

## End of Year Expectations— Year 5

### YEAR 5 INFORMATION FOR PARENTS/CARERS: END OF YEAR EXPECTATIONS IN READING, WRITING AND MATHS



This booklet outlines the national expectations for children in Year 5 by the end of the academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, some children will have met all of the ‘expected’ objectives and will be working on confidently using their skills in a range of contexts from the next steps objectives.

We encourage “greater depth learning” so children will be given opportunities to apply their knowledge and skills across a variety of curriculum subjects.



## Reading

### Word reading:

1. Apply knowledge of root words, prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful') to read aloud and to understand the meaning of unfamiliar words.
2. Read further exception words, noting the unusual correspondences between spelling and sound.
3. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
4. Re-read and read ahead to check for meaning.

### Comprehension:

1. Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Discuss the features of each.
2. Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
3. Identify significant ideas, events and characters; and discuss their significance.
4. Recite poems by heart, e.g. narrative verse, haiku.
5. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

### If your child has met these expectations, the next steps for them are:

1. Express opinions about a text, using evidence from the text, giving reasons and explanations.
2. Adapt own opinion in the light of further reading or others' ideas.
3. Identify formal and informal language.
4. Know the features of different narrative text types, for example, adventure, fantasy, myths.
5. Compare texts by the same writer.
6. Compare texts by different writers on the same topic.
7. Summarise key information from different texts.
8. Empathise with different character's points of view.
9. Infer meaning using evidence from the text and wider reading and personal experience.
10. Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.
11. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
12. Know how the way a text is organised supports the purpose of writing.
13. Use scanning and text marking to find and identify key information.



## Writing

### Spelling:

1. Form verbs with prefixes ('un-', 'dis-').
2. Convert nouns or adjectives into verbs by adding a suffix ('-ly', '-ful').
3. Understand the rules for adding prefixes ('un-', 'dis-') and suffixes ('-ly', '-ful').
4. Spell words with silent letters.
5. Distinguish between homophones (words which sound the same but have different meanings) and other words which are often confused.
6. Spell the commonly misspelt words from the Year 5/6 word list.
7. Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
8. Use a thesaurus.
9. Use a range of spelling strategies.

### Handwriting:

1. Choose the style of handwriting to use when given a choice.
2. Choose the handwriting that is best suited for a specific task.

### Punctuation:

1. Use brackets, dashes and commas to indicate parenthesis.
2. Use commas to clarify meaning or avoid ambiguity.

### Text structure:

1. Build cohesion between paragraphs.
2. Use adverbials to link paragraphs.

### Composition:

1. Discuss the audience and purpose of the writing.
2. Start sentences in different ways.
3. Use the correct features and sentence structure matched to the text type we are working on.
4. Develop characters through action and dialogue.
5. Establish a viewpoint as the writer through commenting on characters and events.
6. Use grammar and vocabulary to create an impact on the reader.
7. Use stylistic devices to create effects in writing.
8. Add well-chosen detail to interest the reader.
9. Summarise a paragraph.
10. Organise writing into paragraphs to show different information or events.

### If your child has met these expectations, the next steps for them are:

1. Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
2. Use changes in time and place to guide the reader through the text.
3. Use paragraphs to organise information logically and shape a non-fiction text effectively.
4. Sustain and develop ideas within a paragraph, introducing it with a topic sentence.
5. Close text with a reference to its opening.
6. Re-order sentences to create impact on the reader.
7. Use expanded noun phrases to add well thought out detail to writing (e.g. 'The old tired man').
8. Use punctuation to clarify meaning of sentences - commas to mark phrases and clauses.
9. Use dialogue effectively and punctuate it accurately.



# Maths

## Number:

1. Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
2. Recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
3. Recognise mixed numbers and improper fractions and can convert from one to the other.
4. Read and write decimal numbers as fractions.
5. Recognise the % symbol and understand percent relates to a number of parts per hundred.
6. Write percentages as a fraction with denominator hundred and as a decimal fraction.
7. Compare and add fractions whose denominators are all multiples of the same number.
8. Multiply and divide numbers mentally drawing on known facts up to  $12 \times 12$ .
9. Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.
10. Recognise and use square numbers and cube numbers; and can use the notation 2 and 3 .
11. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
12. Multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
13. Divide numbers up to 4-digits by a 1-digit number.
14. Solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
15. Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
16. Solve problems involving numbers up to 3 decimal places.

## Measurement, Geometry and Statistics:

1. Know that angles are measured in degrees.
2. Estimate and compare acute, obtuse and reflex angles.

3. Draw given angles and measure them in degrees.
4. Convert between different units of metric measures and estimate volume and capacity.
5. Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
6. Calculate and compare the areas of squares and rectangles including using standard units ( $\text{cm}^2$  and  $\text{m}^2$  )
7. Solve comparison, sum and difference problems using information presented in a line graph.

## If your child has met these expectations, the next steps for them are:

1. Have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects.
2. Divide whole numbers (up to 4-digits) by 2-digit numbers, using preferred method.
3. Use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating.
4. Link working across zero for positive and negative numbers to work time between BC and AD in history.
5. Recognise the symbol for square root ( $\sqrt{\quad}$ ) and work out square roots for numbers up to 100.
6. Calculate number problems algebraically, for example,  $2x - 3 = 5$
7. Use knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area, etc.
8. Relate imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg.
9. Use a range of timetables to work out journey times on a fictional journey around the world, for example, 'How long would it take to reach the rainforests in the Amazon?'
10. Collect own data on personal project and present information in formats of their own choosing, e.g. charts, graphs and tables.