

Student report 2026 Year 5

National Assessment Program – Literacy and Numeracy



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What is the NAPLAN proficiency standard and what is assessed?

The proficiency standard for each assessment area (numeracy, reading, writing, conventions of language) is set at a challenging but reasonable expectation of learning for the student at the time of NAPLAN testing. There are 4 levels: **Exceeding, Strong, Developing** and **Needs additional support**.

Questions in NAPLAN tests are based mostly on the literacy and numeracy skills students have been taught in **previous years** of schooling. A few questions assess additional content from the year of testing and the following year. These questions have been designed so that they can be answered using strategies students have learnt in previous years.

NAPLAN results should be considered together with school assessments and reports.

Where can I find further information?

Your child's teacher can provide insight into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

The table below provides summaries of the types of skills typically demonstrated by Year 5 students in NAPLAN. A student achieving a result in a particular proficiency level is likely to have correctly answered questions involving skills in that level and any level below it. To read more about what is assessed in NAPLAN tests and how the tests are structured, visit www.nap.edu.au.

	Numeracy	Reading	Writing	Conventions of language
Exceeding	Solves multi-step problems with multiple operations. Adds and subtracts decimals and fractions with the same denominator. Interprets timetables. Calculates areas and perimeters of rectangles. Describes pathways using key features and directional language. Interprets angles in context. Identifies the outcomes of chance experiments. Interprets and compares different representations of data.	Makes meaning from texts with elaborated ideas, less predictable characters and settings, and challenging sequences of events. Identifies details that connect implied ideas across a text. Analyses content to infer central and supporting ideas. Identifies how characteristic text structures support the text's purpose and how language features contribute to effect and meaning.	Writes a suitably structured coherent text, with relevant ideas, that engages or persuades the reader. Narrative or persuasive text features and effective word choices are used to affect the reader. The text has a variety of correct sentences. Most punctuation is correct and supports meaning. Most words, including many difficult words, are spelt correctly.	Correctly spells, and identifies errors in, many words with difficult spelling patterns and most words with regular spelling patterns, including some unfamiliar vocabulary for the year level. Consistently identifies or correctly uses grammar and punctuation conventions in increasingly sophisticated sentences. Conventions include: • complex sentences • noun, verb, adjective and adverb groups or phrases • commas to separate clauses.
Strong	Compares, orders and represents numbers beyond 10 000. Uses operations including division. Continues number patterns with decimals. Measures between intervals on scaled instruments. Measures the areas of shapes. Solves time problems. Identifies features of 3D objects. Uses directional language to describe location. Classifies and compares angles. Orders the chance of events occurring. Interprets and compares data presented in tables or graphs.	Makes meaning from texts of increasing difficulty and elaboration that have variable text structures. Recognises the purpose of language and organisational features. Understands how ideas and events are sequenced and developed to support a text's purpose and intended audience. Makes inferences drawing from different parts of a text.	Writes a suitably structured text containing some development of ideas, some precise or topic-specific language and some narrative or persuasive text features. Many sentences are correct. Most punctuation is correct. Most common words and some difficult words are spelt correctly.	Correctly spells, and identifies errors in, many two- and three-syllable words with regular spelling patterns, within familiar vocabulary for the year level. Often identifies or correctly uses grammar and punctuation conventions in a variety of sentence structures. Conventions include: • some complex sentences • nouns, verbs, adjectives, adverbs and pronouns • apostrophes for contraction.
Developing	Compares, orders and represents numbers to 10 000. Uses operations to solve single-step problems. Solves problems involving simple fractions. Continues number patterns using addition or multiplication with whole numbers. Uses simple scaled instruments to measure. Converts between units of time. Identifies features of combined 2D shapes. Uses grid references to describe location. Compares angles to a right angle. Describes the likelihood of events.	Makes meaning from increasingly complex texts with familiar content and themes. Identifies the purpose of a text and shows some understanding of how ideas are structured and presented. Makes inferences from clearly stated information and retrieves specific information. Interprets the meaning of unfamiliar or subject-specific vocabulary from context.	Writes a text with some parts of a recognisable structure, containing some related ideas on a topic. The text has mostly everyday language and some narrative or persuasive text features. Some sentences are correct. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, many frequently used one- and two-syllable words with simple spelling patterns. Sometimes identifies or correctly uses grammar and punctuation conventions in a small range of sentence structures. Conventions include: • some compound sentences • some nouns, verbs, pronouns and adjectives • quotation marks for direct speech.
Needs additional support	Compares, orders and represents numbers to 1000. Adds and subtracts with two-digit numbers. Solves problems using basic multiplication facts. Determines simple fractions of collections. Continues number patterns using addition. Measures using uniform, informal units. Identifies common 2D shapes and 3D objects using obvious features. Identifies events based on their likelihood. Interprets data displayed in simple tables or picture graphs.	Makes meaning from short texts on familiar content, topics and themes. Reads texts that have concrete ideas with some elaboration and detail. Locates directly stated information and makes some connections between implicit ideas to build inferred meaning. Identifies the purpose of some common text structures and language features.	Writes a text with some parts of a recognisable structure, containing a few events or familiar ideas on a topic. The text has everyday language and some narrative or persuasive text features. There is some correct formation of sentences. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, a few frequently used one-syllable words with simple spelling patterns. May identify or correctly use a small range of grammar and punctuation conventions in short sentences. Conventions include: • simple sentences • familiar nouns, verbs and adjectives • full stops and question marks.

