

## Level 5 Mathematics Descriptors

<b>5 Developing</b>	<b>5D</b>	Pupils read, write, order and compare numbers to 10,000 and determine the value of each digit. They begin to add and subtract whole numbers with more than four-digits using the column method. Children identify factors and find factor pairs of a number. They know and use the vocabulary associated with prime numbers by identifying all the primes up to 30. They multiply and divide whole numbers by 10 and 100 and can identify, name and write equivalent fractions of a given fraction, including tenths and begin to recognise simple mixed numbers and improper fractions before converting them. They read and write simple decimals as fractions (tenths). Children measure and calculate the perimeter of rectilinear shapes in cm and m and can calculate and compare the area of rectangles using standard units. Pupils compare acute and obtuse angles.
<b>5 Developing +</b>	<b>5D+</b>	Pupils can count forwards and backwards with positive and negative integers. They can also round any number up to 10,000 to the nearest 10, 100 or 1000. Children can begin to solve addition and subtraction multi-step problems in context, deciding which operation and methods to use and explain their reasoning. They can multiply numbers up to four-digits by a one-digit number using an appropriate written method. They can also divide three-digit numbers by a one-digit number using chunking with remainders. Children can also identify and use square numbers. They can read, write order and compare numbers up to two decimal places whilst recognizing that the % symbol means the 'number of parts per hundred'. Pupils solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ and $\frac{1}{10}$ .
<b>5 Expected</b>	<b>5E</b>	Pupils round and number up to 100,000 to the nearest 10, 100 and 1000. They read, write, order and compare numbers to 100,000 and determine the value of each digit whilst also being able to interpret negative integers. They identify factors and multiples and know the vocabulary of prime numbers and prime factors. Children compare and order fractions whose denominators are multiples of the same number. They multiply fractions by whole numbers, supported by materials and diagrams. Pupils read and write decimal numbers as fractions (tenths and hundredths) and recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Children convert between different units of metric measurement and can begin to estimate volume and capacity. They estimate and compare acute, obtuse and reflex angles and can identify angles at a point on a straight line.
<b>5 Expected +</b>	<b>5E+</b>	Pupils establish whether a number up to 50 is prime and explain why. They divide four-digit numbers by a one-digit number using chunking, giving remainders where appropriate. They multiply and divide numbers mentally, drawing on known facts and multiply and divide whole numbers and decimals by 10 and 100. Pupils begin to solve problems involving all four operations whilst also understanding the meaning of the equals sign. Children round decimals with two decimal places to the nearest whole number and write percentages as a fraction with a denominator of a hundred as well as decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ and $\frac{4}{5}$ . Pupils solve problems involving converting between units of time. Children begin to solve comparison, sum and difference problems using information presented in a line graph.
<b>5 Advanced</b>	<b>5A</b>	Pupils read, write, order and compare numbers to 1,000,000 and determine the value of each digit. They interpret negative numbers in context and identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers. They establish whether a number up to 100 is prime and recall the prime numbers up to 19. Children multiply numbers up to four-digits by a one or two-digit number using the grid method and divide numbers up to four-digits by a one-digit number using chunking. Fractions and mixed numbers are multiplied by whole numbers and they understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Children can use the properties of rectangles to find missing lengths and angles.
<b>5 Advanced +</b>	<b>5A+</b>	Pupils recognise and use square numbers and cube numbers, using the appropriate notation for each. They solve problems involving multiplication and division including their knowledge of factors, multiples, squares and cubes. They read, write, order and compare numbers with up to three decimal places and round decimals with two decimal places to either the nearest whole number or to one decimal place. Children 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. Pupils calculate and compare the area of rectangles and include the use of standard units of measurement to estimate the area of irregular shapes. They identify 3D shapes, including cubes and other cuboids, from 2D representations and complete, read and interpret information in tables, including timetables.

## Level 5

### Reading Descriptors

<b>5 Developing</b>	<b>5D</b>	Pupils will be able to recognise the use of certain verbs and adjectives for effect. They will be able to identify how time adverbials (e.g. soon, after that) can maintain the flow and structure of a text. They will be able to take notes for factual research using skimming and scanning to find relevant information. Opinions can be justified by specific reference to sentences and phrases. Pupils will read aloud clearly and precisely, using intonation and awareness of pace.
<b>5 Developing +</b>	<b>5D+</b>	Pupils can also draw on information from different parts of a text to infer meaning and discuss how mood is created through specific vocabulary.
<b>5 Expected</b>	<b>5E</b>	Pupils will be confident reading most words, including complex letter groupings. They will be able to recognise how tension is created using specific verbs and the impact of personification to create imagery. Pupils can use quotations from the text to support understanding and opinion. They can read with an open mind and allow a persuasive argument to change their opinions. They can make detailed and reasoned predictions and identify different types of characters in reading. When reading aloud, they will use pauses and body language to communicate their ideas.
<b>5 Expected +</b>	<b>5E+</b>	Pupils can also recognise why a character may have a different dialect or distinctive vocabulary. I can discuss how the author is showing awareness of a reader in fiction and non-fiction texts.
<b>5 Advanced</b>	<b>5A</b>	Pupils can recognise colloquialisms, abbreviations and dialects in their reading. They can discuss the effect of figurative and descriptive language in poetry and prose. They can evaluate texts, referring to specific phrases from the text. Pupils can recognise themes and ideas which link different texts and identify explicit and implicit points of view of an author.
<b>5 Advanced +</b>	<b>5A+</b>	Pupils can also discuss the style of a poet or author and begin to compare and contrast writers. They can recognise how an author can describe a character through their interaction with others.

## Level 5

### Writing Descriptors

<b>5 Developing</b>	<b>5D</b>	Pupils will plan to structure their writing and use appropriate vocabulary and style to match the genre. They will use commas to separate clauses and within a list. They will know how to write complex sentence structures to include relative clauses e.g. The King, who had not had breakfast, grumbled to himself.
<b>5 Developing +</b>	<b>5D+</b>	Pupils will also use a wide range of appropriate and adventurous vocabulary to match the genre of writing. They will consistently check their writing makes sense.
<b>5 Expected</b>	<b>5E</b>	Pupils will use a commas, apostrophes, exclamation marks, question marks and parentheses accurately. They will vary the length of sentences for effect and spell common vocabulary correctly. Unknown words are found efficiently in a dictionary. Paragraphs are structured to guide the reader through the writing and links are made between paragraphs.
<b>5 Expected +</b>	<b>5E+</b>	Pupils can also use descriptive devices in independent writing to include similes, metaphors, alliteration and personification.
<b>5 Advanced</b>	<b>5A</b>	Pupils will use all complex structures confidently in independent writing. They can develop a plan in their writing which shows originality of thought and based on accurate facts or imagination. They can vary their writing style and use the passive and active voice to maintain the flow of writing.
<b>5 Advanced +</b>	<b>5A+</b>	Pupils will also appropriately use colons, semicolons, brackets, parentheses and dashes within their writing. They can edit carefully to improve and correct writing.