



Key Performance Indicators

We have established Key Performance Indicators (KPIs) for each year group in our school. These are the things we feel are fundamental for pupils to sufficiently grasp, or master, at each stage of their learning, so that their learning is sustainable over time and can be built upon in subsequent years. There are several KPIs for each of reading, writing and maths for each year group; in the future we will be establishing these for other curriculum subjects. Those KPIs in bold must be achieved to be at that age related expectation.

Year 5 – Reading

- **Read age-appropriate books (AR 4.9+) with confidence and fluency.**
- Can clarify the meaning of unknown words from the way they are used in context.
- **Read most of the Y5/6 statutory word list (50%).**
- Identify and discuss where figurative language creates images and how the text may affect the reader, referring back to the text to back up a point of view.
- **Skim and scan texts efficiently to identify and retrieve information (inc. under timed conditions).**
- Summarise and explain the main points in a text, referring back to the text to support and clarify summaries.
- Read between the lines, using clues from action, description and dialogue to interpret meaning and explain how and why characters are acting, thinking or feeling, justifying inferences with evidence
- Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify ideas.
- Explain how a text may affect the reader. Justify and elaborate on thoughts and opinions, referring back to the text to back up a point of view.

Year 5 – Writing

- **Maintain legibility in joined handwriting when writing at speed** (use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined).
- **Spell correctly at least 50% of words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.**
- Use knowledge of morphology and etymology in spelling words ending in -cious, tious, cial, tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly, -fer)
- **Sentences are grammatically sound (e.g. correct subject/verb agreement; security of tense and person; correct use of subordination.)**
- In addition to accurate basic punctuation (as at the end of Y4), accurately uses the wider range of punctuation (brackets, dashes or commas to indicate parenthesis).
- Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialectic, Standard English).
- Can select the correct genre for audience and purpose, and use it accurately.
- In narratives, describes settings and characters and integrates dialogue.
- Use paragraphs consistently and appropriately. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) and across paragraphs (e.g. adverbials of time, place and number or tense choices).

- Can use complex sentence structures appropriately (clauses as openers, relative clauses, parenthesis) in their writing.
- Can proof-read for spelling and punctuation errors; and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Year 5 – Maths

- Add and subtracts numbers mentally with increasingly large numbers (eg $12,462 - 2,300 = 10,162$).
- Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction).
- Uses rounding to estimate, check and determine answers.
- Fluent in use of multiplication table facts, and corresponding division facts.
- Applies place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).
- Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers.
- Mentally 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.
- Compares and orders fractions whose denominators are all multiples of the same number.
- Reads and writes decimal numbers as fractions eg $0.71 = 71/100$.
- Reads, writes, orders and compares numbers with up to three decimal places.
- Solves problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.
- 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 (cm²) and square metres (m²).
- Draws given angles and measures them in degrees (°)
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles.
- Completes, reads and interprets information in tables, including timetables.