This report shows the results for

NAPLAN is a national assessment to see how your child's literacy and numeracy skills and understanding compare against national standards.

This report should be considered together with school-based assessments and reports. Use this report for conversations with your child's teacher.

NAPLAN is the only national assessment that all Australian students have the opportunity to undertake. Literacy and numeracy skills are the critical foundation for other learning.

Student achievement in NAPLAN is measured against proficiency standards that provide parents and carers with clear information about student achievement.

In March 2026, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia. This report shows your child's achievement in those assessments.

NAPLAN results should always be interpreted with care. This is important for writing results in 2026 because some students experienced disruptions during the online writing test due to connectivity issues. Your child's teacher will have the best insight into your child's educational progress.

Numeracy assessment

Students were assessed on number, algebra, measurement, space, statistics and probability. Students were required to use mathematical knowledge, skills and understanding in a variety of contexts.

Literacy assessment

The literacy assessments include reading, writing and conventions of language.

Reading

Students were required to read a range of texts similar to those used in classrooms and to answer questions that show their understanding of the material.

Writing

Students were instructed to respond to a writing prompt. They were required to generate and organise ideas, and demonstrate their skills in vocabulary use, sentence structure, spelling and punctuation when responding to the prompt.

Conventions of language

Students were required to identify and correct spelling errors, and answer grammar and punctuation questions.

How to read the student report

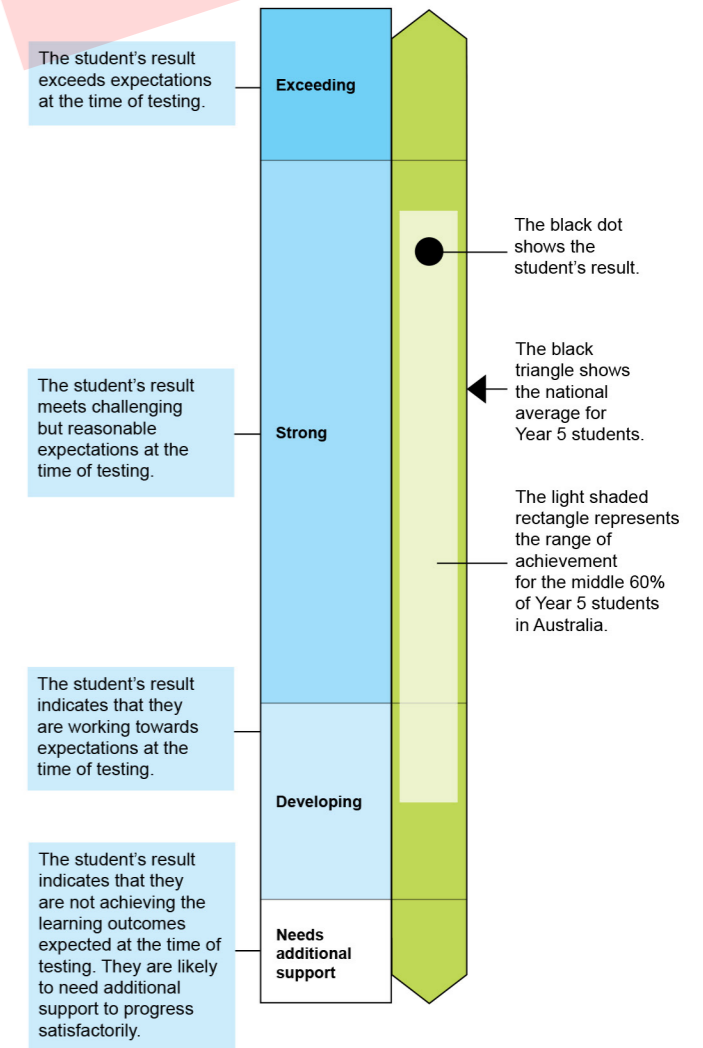
A student's result is shown on an achievement scale for each assessment area. Below is an **example** only of the scale.

