



**EXPECTATIONS FOR YEAR 5
READING, WRITING AND MATHEMATICS**

READING – Year 5

Breadth of Reading

- Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace
- Read outside of school for pleasure or information
- With encouragement, read a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Being to identify themes in fiction texts friendship loss revenge heroism
- Read books that are structured in different ways
- Read for a wide range of purposes, e.g. pleasure and finding information
- Identify themes & conventions in a wide range of writing
- Intonation
- Read aloud with appropriate intonation to show understanding
- Begin to learn some poems by heart

Summarise Main Ideas

- Summarise and present a familiar story in their own words
- Recommend books to peers, giving reasons for their choices
- Take notes when reading a text and refer to them when explaining and discussing what they have read through a formal presentation or debate
- Discuss viewpoints (both of authors and of fictional characters) within a text and across more than one text.
- Show how the use of language differs
- Engage in book discussion, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views on a text
- Consider different accounts of the same event

Author's Use of Language

- Distinguish between statements of fact and opinion
- Fact: In 2015, Messi was named World Footballer of the Year for the fifth time
Opinion: Messi is the best football player of all time
- Identify how language, structure and presentation contribute to meaning
Literary devices e.g. simile / metaphor / rhetorical question
The order of events
Layout / bullet points
- Recognise and use the terminology:
- metaphor a blanket of snow
- simile as brave as a lion to eat like a pig
- Recognise and use the terminology:
- analogy Like a fish out of water

- imagery Golden sunlight rested on his shoulders
- style Descriptive / persuasive / narrative effect 'It makes the reader feel angry'

Explain Word Meanings in Context

- Explain how suffixes affect the meanings of words –ant / -ance e.g. assistant à assistance -able -ible e.g. enjoyable possible
- Explain that hyphens can be used to join a prefix to a root word, especially to separate two vowels co-ordinate co-operate re-enter

Make Inferences and Predictions

- Infer meanings of unfamiliar words and discuss what they have read
- Retrieve and record information
- Retrieve information, referring to the text but providing short answers with little evidence or explanation provided Because it says that it was raining
- Compare characters, referring explicitly to the ways they are described and to their actions
- Compare settings or themes Compare different times and places How characters respond to the setting, obstacles and other characters Differing themes of death: tragedy vs. inevitable

Word Reading

- Read most words effortlessly
- Automatically work out how to pronounce unfamiliar words
- Demonstrate an understanding of the meanings of some words from the Year 5 and 6 spelling rules and spelling list
- Demonstrate an understanding of the meanings of many words from the Year 5 and 6 spelling rules and spelling

WRITING – Year 5

Description

- Describe settings through the experiences of characters The sound of the rushing water interrupted her train of thought
- Identifying the Reader
- Independently use a thesaurus to choose suitable vocabulary and edit own writing
- Accurately reproduce the main conventions of the text type as presented through modelled writing

- Précis longer passages, making appropriate decisions about what to include and what to omit

Cohesion

- Consistently use new paragraphs to signal changes of time, place, topic or speaker
- Link paragraphs using fronted adverbials of time When they arrived, After managing to drag myself out of bed,

Verbs/Tenses

- Use tense mostly consistently throughout pieces of writing
- Use the perfect form of verbs The referee had blown his whistle before the ball crossed the line.
- Recognise and use verb phrases Lydia is coming with us I can help you with your work
- Use the subjunctive form in formal writing She demanded that he leave the building. If I were in charge, there would be major changes.
- Begin to use modal verbs to indicate degrees of possibility must not will ought to could might
- Begin to use modal adverbs for degrees of possibility perhaps certainly

Clause Structure

- Consistently write complex sentences, using commas when appropriate Because it was raining, I took my umbrella.
- Begin to recognise and use relative clauses who which where when whose that (or with an implied pronoun – I didn't like the presents [that] I got for my birthday)
- Independently recognise and use relative clauses who which where when whose that (or with an implied pronoun – I didn't
- like the presents [that] I got for my birthday)

Detail and Precision

- Work with a partner to assess the effectiveness of their own and others' writing, making improvements as a consequence
- Edit and make improvements to spelling and punctuation in own writing without support

Punctuation

- Consistently correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech
The monster exclaimed, "Get out!"
- Colons to introduce a list
- Bullet points punctuated consistently
- Consistently correct use of the following Year 4 punctuation when writing dictated sentences:
 - plural possessive apostrophes girls' boys' children's
 - commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,
 - Use hyphens to avoid ambiguity in writing man eating shark versus man-eating shark
 - Begin to use brackets for parenthesis Ivy (my best friend) came to my house

Spelling and Presentation

- Independently use a dictionary to check 3/6: spellings
- Many correct independent spellings of words from the Year 3 and 4 spelling rules and spelling list
- Beginning to use Year 5 and 6 spelling words in writing with support
- Independently join most letters correctly, with occasional omissions permitted
- Some correct spellings of words from the Year 5 and 6 spelling rules and spelling list without support
- Use suffixes to convert nouns or adjectives into verbs -ate -ise -ify pollen à pollinate apology à apologise solid à solidify
- Use verb prefixes dis- de- mis- rere- enter misbehave

MATHEMATICS – Year 5

- Read, write, order & 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. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero
- 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 formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- 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 of a number, and common factors of two numbers.
- 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 1- or 2-digit number using a formal written method.
- Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division
- 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 and cubed
- Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- 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. Solve problems involving number up to three decimal places
- 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 with a denominator of a multiple of 10 or 25.
- Convert between different units of metric measure (e.g. km & m; cm & m; cm & mm; g & kg; l & ml). Use approx. equivalences between metric and imperial units (e.g. inches, pounds & pints).
- Measure & calculate the perimeter of composite rectilinear shapes in cm/m. Calculate the area of squares/rectangles using standard units, square cm/m and estimate the area of irregular shapes
- Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water)
- Solve problems involving converting between units of time. Use all four operations to solve probs involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.
- 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.

- 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°); other multiples of 90° .
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- 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 a line graph
- Complete, read and interpret information in tables, including timetables

