story e.g. 5 paragraph structure involving a build-up, conflict and resolution

I can use shifts in time and place to shape a story and guide the reader through the text: e.g. by introducing a new section to draw attention to the main event

I can select the appropriate formal language for my writing, using similar writing as a model

I can use further presentational devices to structure text and guide the reader

Purpose

I can include some significant interaction between characters through action, description, and characters' responses.

I can develop my characters through the story to help move the story forward

In writing, characterisation is evident, through direct and reported speech

In my writing, the setting is used to create mood

I can write in a given style successfully if I refer to the 'tricks of the trade'

I can identify the audience and purpose for my writing

I can assess the effectiveness of my own and others' work and suggest improvements

Vocabulary

My vocabulary choices are more thoughtful – using a thesaurus to extend the range of words used

I can choose words for deliberate effect

I can use expanded noun phrases

I can use modal verbs or adverbs to indicate possibility

Grammar

I can ensure the consistent and correct use of tense throughout a piece of writing

I can proof-read for spelling and punctuation errors

I can use a colon to introduce a list

I can use relative clauses beginning with: who, which, where, when, whose and that

I can change vocabulary, grammar and punctuation to enhance effect and clarify meaning

I can ensure the correct use of the subject/verb agreement
I can use commas to clarify meaning

I can choose which shape of a letter to use when given choices and make a decision about whether or not to join specific letters
My handwriting shows increasing legibility, consistency and quality

Spelling

I can spell words with silent letters
I can spell words with the endings –cious and –tious
I know how to use the 'i before e' rule following a c
I can distinguish between homophones and other words that are often confused
I can use a thesaurus

Year 5
My Maths Targets

Number & Place Value

I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

I can interpret negative numbers in context and count forwards and backwards with positive and negative whole numbers through zero

I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

I can solve number problems and practical problems that involve all of the above

I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Addition & Subtraction

I can add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)

I can add and subtract numbers mentally with increasingly large numbers

I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Multiplication & Division

I can identify multiples and factors, including finding all factor pairs

I can solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors

I can know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

I can establish whether a number up to 100 is prime and recall prime numbers up to 19

I can multiply numbers up to 4 digits by a one- or two-digit number using an efficient written method, including long multiplication for two-digit numbers

I can multiply and divide numbers mentally drawing upon known facts

I can divide numbers with up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
I can recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions (including Decimals and Percentages)

I can compare and order fractions whose denominators are all multiples of the same number
I can recognise mixed numbers and improper fractions and convert from one form to the other
I can add and subtract fractions with the same denominator and related fractions mixed number (e.g. $\frac{2}{5} + \frac{4}{5} + \frac{6}{5} = \frac{12}{5} = 2\frac{2}{5}$; write mathematical statements >1 as a mixed number)
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
I can read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)
I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
I can round decimals with two decimal places to the nearest whole number and to one decimal place
I can read, write, order and compare numbers with up to three decimal places
I can solve problems involving number up to three decimal places
I can 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 hundred, and as a decimal fraction

Measurement

I can convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre)
I can understand and use basic equivalences between metric and common imperial units and express them in approximate terms
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
I can calculate and compare the area of squares and rectangles including using

standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
I can recognise and estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)
I can solve problems involving converting between units of time
I can solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation

Properties of Shape
I can identify 3-D shapes, including cubes and cuboids, from 2-D representations
I know angles are measured in degrees; I can estimate and measure them and draw a given angle, writing its size in degrees (^{o})
I can identify: multiples of 90°, angles at a point on a straight line and $^1/_2$ a turn (total 180°), angles at a point and one whole turn (total 360°), reflex angles, and compare different angles
I can draw shapes using given dimensions and angles
I can state and use the properties of a rectangle (including squares) to deduce related facts
I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Position and Direction
I can 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

Statistics
I can solve comparison, sum and difference problems using information presented in line graphs
I can complete, read and interpret information in tables, including timetables