

Reading, Writing and Number Skills in Year 5.



Our class animal is a dolphin, because like dolphins we are intelligent and strong communicators.

Success Skills in Year 5

These are the skills that have been identified as priority skills for each child in Numeracy and Literacy in each year group. They are the skills set out in the 2014 National Curriculum for schools.

We know if a child is working at their age expected levels they will have secured all of these skills by the end of the academic year and may well be achieving more.

It is important that the children have a secure understanding of these skills, as they will be the fundamental to the work they do in Year 6.

We will be learning these skills in school, but please support this learning at home. Additional opportunities of using and applying these skills will develop your child's knowledge and enable them to grow in confidence.

| Year 5 | Key Skills and Knowledge in Number |
|--------------------------------------|---|
| Place Value | <ul style="list-style-type: none"> • Read, write, order and compare numbers to 1 000 000 and know the value of each digit. • Count forwards and backwards in powers of ten (10, 100, 1000, 10 000, 100 000) and for any 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 • Understand negative numbers in simple contexts (e.g. weather, temperature, bank accounts) and be able to count forward and backwards across zero. • Recognise and predict number sequences including those involving fractions and decimals (e.g. 2, 2.5, 3, 3.5) • Solve number and practical problems involving any of the above skills/knowledge. • Read Roman numerals up to 1000 and recognise years written in Roman numerals. |
| Number - Addition and Subtraction | <ul style="list-style-type: none"> • Add and subtract mentally pairs of increasingly large numbers e.g. $12\ 462 - 2300 = 10\ 162$ • Add and subtract numbers with more than four digits using formal written methods (columns) • Use rounding to support estimates and check calculations in problem solving • Solve addition and subtraction multi-step problems, choosing the appropriate rules and order of operations |
| Number - Multiplication and Division | <ul style="list-style-type: none"> • Identify multiples and factors, including finding all the factor pairs of a number and common factors of two numbers • Understand the use of prime numbers, prime factors and non-prime (composite) numbers • Establish whether any number up to 100 is prime and recall all prime numbers below 20 • Use short multiplication for four-digit numbers by numbers up to 12 and long multiplication by two-digit numbers greater than 12 • Multiply and divide numbers mentally using known facts • Use written methods to divide up to four-digit numbers by a one-digit number, including the use of remainders which can be shown in different ways, depending on the question |

- Multiply and divide whole numbers and those involving decimals by 10, 100, 1000 (e.g. when converting metric measurements)
- Recognise and use square and cube numbers and the way these are written
- Apply number facts and the four rules frequently to solve a range of problems
- Understand the notion of the equals sign as a balance to find missing numbers (e.g. $13 + 24 = 12 + 25$ or $33 = 5 \times 6.6$)

Fractions

- Compare and order, add and subtract fractions whose denominators are all multiples of the same number (e.g. $11/24$, $5/12$, $7/8$)
- Identify, name and write equivalent fractions represented in diagrams/pictures, including tenths and hundredths
- Recognise and convert between mixed numbers and improper fractions (e.g. $2/5 + 4/5 = 6/5 = 11/50$)
- Multiply fractions and mixed numbers by whole numbers, using objects or diagrams to help
- Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$)
- Recognise and use thousandths
- Round to whole numbers and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Use the % sign and write percentages as decimals and fractions
- Know the fractional/decimal equivalents for 50%, 25% and 75% and those for any multiple of 10 or 20 per cent
- Mentally add and subtract tenths and one-digit whole numbers and tenths (e.g. $2.7 + 4.8$)
- Recognise complements of 1 (e.g. $0.83 + 0.17 = 1$)
- Solve problems involving decimals and percentages e.g. Find a common percentage of a given amount/number e.g. 60% of £25 by relating to common fractions and decimals

| Year 5 and 6 | Key Skills in Reading |
|---------------|--|
| Reading Words | <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of words they meet (Y5 +Y6 Wordlist) |
| Comprehension | <ul style="list-style-type: none"> • Listen to and discuss a wide range of books, including myths and legends, traditional stories, modern fiction and fiction from our literacy heritage and books from other cultures and traditions • Recommend books to their peers, explaining their choices • Learn a wider range of poetry by heart • Prepare poems and play scripts to read aloud, making the meaning clear through their performance • Understand what they read by asking questions, predicting, summarising key ideas within paragraphs, recognising the way language and structure is used and justifying their ideas by reference to the text • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction |

