



## End of Year Expectations for Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

# Reading

## ***Reading: Word Reading***

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

## ***Reading: 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

reading books that are structured in different ways and reading for a range of purposes  
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

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

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

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

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

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views

# Writing

## ***Writing: Transcription***

use further prefixes and suffixes and understand the guidance for adding them  
spell some words with 'silent' letters [for example, knight, psalm, solemn]  
continue to distinguish between homophones and other words which are often confused  
use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  
use dictionaries to check the spelling and meaning of words  
use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  
use a thesaurus.

## ***Writing: Handwriting & Presentation***

*Write legibly, fluently and with increasing speed by:*

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  
choosing the writing implement that is best suited for a task.

## ***Writing: Composition***

*Plan their writing by:*

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  
noting and developing initial ideas, drawing on reading and research where necessary  
in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

*Draft and write by:*

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  
in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  
summarising longer passages  
using a wide range of devices to build cohesion within and across paragraphs  
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

*Evaluate and edit by:*

assessing the effectiveness of their own and others' writing  
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  
ensuring the consistent and correct use of tense throughout a piece of writing  
ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  
proof-read for spelling and punctuation errors  
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

# SPAG

## **Spellings**

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment equip equipped equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate immediately individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

## ***Writing: Vocabulary, Grammar & Punctuation***

*Develop their understanding of the concepts set out in English Appendix 2 by:*

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2.

*Indicate grammatical and other features by:*

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

# Mathematics

## **Number: Number & 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 all of the above  
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

## **Number: Addition & 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.

## **Number: Multiplication & 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.

## **Number: 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 [for example,  $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ]  
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 [for example,  $0.71 = 71/100$ ]  
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 (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes  
estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]  
solve problems involving converting between units of time  
use all four operations to solve problems involving measure [for example, 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  
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.  
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 half a turn (total 180°)  
identify other multiples of 90°.

### **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.