

# Reading

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
- 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
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discussing themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Learn a wider range of poetry by heart
- Prepare 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
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify 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

- I use paragraphs to organise my ideas
- I can describe settings and characters
- I use some cohesive devices within and across sentences and paragraphs
- I can use different verb forms mostly accurately
- I use co-ordinating and sub-ordinating conjunctions
- I can use capital letters and full stops in most sentences
- I can use question marks and exclamation marks
- I can use commas in a list
- I can use Inverted commas to punctuate direct speech
- I can use Apostrophes for possession
- I can use Apostrophes for contractions
- I can spell most words correctly (Year 3 and 4)
- I can spell some words correctly (Year 5 and 6)
- I can use the correct features and sentence structure matched to the text type we are working on
- I can develop characters through action and dialogue
- I can use grammar and vocabulary to create an impact on the reader
- I can use a drop in (relative) clause
- I can use adverbs or modal verbs to indicate a degree of possibility
- I can build cohesion between paragraphs
- I understand the rules for adding prefixes and suffixes
- I can distinguish between homophones and other words which are often confused
- I can produce legible joined handwriting
- I can improve my writing by changing grammar and vocabulary to improve consistency

# Spellings

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

# Handwriting

Should be joined

a b c d e f g h I j k l m n o p q r s t u v w x y z

# Times Tables

3X 4X 6X 7X 8X 9X

# Mathematics

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 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 elements of the place value domain

read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

add and subtract whole numbers with more than 4 digits, including using efficient 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.

identify multiples and factors, including finding all factor pairs

solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors

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 an efficient written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts

Use the efficient 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 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.

compare and order fractions whose denominators are all multiples of the same number

recognise mixed numbers and improper fractions and convert from one form to the other

add and subtract fractions with the same denominator and related fractions; write mathematical statements  $>1$  as a mixed number (e.g.  $2/5 + 4/5 = 6/5 = 11/5$ )

multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. read and write decimal numbers as fractions (e.g.  $0.71 = 71/100$ )

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 and solve problems involving number up to three decimal places

recognise the per cent symbol (%) and understand that percent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction

solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those with a denominator of a multiple of 10 or 25.

convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre) understand and use basic equivalences between metric and common imperial units and express them in approximate terms

measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres and calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes

recognise and estimate volume (e.g. using 1 cm<sup>3</sup> blocks to build cubes and cuboids) and capacity (e.g. using water)

solve problems involving converting between units of time

solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation.

identify 3-D shapes, including cubes and cuboids, from 2-D representations

know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (°)

identify: multiples of 90°, angles at a point on a straight line and 1/2 a turn (total 180°), angles at a point and one whole turn (total 360°), reflex angles, and compare angles

draw shapes using given dimensions and angles

state and use the properties of a rectangle (including squares) to deduce related facts

distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

identify 3-D shapes, including cubes and cuboids, from 2-D representations

know angles are measured in degrees; estimate and measure them and draw a given angle, writing its size in degrees (°)

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.

solve comparison, sum and difference problems using information presented in line graphs

complete, read and interpret information in tables, including timetables.



# Parent's Guide

## Year 5

## End of

# Year Expectations