| Year 5 and 6 | Key Skills in Writing |
|---|--|
| Spelling and Handwriting | <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Use a further prefixes and suffixes and understand the rules for adding them to roots • Spell some words with silent letters e.g. knight, psalm, solemn • Spell a wider range of words that are often misspelt • Spell the words listed in the Y5+6 Word List • Use a dictionary to check spellings and meanings, locating a word by up to the first four letters • Use a thesaurus <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use as appropriate to purpose • Choosing the best writing tool for the task |
| Composition | <ul style="list-style-type: none"> • Have a sense of audience in planning the form and style of writing • Consider how authors develop characters and settings • Précising (summarising) longer passages • Use devices to emphasise meaning e.g. sub-headings, underlining, bullet points • Evaluate and edit writing to enhance the effects and clarify meaning • Ensure that tenses agree throughout the piece • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and that of writing • Proof read for punctuation errors • Perform own compositions so that the meaning is clear |
| Vocabulary, Grammar, Punctuation | <ul style="list-style-type: none"> • Recognise vocabulary and structures appropriate for formal speech and writing • Use passive and perfect forms of verbs e.g. was eaten by, has eaten • Use modal verbs to show possibilities e.g. can draw, may decide, should cook • Use relative clause beginning with who, which, when, whose, that • Use commas to clarify meaning and avoid confusions • Use hyphens to avoid ambiguity |

- | | |
|--|---|
| | <ul style="list-style-type: none">• Use brackets, dashes or commas to indicate additional information (in parenthesis)• Use semi-colons, colons or dashes to separate clauses• Use a colon to introduce a list• Punctuate bullet points consistently• Understand the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |
|--|---|

Your child should be able to read and spell the following words:

First 100 words

| | | | | | | | | | |
|------|------|------|-------|--------|--------|----------|--------|-------|--------|
| the | was | that | what | not | do | look | get | put | if |
| and | you | with | there | then | me | don't | just | could | help |
| a | they | all | out | were | down | come | now | house | Mrs |
| to | on | we | this | go | dad | will | came | old | called |
| said | she | can | have | little | big | into | oh | too | here |
| in | is | are | went | as | when | back | about | by | off |
| he | for | up | be | no | it's | from | got | day | asked |
| I | at | had | like | mum | see | children | their | made | saw |
| of | his | my | some | one | looked | him | people | time | make |
| it | but | her | so | them | very | Mr | your | I'm | an |

Next 200 words

| | | | | | | | | | |
|----------|---------|----------|---------|-----------|-----------|---------|----------|---------|---------|
| water | away | good | want | over | how | did | man | going | where |
| would | or | took | school | think | home | who | didn't | ran | know |
| bear | can't | again | cat | long | things | new | after | wanted | eat |
| everyone | our | two | has | yes | play | take | thought | dog | well |
| find | more | I'll | round | tree | magic | shouted | us | other | food |
| fox | through | way | been | stop | must | red | door | right | sea |
| these | began | boy | animals | never | next | first | work | lots | need |
| that's | baby | fish | gave | mouse | something | bed | may | still | found |
| live | say | soon | night | narrator | small | car | couldn't | three | head |
| king | town | I've | around | every | garden | fast | only | many | laughed |
| let's | much | suddenly | told | another | great | why | cried | keep | room |
| last | jumped | because | even | am | before | gran | clothes | tell | key |
| fun | place | mother | sat | boat | window | sleep | feet | morning | queen |
| each | book | its | green | different | let | girl | which | inside | run |
| any | under | hat | snow | air | trees | bad | tea | top | eyes |
| fell | friends | box | dark | grandad | there's | looking | end | than | best |
| better | hot | sun | across | gone | hard | floppy | really | wind | wish |
| eggs | once | please | thing | stopped | ever | miss | most | cold | park |
| lived | birds | duck | horse | rabbit | white | coming | he's | river | liked |
| giant | looks | use | along | plants | dragon | pulled | we're | fly | grow |

Please refer to 'English Curriculum' document within the Literacy section on the website for more information.

Word List Year 5 and 6

| | | | | | | |
|---------------|---------------|--------------------------|------------|-------------|-------------|---------------|
| accommodate | accompany | according | achieve | aggressive | amateur | ancient |
| apparent | appreciate | attached | available | average | awkward | bargain |
| bruise | category | cemetery | committee | communicate | community | competition |
| conscience* | conscious* | controversy | dictionary | disastrous | embarrass | environment |
| equipped/ment | especially | exaggerate | excellent | existence | develop | determined |
| convenience | correspond | criticise (critic + ise) | curiosity | definite | desperate | pronunciation |
| queue | recognise | recommend | relevant | restaurant | rhyme | rhythm |
| sacrifice | secretary | shoulder | signature | sincere(ly) | soldier | stomach |
| sufficient | suggest | explanation | symbol | system | temperature | thorough |
| twelfth | variety | vegetable | vehicle | yacht | opportunity | parliament |
| persuade | physical | prejudice | privilege | profession | programme | marvellous |
| mischievous | muscle | necessary | neighbour | nuisance | occupy | occur |
| identity | immediate(ly) | individual | interfere | interrupt | language | leisure |
| lightning | familiar | foreign | forty | frequently | government | guarantee |
| harass | hindrance | | | | | |