



St Joseph's Catholic Primary School

PUPIL'S ANNUAL REPORT

NAME: _____ DATE: July 2016 YEAR: 5

ATTENDANCE: Number of sessions attended Number of possible attendances
Red (below 93%)/Amber (93-95.9%)/Green (96%+) Percentage of unauthorised absences

Learning attitude (motivation, engagement, perseverance, listening and contributing, self- organisation) /5

Social interaction (communication in pair/group work, playtimes, respect for others, tolerance) /5

Contribution to school life (care for others, service to the school, consideration for school environment) /5

General Comment

(to include: specific subject comments, non-core subjects, attitude to learning, social interaction, contribution to school life)

Religious Education

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English

	Emerging	Developing	Expected	Mastery
<p>Spoken Language (age appropriate) I can listen and respond appropriately to adults and my peers. I can ask relevant questions to extend my understanding and knowledge. I can use relevant strategies to build my vocabulary. I can articulate and justify answers, arguments and opinions. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. I can speak audibly and fluently with an increasing command of Standard English. I can participate in discussions, presentations, performances, role play, improvisations and debates. I can gain, maintain and monitor the interest of the listener(s). I can consider and evaluate different viewpoints, attending to and building on the contributions of others. I can select and use appropriate registers for effective communication.</p>				
<p>Reading - Word I can apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.</p>				
<p>Reading - comprehension I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can read books that are structured in different ways and read for a range of purposes. I can read 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 can recommend books to my peers, giving reasons for my choices. I can identify and discuss themes and conventions in and across a wide range of writing. I can make comparisons within and across books. I can discuss my understanding of what I read and explore the meaning of words in context. I can ask questions to improve my understanding. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. I can predict what might happen from details stated and implied. I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. I can identify how language, structure and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss the understanding of what I have read maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.</p>				

English Continued

	Emerging	Developing	Expected	Mastery
<p>Spelling I can spell words on the Year 5 word list. I can use further prefixes and suffixes and understand the guidance for adding them. I can spell some words with ‘silent’ letters <i>[for example, knight, psalm, solemn]</i>. I can continue to distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. I can use dictionaries to check the spelling and meaning of words. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus.</p>				
<p>Handwriting and Presentation I can 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, by choosing the writing implement that is best suited for a task.</p>				
<p>Writing - Composition I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my 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 I have read, listened to or seen performed. I can 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, précising 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 <i>[for example, headings, bullet points, underlining]</i>. I can evaluate and edit by assessing the effectiveness of my 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. I can proof-read for spelling and punctuation errors. I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>				
<p>Writing - Vocabulary, Grammar and Punctuation I can recognise vocabulary and structures that are appropriate for formal speech and writing. I can use expanded noun phrases to convey complicated information concisely. I can use modal verbs or adverbs to indicate degrees of possibility. I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. I can learn the grammar for Year 5. I can use commas to clarify meaning or avoid ambiguity in writing. I can use hyphens to avoid ambiguity. I can use brackets, dashes or commas to indicate parenthesis. I can use colons or dashes to mark boundaries between independent clauses. I can use a colon to introduce a list. I can punctuate bullet points consistently. I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.</p>				

Science

	Emerging	Developing	Expected	Mastery
<p>Living Things and their Habitats I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals.</p>				
<p>Animals, including Humans I can describe the changes as humans develop to old age.</p>				
<p>Properties and Changes of Materials I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>				
<p>Earth and Space I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>				
<p>Forces I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>				
<p>Working Scientifically I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use test results to make predictions to set up further comparative and fair tests. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>				

Mathematics (including problem solving)

	Emerging	Developing	Expected	Mastery
<p>Number and place value</p> <p>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, count forwards and backwards with positive and negative whole numbers, including 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.</p>				
<p>Addition and Subtraction</p> <p>I can add and subtract whole numbers with more than 4 digits, including using formal 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.</p>				
<p>Multiplication and Division</p> <p>I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. I know and use the vocabulary of prime numbers, prime factors and composite (nonprime) 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 a formal written method, including long multiplication for two-digit numbers. I can multiply and divide numbers mentally drawing upon known facts. I can 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. 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 multiplication and division including using their knowledge of factors and multiples, squares and cubes. 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.</p>				
<p>Fractions</p> <p>I can compare and order fractions whose denominators are all multiples of the same number. I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. I can add and subtract fractions with the same denominator and denominators that are multiples of the same 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. 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 100, and as a decimal. I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>				

Mathematics Continued

	Emerging	Developing	Expected	Mastery
<p>Measurement</p> <p>I can convert between different units of metric measure (<i>for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre</i>). I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. I can 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. I can estimate volume and capacity. I can solve problems involving converting between units of time. I can use all four operations to solve problems involving measure using decimal notation, including scaling.</p>				
<p>Geometry</p> <p>I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations. I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. I can draw given angles, and measure them in degrees (°). I can identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and 1/2 a turn (total 180°), other multiples of 90°. I can use the properties of rectangles to deduce related facts and find missing lengths and angles. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 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.</p>				
<p>Statistics</p> <p>I can solve comparison, sum and difference problems using information presented in a line graph. I can complete, read and interpret information in tables, including timetables.</p>				

Student Comment

Class Teacher _____

Head Teacher _____