

YEAR 5 READING

END OF YEAR EXPECTATIONS

Note re. Bold Objectives:

The objectives in bold are 'Key Performance Indicators' (KPIs) ; they are the fundamental objectives that MUST be achieved each year in order for them to be considered as 'secure' within their age band

WORD READING
Read aloud and understand the meaning of new words that they meet linked to the expectations of year 5 spelling
COMPREHENSION
Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with 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
Maintain positive attitudes to reading and understanding of what they read by recommending books that they has read to their peers, giving reasons for their choices
Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in writing
Maintain positive attitudes to reading and understanding of what they read by making comparisons within a book
Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Understand what they read by asking questions to improve their understanding of complex texts
Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Understand what they read in increasingly complex texts by predicting what might happen from details stated and implied
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Distinguish between statements of fact and opinion
Retrieve, record and present information from non-fiction

YEAR 5 MATHS
END OF YEAR EXPECTATIONS

NUMBER AND PLACE VALUE
Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
ADDITION AND SUBTRACTION
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
Add and subtract numbers mentally with increasingly large numbers
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
MULTIPLICATION AND DIVISION
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
Establish whether a number up to 100 is prime and recall prime numbers up to 19
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
Multiply and divide numbers mentally drawing upon known facts
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
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
FRACTIONS
Compare and order fractions whose denominators are all multiples of the same number
Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number ($2/5 + 4/5 = 5/5 = 1 \frac{1}{5}$)
Add and subtract fractions with the same denominator and denominators that are multiples of the same number
Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
Read and write decimal numbers as fractions (0.71 = 71/100)
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
Round decimals with two decimal places to the nearest whole number and to one decimal place
Read, write, order and compare numbers with up to three decimal places
Solve problems involving number up to three decimal places

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
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
MEASUREMENT
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
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
Estimate volume (e.g. using 1 cm ³ blocks to build cuboids including cubes and capacity using water)
Solve problems involving converting between units of time
Use all four operations to solve problems involving measure (length, mass, volume, money) using decimal notation, including scaling
GEOMETRY: PROPERTIES OF SHAPES
Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
Draw given angles, and measure them in degrees (°)
Identify angles at a point and one whole turn (total 360°)
Identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
Identify other multiples of 90°
Use the properties of rectangles to deduce related facts and find missing lengths and angles
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
GEOMETRY: POSITION & DIRECTION
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
STATISTICS
Solve comparison, sum and difference problems using information presented in a line graph
Complete, read and interpret information in tables, including timetables

YEAR 5 WRITING
END OF YEAR EXPECTATIONS

Composition
Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed
Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)
Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
Draft and write by précisising longer passages
Draft and write by using devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
Draft and write by linking ideas across paragraphs using adverbials of time (e.g. later), place (nearby) and number (secondly) or tense choices (he had seen her before)
Draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
Evaluate and edit by assessing the effectiveness of his/her own and others' writing
Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)
Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
Proof-read for spelling errors linked to spelling statements for year 5
Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear
VOCABULARY, PUNCTUATION AND GRAMMAR
Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)
Understand verb prefixes (dis-, de-, mis-, over- and re-)
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)
Use devices to build cohesion within a paragraph (then, after that, this, firstly)
Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)
Use brackets, dashes or commas to indicate parenthesis
Use commas to clarify meaning or avoid ambiguity
Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity
SPELLING
Spell word endings which sound like 'shush' spelt -cious or -tious (vicious, delicious, ambitious, cautious)
Spell word endings which sound like 'shil' spelt -cial or -tial (official, partial)
spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency (transparent/transparency, tolerant/tolerance)
Spell words ending in -able and -ible also -ably and -ibly (adorable, possible, adorably, possibly)
Spell words containing the letter-string 'ough' (bought, rough, through, bough)
Spell some words with 'silent' letters (knight, psalm, solemn)
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list (English Appendix 1)
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus