

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;
- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features;
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are;
- Identify significant ideas, events and characters and discuss their significance;
- Learn poems by heart. for example, narrative verse, haiku;
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action;
- 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 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;
- Justify inferences and predictions with evidence from the text;
- Summarise the main ideas drawn from a text;
- Identify the effect of the context on a text, for example, historical or other cultures;
- Identify how language, structure and presentation contribute to the meaning of a text;
- Make connections between other similar texts, prior knowledge and experience;
- Compare different versions of texts and talk about their differences and similarities;

- Listen to and build on others' ideas and opinions about a text;
- Present an oral overview or summary of a text;
- Present the author's viewpoint of a text;
- Present a personal point of view based on what has been read and give reasons;
- Use knowledge of structure of text type to find key information;
- Use text marking to identify key information in a text and make notes.



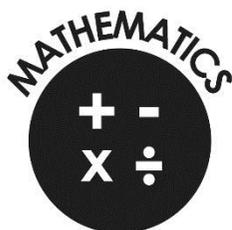
Writing

- Form verbs with prefixes, for example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix, eg ate, ise, ify;
- Understand the general rules for adding the 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;
- Know the audience for and purpose of the writing;
- Use the features and structures of text types taught so far;
- Use grammatical features and vocabulary appropriate for varied text types;
- Start sentences in different ways;
- Use sentence starters to highlight the main idea;
- Develop characters through action and dialogue;
- Establish viewpoint as the writer through commenting on characters or events;
- Use grammar, vocabulary choices and detail to engage and impact on the reader;
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification;
- Summarise a paragraph or event;
- Organise writing into paragraphs to show different information or events;
- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs;
- Use modal verbs or adverbs to indicate degrees of possibility;
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;
- Use commas to clarify meaning or avoid ambiguity in writing;
- Use brackets, dashes or commas to indicate parenthesis;
- Assess the effectiveness of their own and others' writing;
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;
- Ensure the consistent and correct use of tense throughout a piece of writing;
- Ensure correct subject and verb agreement when using singular and plural;
- Distinguish between the formal and informal spoken and written language;
- Proof-read for spelling and punctuation errors;
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

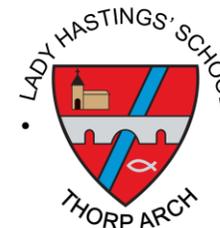


Mathematics

- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000;
- 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, $0.47 = 47/100$;
- Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred;
- Write percentages as a fraction with denominator hundred, and as a decimal fraction;
- Compare and add fractions whose denominators are all multiples of the same number;
- Multiply and divide numbers mentally drawing upon known facts up to 12×12 ;
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000;
- Round decimals with 2dp to the nearest whole number and to 1 decimal place;
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3);
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000;
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers;
- Divide numbers up to 4-digits by 1-digit numbers;
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors;
- Solve addition and subtraction multi-step problems and solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents;
- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles;
- Draw given angles and measure them in degrees ($^\circ$);
- Convert between different units of metric measures and estimate volume and capacity;
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres;
- Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2);
- Solve comparison, sum and difference problems using information presented in a line graph.



Lady Elizabeth Hastings' CE VA Primary School



End-of-Year Expectations for Year 5

This booklet provides information for parents and carers about the end-of-year expectations for children in our school based on the requirements of the National Curriculum. These are the objectives children need to achieve by the end of the year, in order to be ready to progress onto the learning for the following year and to ensure continued progress.

The objectives will be worked on throughout the year and will be the focus of teaching and learning. Any support you can provide in helping your child to achieve these would be of value.

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.

Every effort is made to aid pupils with Special Educational Needs in working towards end-of-year expectations. These pupils also have specific objectives relating to their next-steps.

