

## Reading

### Word Reading

- Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words
- Read further exception words, noting the unusual correspondences between spelling and sound
- Attempt pronunciation in unfamiliar words, drawing on prior knowledge of similar looking words
- Read age appropriate books (Blue B level) accurately and fluently

### Comprehension

- Re-read and read ahead to check that book makes sense, finding the meaning of new words
- Draw inferences and justify with evidence from the text, explaining ideas in detail
- Predict what might happen in increasingly complex texts from details stated and implied
- Retrieve and record information from non-fiction
- Discuss why authors use language, including figurative language, and the impact it has on the reader
- Discuss and compare events, issues and characters within a book
- Make links between books they are reading and books they have read

## Writing

- Generates ideas, drafts, redrafts and edit written work to ensure the meaning and impact on reader is clear
- Use expanded noun phrases to add detail, qualification and precision – to add
- Create vivid images by using a range of figurative language (similes, metaphors, personification, alliteration, assonance, onomatopoeia)
- A range of tenses are used accurately for effect (simple/progressive/perfect)
- Create atmosphere and integrates dialogue to convey character and advance actions (EAST – emotion, action, speech, thoughts)
- Use of adverbs and adverbials to add detail, qualification and precision
- Correctly organised paragraphs, using adverbs and adverbials to build cohesion
- Use of preposition phrases to add detail, qualification and precision
- Use a range of subordinating conjunctions (AWHITEBUS)
- Use a range of coordinating conjunctions (FANBOYS)
- Vary the position of clause structures using fronted adverbials and embedded clauses
- Use modal verbs to indicate a degree of possibility or certainty
- Use of presentational devices specific to genres if appropriate (bullet points, headings and subheadings, columns, tables)
- Full stops, capital letters, question marks, exclamation marks, apostrophes are accurate and consistent
- Use inverted commas for speech is used accurately
- Use commas in a list, for clarity and to mark clauses accurate
- Begin to use brackets, dashes and commas to indicate parenthesis
- Write fluently and legibly using leading lines and appropriate spacing
- Understand the rules for adding prefixes and suffixes and apply these in writing
- Spell the commonly mis-spelt words from the Year 3/4 and some from the 5/6 word list

## Mathematics

- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can add and subtract numbers mentally with increasingly large numbers.
- I can add whole numbers with more than 4 digits, including using formal written methods (columnar addition).
- I can subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction).
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I can 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.
- I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- I can compare and order fractions whose denominators are all multiples of the same number.
- I can 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,  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ).
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can read, write, order and compare numbers with up to three decimal places.
- I can recognise the per cent symbol (%) and understand that per cent relates to number of parts per 100, and write percentages as a fraction with denominator 100, and as a decimal fraction.
- I can 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.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes.
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- I can solve problems involving converting between units of time
- Draw given angles, and measure them in degrees ( $^\circ$ ).

## Science

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution.
- Describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



## 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 staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following 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 the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.