

## Y5 End of Year Expectations

Reading	Writing
<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> <li>• Re-read and read ahead to check for meaning.</li> <li>• Become familiar with and talk about a wide range of books, including myths, legends and traditional stories &amp; books from other cultures &amp; traditions &amp; know their features.</li> <li>• Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.</li> <li>• Identify significant ideas, events and characters and discuss their significance.</li> <li>• Learn poems by heart for example, narrative verse, haiku.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Use meaning-seeking strategies to explore the meaning of words in context.</li> <li>• Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</li> <li>• Identify and comment on writer’s use of language for effect for example, precisely chosen adjectives, similes and personification.</li> <li>• Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.</li> <li>• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.</li> <li>• Justify inferences with evidence from the text.</li> <li>• Make predictions from what has been read.</li> <li>• Summarise the main ideas drawn from a text.</li> <li>• Identify the effect of the context on a text for example, historical or other cultures.</li> <li>• Identify how language, structure and presentation contribute to the meaning of a text.</li> <li>• Express a personal point of view about a text, giving reasons.</li> <li>• Make connections between other similar texts, prior knowledge and experience.</li> <li>• Compare different versions of texts and talk about their differences and similarities.</li> <li>• Listen to and build on others’ ideas and opinions about a text.</li> <li>• Present an oral overview or summary of a text.</li> <li>• Present the author’s viewpoint of a text.</li> <li>• Present a personal point of view based on what has been read.</li> <li>• Listen to others’ personal point of view.</li> <li>• Explain a personal point of view and give reasons.</li> <li>• Know the difference between fact and opinion.</li> <li>• Use knowledge of structure of text type to find key information.</li> </ul>	<ul style="list-style-type: none"> <li>• Form verbs with prefixes for example, dis, de, mis, over and re.</li> <li>• Convert nouns or adjectives into verbs by adding a suffix for example, ate, ise, ify.</li> <li>• Understand the general rules for adding prefixes and suffixes above.</li> <li>• Spell some words with ‘silent’ letters, e.g. <i>knight, psalm, solemn</i>.</li> <li>• Distinguish between homophones and other words which are often confused.</li> <li>• Spell identified commonly misspelt words from Year 5 and 6 word list.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Use a range of spelling strategies.</li> <li>• 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.</li> <li>• Choose the writing implement that is best suited for a task (e.g. quick notes, letters).</li> <li>• Know the audience for and purpose of the writing.</li> <li>• Use the features and structures of text types taught so far.</li> <li>• Use grammatical features and vocabulary appropriate for the text types taught so far</li> <li>• Start sentences in different ways.</li> <li>• Use sentence starters to highlight the main idea.</li> <li>• Develop characters through action and dialogue.</li> <li>• Establish viewpoint as the writer through commenting on characters or events.</li> <li>• Show how grammar and vocabulary choices create impact on the reader.</li> <li>• Choose vocabulary to engage and impact on the reader.</li> <li>• Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.</li> <li>• Add well-chosen detail to interest the reader.</li> <li>• Summarise a paragraph or event.</li> <li>• Organise writing into paragraphs to show different information or events.</li> <li>• Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Assess the effectiveness of their own and others’ writing.</li> <li>• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural.</li> <li>• Distinguish between the language of speech and writing.</li> <li>• Distinguish between the formal and informal spoken and written language.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul>

<ul style="list-style-type: none"> <li>• Use text marking to identify key information in a text.</li> <li>• Make notes from text marking.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>Speaking &amp; Listening</b>	<b>Maths</b>
<ul style="list-style-type: none"> <li>• Engage the interest of the listener by varying their expression and vocabulary.</li> <li>• Adapt spoken language to the audience, purpose and context.</li> <li>• Explain the effect of using different language for different purposes.</li> <li>• Develop ideas and opinions with relevant detail.</li> <li>• Express ideas and opinions, justifying a point of view.</li> <li>• Show understanding of the main points, significant details and implied meanings in a discussion.</li> <li>• Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.</li> <li>• Begin to use Standard English in formal situations.</li> <li>• Begin to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• Perform own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>• Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.</li> <li>• Understand and begin to select the appropriate register according to the context.</li> </ul>	<ul style="list-style-type: none"> <li>• Count forwards and backwards in steps of power 10 for any given number up to 1,000,000</li> <li>• Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents</li> <li>• Recognise mixed numbers and improper fractions and convert from one to the other</li> <li>• Read and write decimal numbers as fractions, for example, <math>0.47 = \frac{47}{100}</math></li> <li>• Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred</li> <li>• Write percentages as a fraction with denominator hundred, and as a decimal fraction</li> <li>• Compare and add fractions whose denominators are all multiples of the same number</li> <li>• Multiply and divide numbers mentally drawing upon known facts up to <math>12 \times 12</math></li> <li>• Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</li> <li>• Round decimals with 2dp to the nearest whole number and to 1 decimal place</li> <li>• Recognise and use square numbers and cube numbers and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers</li> <li>• Divide numbers up to 4-digits by 1-digit numbers</li> <li>• Solve problems involving multiplication and division where large numbers are used by decomposing them into factors</li> <li>• 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</li> <li>• Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles</li> <li>• Draw given angles and measure them in degrees (°)</li> <li>• Convert between different units of metric measures and estimate volume and capacity</li> <li>• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• Calculate and compare the area of squares and rectangles including using standard units (cm<sup>2</sup> and m<sup>2</sup>)</li> <li>• Solve comparison, sum and difference problems using information presented in a line graph</li> </ul>

