

Being a Stage 5 Reader			To be “Ready for Year 6” I need to		
Word Reading (See English Appendix 1)	Term?	Notes	Word Reading	Term?	Notes
1. Can I apply knowledge of root words, prefixes, and suffixes, to read aloud and to understand the meaning of unfamiliar words?			3. Do I attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words?		
2. Can I read further exception words, noting the unusual correspondences between spelling and sound?			4. Can I both re-read, and read ahead, to check for meaning?		
Comprehension	Term?	Notes	Comprehension	Term?	Notes
5. Am I familiar with, and can talk about, a wide range of books and text types, including myths, legends and traditional stories, and books from other cultures and traditions – can I discuss the features of each?			10. Can I draw on inference such as referring <u>characters’ feelings, thoughts and motives from actions, and justify inferences with evidence?</u>		
6. Can I read <u>non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are?</u>			11. Can I predict what might happen from <u>details stated and implied?</u>		
7. Can I identify significant ideas, events, and characters and discuss their significance?			12. Can I ask questions to improve my understanding?		
8. Can I recite poems by heart? e.g. narrative verse, haiku.			13. Can I identify how language, structure and presentation contribute to meaning?		
9. Can I prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action?			14. Can I distinguish between statements of fact and opinion?		
Handwriting – (Separately Graded, Not Included in %)					
Year 1		Year 2		Year 3	
Can I sit correctly at a table, holding a pencil comfortably and correctly? Can I form lower case letters in the correct direction, starting and finishing in the right place? Can I form capital letters and digits 0–9?		Can I join my writing and show that I know which letters are best left unjoined? Can I form lower-case letters of the correct size relative to one another and use capital letters and digits of the correct size and relationship to one another and to lower case letters? Can I use spacing between words that reflects the size of the letters?		Can I use the diagonal and horizontal strokes that are needed to join letters? Do I understand which letters should be left unjoined?	
				Year 4	
				Can I use the diagonal and horizontal strokes that are needed to join letters? Do I understand which letters should be left unjoined? Is my handwriting legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch?	
				Stage 5	
				Can I write legibly and fluently, developing speed and an <u>appropriate personal style?</u>	
				Year 6	
				Can I write legibly and fluently, developing speed and an <u>appropriate personal style?</u>	

Being a Stage 5 Writer			To Be “Ready for Year 6” I need to:		
Transcription					
Spelling (See English Appendix 1)	Term?	Notes	Spelling (See English Appendix 1)	Term?	Notes
<u>1. Can I form verbs with prefixes?</u>			<u>5. Can I distinguish between homophones and other words, which are often confused? advice/advise, licence/license and guessed/guest were/where</u>		
<u>2. Can I convert nouns or adjectives into verbs by adding a suffix?</u>			<u>6. Can I spell the commonly mis-spelt words from the Yr5/6 word list?</u>		
<u>3. Can I understand the rules for adding prefixes and suffixes?</u>			<u>7. Can I use the first 3 to 4 letters of a word to check spelling, meaning or both in a dictionary?</u>		
<u>4. Can I spell words with silent letters? e.g. doubt, island, lamb, solemn, thistle and knight</u>			<u>8. Can I use a thesaurus?</u>		
			<u>9. Can I use a range of spelling strategies?</u>		
Composition	Term?	Notes	Composition	Term?	Notes
<u>10. Can I discuss the audience and purpose of the writing?</u>			<u>16. Can I use grammar and vocabulary to create an impact on the reader?</u>		
<u>11. Can I start sentences in different ways?</u>			<u>17. Can I use stylistic devices to create effects in writing?</u>		
<u>12. Can I use the correct features and sentence structures for the text type I am working on?</u>			<u>18. Can I add well-chosen detail to interest the reader?</u>		
<u>13. Can I develop characters through action and dialogue?</u>			<u>19. Can I summarise a paragraph?</u>		
<u>14. Can I establish a viewpoint as the writer by commenting on characters and events?</u>			<u>20. Can I organise my writing into paragraphs to show different information or events?</u>		
<u>15. Can I proof-read for spelling, punctuation and grammatical errors?</u>					
Grammar and Punctuation (SPAG seen in context, English Appendix 2)					
Sentence Structure	Term?	Notes	Punctuation	Term?	Notes
<u>21. Can I use relative clauses?</u>			<u>25. Can I use brackets, dashes and commas to indicate parenthesis?</u>		
<u>22. Can I use adverbs or modal verbs to indicate a degree of possibility?</u>			<u>26. Can I use commas to clarify meaning or avoid ambiguity?</u>		
Text Structure	Term?	Notes			
<u>23. Can I build cohesion between paragraphs?</u>					
<u>24. Can I use adverbials to link paragraphs?</u>					

Being a Stage 5 Mathematician			To Be “Ready for Year 6” I need to:		
Consolidated Objectives – please refer to full version in the Key Assessment Criteria booklet by FOCUS when planning					
Number	Term?	Notes	Number	Term?	Notes
<u>1. Can I count forwards and backwards in steps of powers of 10, for any given number up to 1,000, 000?</u>			<u>9. Can I round decimals with 2 decimal places to the nearest whole number and to 1 decimal place?</u>		
<u>2. Can I recognise and use thousandths, and relate them to tenths, hundredths and decimal equivalents?</u>			<u>10. Can I recognise and use square numbers and cube numbers and can I use notation 2^2 and 3^3?</u>		
<u>3. Can I recognise mixed numbers and improper fractions and can convert from one to the other?</u>			<u>11. Can I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000?</u>		
<u>4. Can I read and write decimal numbers as fractions?</u>			<u>12. Can I multiply numbers up to 4-digits by a 1 or 2-digit number using formal written methods, including long multiplication, for a 2-digit number?</u>		
<u>5. Can I recognise % symbol and understand percent relates to a number of parts per hundred?</u>			<u>13. Can I divide numbers up to 4-digits by a 1-digit number?</u>		
<u>6. Can I write percentages as a fraction with a denominator of one hundred, and also as a decimal fraction?</u>			<u>14. Can I solve problems involving multiplication and division where large numbers are used, by decomposing them into factors?</u>		
<u>7. Can I compare and add fractions whose denominations are all multiples of the same number?</u>			<u>15. Can I solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why?</u>		
<u>8. Can I multiply and divide numbers mentally by drawing on known facts up to 12×12?</u>			<u>16. Can I solve problems involving numbers up to 3 decimal places?</u>		
Measurement and Geometry	Term?	Notes	Measurement and Geometry	Term?	Notes
<u>17. Do I know angles are measured in degrees?</u>			<u>21. Can I measure and calculate the perimeter of composite rectilinear shapes in cm and m?</u>		
<u>18. Can I estimate and compare acute, obtuse and reflex angles?</u>			<u>22. Can I calculate and compare the areas of squares and rectangles including using standard units of measurement (cm^2 and m^2)?</u>		
<u>19. Can I draw given angles and measure them in degrees?</u>			<u>23. Can I solve comparison, sum and difference problems using information presented in a line graph?</u>		
<u>20. Can I convert between different units of metric measures and estimate volume and capacity?</u>			<u>24. Use all four operations to solve problems involving measure (for example, length, mass, volume and money) using decimal notation, including scaling.</u>		