



End of Year Expectations for Year 5

This document 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 should 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 information or want support in knowing how best to help your child, please talk to your child's teacher.

Reading

- Use knowledge of morphology and etymology to read aloud and understand new words.
- Vary voice when reading aloud for direct or indirect speech.
- Begin to read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions.
- Begin to identify and discuss themes and conventions across a wide range of genres.
- Ask questions to improve understanding of texts.
- Make book recommendations, giving justification for choices.
- Participate in discussions, presentation and debates about books, beginning to build on and challenging ideas.
- Expand skimming and scanning skills to locate information.
- Expand ability to give and explain the meaning of **vocabulary** in context.
- Expand secure ability to **retrieve** and record information by identifying key details from fiction and non-fiction.
- Expand secure ability to **summarise** main ideas from more than one paragraph.
- Expand ability to make **inferences** from the text; **explain** and justify **inferences** with evidence from the text.
- Expand ability to **predict** what might happen from details stated and implied.



- Expand ability to identify and **explain** how information or narrative content is related and contributes to develop meaning as a whole.
- Expand ability to identify and **explain** how meaning is enhanced through choice of words and phrases.
- Expand ability to make and **explain** comparisons within the text and across texts.

Writing



WTS

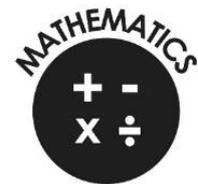
- Write for a range of purposes
- Use paragraphs to organise ideas
- In narratives, describe settings and characters
- In non-narrative writing, use simple devices to structure the writing and support the writer and reader (e.g. headings, sub-headings, bullet points)
- Using mostly correctly:
 - capital letters
 - full stops
 - question marks
 - exclamation mark
 - commas for lists
 - apostrophes for contractions
- Spell most Y3/4 words correctly
- Spell some Y5/6 words correctly
- Write legibly

EXS

- Proof read and edit writing
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narrative to convey character and advance action
- Select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately:
 - using relative clauses
 - expanded noun phrases
 - using modal verbs
 - contracted forms in dialogue
 - passive voice/verbs
- Use a range of devices to build cohesion within and across paragraphs:
 - conjunctions
 - adverbials
 - pronouns

- synonyms
- Use verb tenses consistently and correctly throughout writing
- Use the range of punctuation taught at key stage 2 mostly correctly:
 - inverted commas and other punctuation to indicate direct speech
 - apostrophes for possession
 - commas after fronted adverbials
 - commas for clarity
 - brackets to indicate parenthesis
 - dashes to indicate parenthesis
 - commas to indicate parenthesis
 - colons to introduce a list
 - semi-colons within lists
 - bullet points to list information
 - hyphens
 - ellipsis
- Spell some Y5/6 words correctly
- To spell some complex homophones correctly
- To spell verb prefixes and suffixes correctly
- Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintaining legibility in joined handwriting when writing at speed

Mathematics



Number – Number and Place Value

- Read and write numbers to at least 1 000 000.
- Determine the value of each digit of a number to at least 1 000 000.
- 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).
- Recognise years written in Roman numerals.

Number – Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.

- Use rounding to check answers to calculations (including determining, 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 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 (nonprime) numbers.
- Recall the prime numbers up to 19.
- Establish whether a number up to 100 is prime.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Multiply and divide numbers mentally drawing upon known facts.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- 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.
- 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 (being able to express the remainder as a whole number, decimal or fraction).
- 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, Decimals and Percentages

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction (including when represented visually).
- Recognise mixed numbers and improper fractions and convert from one form to the other.
- Write mathematical statements > 1 as a mixed number (for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)
- 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.
- Read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$)
- Recognise and use thousandths (being able to relate them to tenths, hundredths and decimal equivalents).

- Round decimals with two or three decimal places to the nearest whole number and to one decimal place.
- Read and write numbers with up to three decimal places.
- 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'.
- 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 fraction 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 and capacity.
- 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 Shape

- 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 (using a protractor).
- Identify: angles at a point and one whole turn total 360°; angles at a point on a straight line and $\frac{1}{2}$ a turn total 180°; and 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 and Direction

- Identify, describe and represent the position of a shape following a reflection using the appropriate language, and know that the shape has not changed.

- Identify, describe and represent the position of a shape following a 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.