

## Performance Information in English & Maths – What the table means Year 5

The way in which we are required to assess at the statutory assessment points in Year 2 and 6 have had big implications for how we assess across the other year groups. The old system of 'levels' has been removed and the new system involves assessing children against age-related expectations for the end of each year group. In order for you to see a broader context for the overall assessment, we have broken the judgement down into aspects (which relate to content in the National Curriculum). Here is the expectation for year 5:

<b>Reading</b>	<b>What does this aspect mean?</b>	<b>End of Year Expectation Criteria:</b>
Word Reading	Decoding language, saying & recognising words (including phonics)	<i>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.</i>
Themes and Clarity	Understanding the different types of book/ text and how language is used in them.	<i>Increases 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.</i>
Monitor and Summarise	An aspect of comprehension – understanding main content	<i>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context. Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</i>
Select and Retrieve	Comprehension – locating specific information in a text	<i>Retrieves, records and presents information from non-fiction.</i>
Respond and Explain	Comprehension – justify own thoughts and ideas by referencing against what they have read	<i>Participates in discussions about books that are read to the child and those that can be read independently. Provides reasoned justifications for their views about a book.</i>
Inference	Understanding beyond the literal language	<i>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.</i>
Language for Effect	How particular language creates meaning	<i>Identifies how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.</i>
<b>Writing</b>		
Transcription	Accuracy of spelling in writing	<i>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt.</i>
Handwriting	Specific letter formation and how letters are joined	<i>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.</i>
Composition and effect	Making the purpose of writing clear eg who the audience is.	<i>Identifies the audience for, and purpose of, the writing. Selects the appropriate form and uses other similar writing as models for their own Composition. Describes settings, characters and atmosphere.</i>
Text Structure and Organisation	Using language features and organisation eg paragraphs appropriate to the type of writing eg letter/ story	<i>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining). Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly).</i>

Sentence Structure and Punctuation	Use of a range of different sentence structures and control of the language	<i>Sentence structure varied in line with the expectations of English Appendix 2.</i>
Grammar, Punctuation and Spelling	Use of grammatical elements of writing with accuracy	<i>Proof-reads for spelling and punctuation errors. Ensures the consistent and correct use of tense throughout a piece of writing. Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify). Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). Uses commas to clarify meaning or avoid ambiguity.</i>
<b>Maths</b>		
Numbers and Place Value	Number recognition, understanding of place value and how digits are used.	<i>Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit. Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero.</i>
Addition and Subtraction	Skills used to add and subtract numbers of increasing complexity.	<i>Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction). Adds and subtracts mentally with increasingly large numbers (eg <math>12,462 - 2,300 = 10,162</math>).</i>
Multiplication and Division	Skills used to multiply and divide numbers of increasing complexity.	<i>Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers. Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes. Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</i>
Fractions, Including Decimals	Understanding the relationships between fractions, decimals and percentages and using/ finding them.	<i>Compares and orders fractions whose denominators are all multiples of the same number. Reads and writes decimal numbers as fractions eg <math>0.71 = 71/100</math>. Reads, writes, orders and compares numbers with up to three decimal places. Solves problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</i>
Measurements	Calculations and measurements of time, length, volume, mass and money.	<i>Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres. Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>).</i>
Properties of Shape	Naming 2D and 3D shapes and understanding properties	<i>Draws given angles and measures them in degrees. Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles.</i>
Position and Direction	Coordinates, aspects of symmetry and angle	<i>Draws and translates simple shapes on the coordinate plane and reflects them in the axes.</i>
Statistics	Interpreting and producing charts and graphs to explore information.	<i>Completes, reads and interprets information in tables, including timetables.</i>

When assessing against this criteria we will use the following codes:

- M** **Met** the criteria
- GD** Has met the criteria and is able to work at **Greater Depth** with the standard, ie is learning additional breadth beyond the standard.
- C** Has not met the standard but is very **close to** meeting – ie is demonstrating aspects and elements of the standard just not quite consistently or fully enough.
- W** Is **working towards** the standard – ie has not yet met the standard.

It is worth noting that at Year 2 and Year 6, the statutory testing requires a different set of codes with other certain areas being reported against – these parents will also receive separate guidance regarding this.

In order for a child to have 'met' the expectation, they must have met every single aspect. Therefore if a child has not met the expectation then you may find it helpful to see the broader achievement within the aspects. For example:

### Maths

Numbers and Place Value	M
Addition and Subtraction	M
Multiplication and Division	M
Fractions including Decimals	C
Measurements	GD
Properties of Shape	M
Position and Direction	C
Statistics	C
<b>Overall Maths</b>	<b>C</b>

This 'imaginary child' has met the calculative elements of number and addition, subtraction, multiplication and division but finds fractions really tricky and is only 'close to meeting' ie not met. They are particularly strong at measuring and working at 'greater depth' on this. They also find the position and direction elements and statistics (graphs) difficult.

The overall grade is not an average, it has to be 'close to' as not every aspect is met.

It would however be very easy to draw the wrong conclusion from the overall grade, there is much that the child is doing very well at, they are genuinely very close to meeting the expectation.