Year 5 Assessment Benchmark Objectives

Descriptors to define "Meeting" expected skill level

Exceeding: Can demonstrate ability to do more than the descriptor
Meeting: Can demonstrate the ability to achieve confidently and accurately the descriptor
Emerging: Can meet some of the descriptor but still needs more practise

L - listening
S - Writing
R - Reading
W - Writing

- If two activities in one skill area are described, teachers can select to assess one or both descriptors with the children
- Teachers may wish to assess a sample group , a group of children per term or the whole class
- The half termly assessments can be recorded on the Assessment grids.
- Once the child has reached the skills level this data can then be transferred to the school's own foundation data collection grids.
- Qualitative data can show the percentage of children EMERGING/ MEETING or EXCEEDING the skill level descriptor.

The Skill Levels for Stage Three are: (from the Year 5 Tracking sheet- skills' descriptor chart)
Listening: Can understand the main points from a series of spoken sentences (including questions) may require some repetition.
Speaking: Can ask and answer simple questions on several topics and can express opinions.
     Can take part in brief pre-prepared tasks such as short presentations and role plays
Reading: Can understand the main point(s) from a short written passage in clear printed script.
     Can use bi-lingual dictionaries independently.
     Can apply phonic knowledge to find and/or write words
Writing: Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.

Term	Meeting the Skill descriptor	Content
Aut 1	L - Can understand the day and subject of five school timetable in four spoken statements L - Can understand school subjects and opinions of school subjects in four spoken statements S - Can say a clear series of three statements about subjects, likes and dislikes and an opinion, using a conjunction and an opinion.	school subjects/opinions school timetables complex sentences using conjunctions such as "because" to describe likes and dislike of school subjects

	R - Can read and understand three written statements about subjects, likes and dislikes and reasons, using a conjunction and an opinion W - Can write three mainly accurate short sentences using a subject /like or dislikes, a conjunction and an opinion in response to a question about school subject preferences.	
Aut 2	L - Can identify six places in the city in a short spoken descriptive statement about a city and places to visit L - Can identify the Christmas gifts in a short spoken statement about gifts for Christmas S - Can participate accurately in a dialogue – shopping for Christmas gifts R - Can understand the simple description of a city and access and find three unfamiliar nouns for places in a bilingual dictionary. W - Can write three short sentences using nouns, adjectives and conjunctions to describe the local city to the children's school.	city nouns shopping dialogue
Spr 1	L - Can understand the items and prices of fruits and vegetables in a market dialogue S - Can participate accurately in a shopping dialogue to buy fruits and vegetables R - Can read the instructions for a simple recipe and use a bilingual dictionary to access two unfamiliar key ingredients. W - Can write a simple description of a salad, using the familiar fruits and vegetables and adding two surprise unfamiliar ingredients using a bilingual dictionary.	buying fruit and vegetables prices simple instructions for recipes
Spr 2	L - Can understand the spoken description of a fashion show outfit –using nouns and adjectives S - Can ask and answer the question What are you wearing? In a dialogue with a partner. Answer should contain three nouns and three adjectives R - Can read a simple description about clothes that people are wearing, using the verb "to wear" and	clothes descriptions of clothes use of the verb "to wear"

		nouns with adjectives. Can locate two unfamiliar items of vocabulary in the text in a bilingual dictionary W - Can write a short descriptive text of three mainly accurate sentences, using part of the verb "to wear" to describe their own school uniform or a fashion show outfit.	
Sum 1		L - Can understand seven of the ten items in a short spoken text about someone else- name, age, where live, animal likes, food dislikes, favourite fruit, what wearing, hair and eye colour S - Can say four sentences in a spoken presentation about a location – to include weather, places in the city/resort/ a food you can eat and why the child likes the place (to include an opinion).Pre-prepared text. R - Can read a short descriptive text about a place or resort and understand weather, places in the city/resort/ a food you can eat. W - Can write three mainly accurate sentences in a spoken presentation about a location – to include weather, places in the city/resort/ a food you can eat and why the child likes the place (to include an opinion).	personal information airport signs weather phrases and reports descriptions of places using parts of present tense verbs faire/ manger/ and il y a conjunctions to make comparisons
Sum 2		L - Can understand a description of a seaside holiday – weather, games and activities to play on the beach and the food you can eat for a picnic. S - Can give a short spoken pre-prepared description of five sentences about a seaside holiday – weather, games and activities to play on the beach and the food you can eat for a picnic R - Can read and identify five facts from a short description of a seaside holiday resort weather, games and activities to play on the beach and the food you can eat for a picnic, clothes you wear and items from the beach bag W - Can write three sentences to describe three items in a beach bag to include a new interesting adjective found and cross referenced in a bilingual dictionary	Beach bag items Activity verbs (swim, play, eat) Spoken and written description of the beach and activities in the Summer