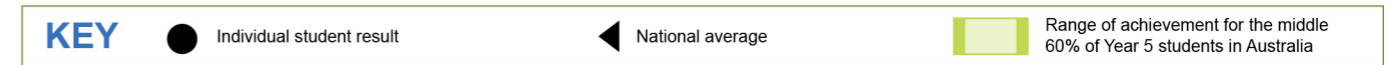
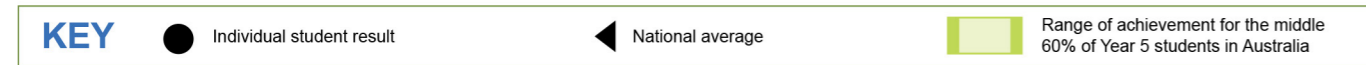
Your child's results are shown on the inside pages of this report.

The achievement scale represents increasing levels of knowledge, understanding and skills demonstrated in the assessments.

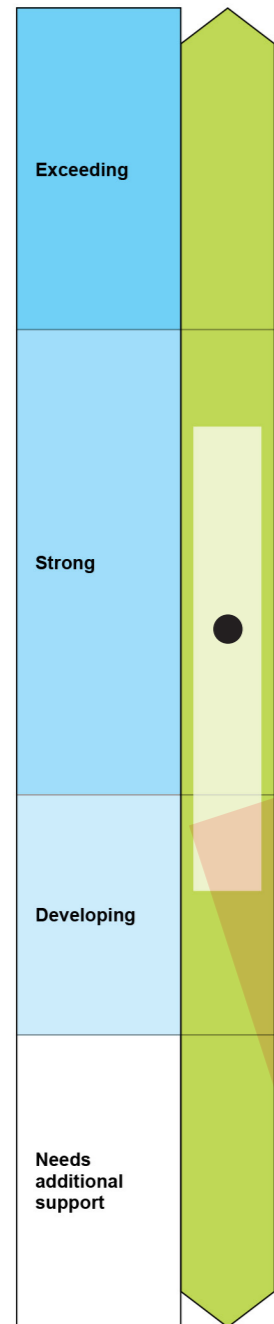
Your child's results are shown by a **black dot** on each scale, along with:

- **proficiency levels** representing what students know and are able to do, at the time of NAPLAN testing (*blue column*)
- the **national average** (*black triangle*)
- the **range of achievement** for the middle 60% of Year 5 students (*light green shaded rectangle*).

