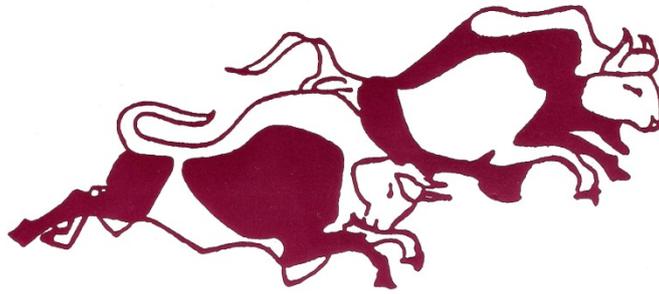


# Mickleover Primary School



## End of Year Expectations: 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 each year. 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 these expectations or would like support in knowing how best to help your child, please see the class teacher.

# Reading

## Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Re-read and read ahead to check for meaning

## Comprehension

- Use meaning-seeking strategies to explore the meaning of words in context.
- Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.
- Identify & discuss themes & conventions in and across a wide range of writing
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Make predictions from what has been read.
- Begin to ask questions to improve their understanding
- Identify how language, structure and presentation contribute to the meaning of a text.
- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions.
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
- Begin to summarise the main ideas from more than one paragraph
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Express a personal point of view about a text, giving reasons
- Begin to distinguish between statements of fact or opinion
- Begin to retrieve, record & present information from non-fiction
- Provide reasoned justifications for their views.
- Make connections between other similar texts, prior knowledge and experience.
- Listen to and build on others' ideas and opinions about a text
- Present an oral overview or summary of a text and author's viewpoint of a text

# Writing

## Transcription

- Form verbs with prefixes. For example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify
- Understand the general rules for adding prefixes and suffixes above
- Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

## Composition

- Know the audience for and purpose of the writing.
- Begin to note & develop initial ideas, drawing on reading & research where necessary
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or performed
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways.
- Use sentence starters to highlight the main idea.
- Develop characters through action and dialogue.
- In narratives, begin to describe settings, characters & atmosphere integrating dialogue to convey character & advance the action
- Begin to précis longer passages
- Begin to use a wide range of devices to build cohesion within & across paragraphs
- Begin to use further organisational & presentational devices to structure the text and guide the reader
- Establish viewpoint as the writer through commenting on characters or events.
- Show how grammar and vocabulary choices create impact on the reader.
- Choose vocabulary to engage and impact on the reader.
- Begin to propose changes to vocabulary, grammar & punctuation to enhance effects & clarify meaning
- Begin to proof-read for spelling and punctuation errors
- Use a growing range of punctuation: commas, hyphens, parenthesis, semi-colons, colons and bullet points

# Mathematics

- Read, write order, compare, count forwards and backwards in steps of power 10 for any given number up to 1,000,000 and up to 3 decimal places
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Read Roman numerals to 1000 and recognise the years written in Roman numerals
- Add & subtract whole numbers with more than 4 digits using formal written methods
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example,  $0.47 = 47/100$
- Know & use the vocabulary of prime numbers, prime factors & composite numbers.
- Identify multiples and factors
- Identify, name & write equivalent fractions. Recognise mixed numbers & improper fractions & convert from one to the other
- Recognise the per cent symbol (%) Write percentages as a fraction with denominator hundred, and as a decimal fraction
- Compare, order, add & subtract fractions whose denominators are all multiples of the same number
- Multiply and divide numbers mentally drawing upon known facts up to  $12 \times 12$
- Use rounding to check answers & determine level of accuracy
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- Multiply proper fractions and mixed numbers by whole numbers
- Solve problems involving decimals, fractions & percentages
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents
- Solve problems involving multiplication and division where large numbers are used, including scaling by simple fractions & ratios. Use knowledge of factors, multiples, squares & cubes to solve problems
- Multiply & divide numbers up to 4 digit by a 1 or 2 digit number using formal written methods
- Recognise & use square and cube numbers
- Convert between different units of measurement including approximate equivalences between metric & common imperial units
- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles and draw given angles and measure them in degrees ( $^{\circ}$ )
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate the area of rectangles & estimate the area of irregular shapes
- Use the properties of rectangles to deduce related facts & find missing lengths/angles
- Distinguish between regular & irregular polygons based on reasoning about sides & angles
- Solve problems converting between units of time
- Use all 4 operations to solve problems involving measure
- Identify 3D shapes from 3D representations
- Solve comparison, sum and difference problems using information presented in a line graph