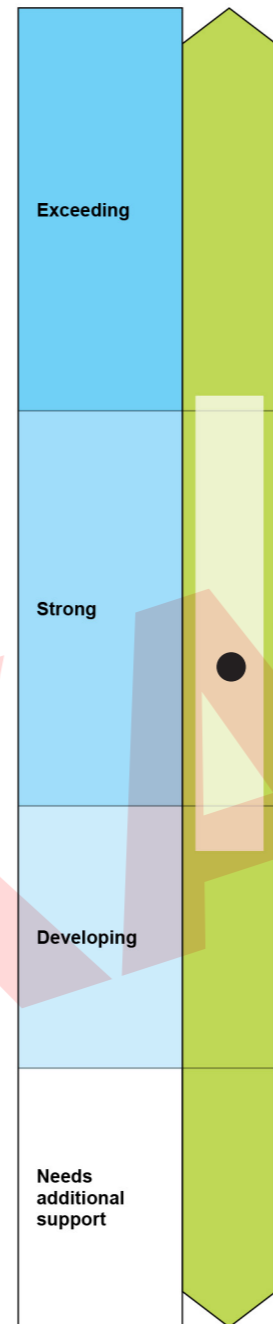




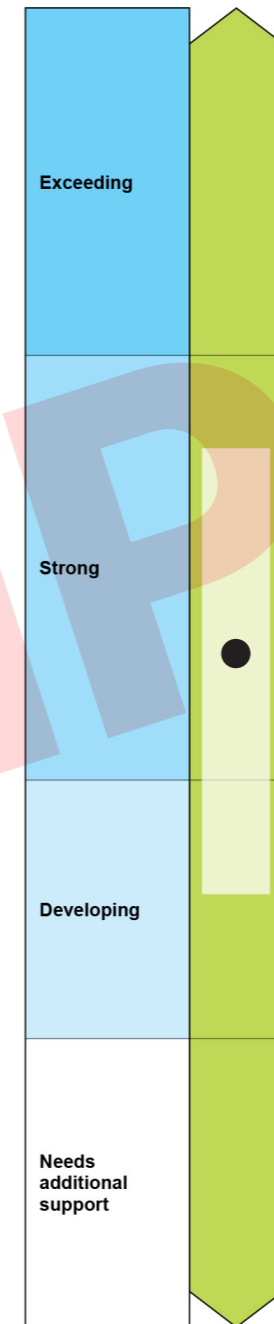
Numeracy



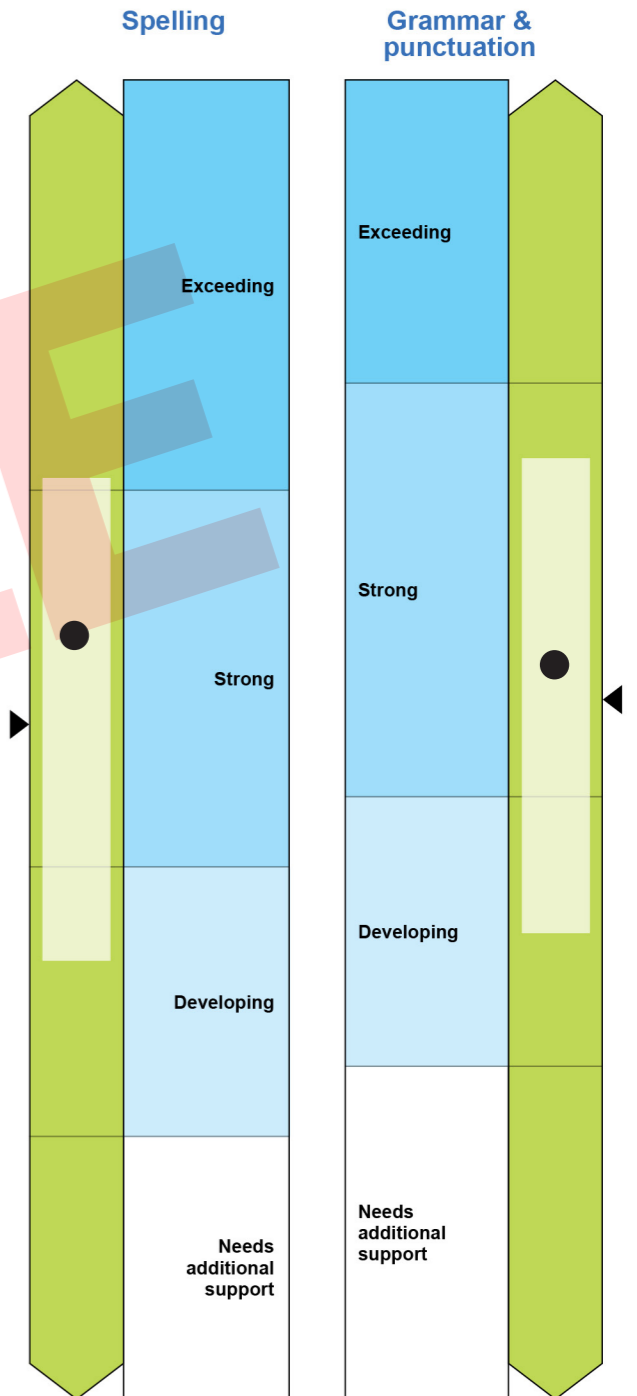
Reading



Writing



Conventions of language



- Students were assessed on aspects of numeracy that included:
- solving problems involving addition, subtraction, multiplication and division
 - continuing number patterns and completing number sentences
 - using simple proportional reasoning
 - interpreting graphs and tables
 - understanding outcomes relating to chance
 - using metric units
 - classifying angles
 - visualising the features of 2D shapes and 3D objects.

- Students read a range of informative, imaginative and persuasive texts with some support from pictures and diagrams. Students were assessed on aspects of reading that included:
- finding information that is clearly stated or implied
 - connecting ideas and drawing conclusions
 - understanding a character's motivations and actions
 - understanding a sequence of events
 - understanding different opinions
 - identifying the main purpose of a text, diagram or picture
 - understanding the main idea of a text.

- Students wrote a story or persuasive text. Their writing was assessed by evaluating how well they demonstrated their skills in:
- supporting the reader and understanding the purpose of their writing
 - structuring the text, developing ideas and making effective word choices
 - using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

- Students were assessed on aspects of spelling, grammar and punctuation that included:
- correctly spelling frequently used one- and two-syllable words with less common spelling patterns
 - identifying errors and then correctly spelling words with less common spelling patterns
 - identifying examples of correct grammar usage
 - recognising the correct use of a range of frequently used punctuation.