Year 5

National Curriculum

Expectations in Reading, Writing and Maths

Introduction

This booklet provides information for parents/carers on the end of year expectations for children in our school in **reading**, **writing** and **mathematics**. These are outlined in the National Curriculum and are the expectations which your child should meet each year. Your child's teacher will plan and teach to these objectives throughout the year as part of your child's learning.

When we assess the children, they may be 'working towards the expected standard' for the year group (we call this Year 5 Beginning or Developing), or 'working at the expected standard' for the year group (we call this Year 5 Embedded, which is the expectation for the end of the year). When children become confident in the skills, they deepen their understanding by working at greater depth. This means they can show success at a skill in more than one way. It could also mean that they can apply the skill or knowledge in a variety of different situations. Examples of this are problem-solving in different contexts in maths or science, or using a literacy skill in different genres in writing. We then assess children as 'working at a greater depth within the expected standard' (this may involve children working above the expectations for their year group).

Please talk to your child's teacher about how you can support your child's in working towards these expectations.

As well as academic achievement, we believe nurturing and supporting our children to be independent and caring young people is highly important. We want our children to be the best that they can be, and foster their interests and talents. As a school, we promote our core values of **respect**, **honesty**, **responsibility**, **kindness**, **self-belief** and **aspiration**. And our code of conduct emphasises these values and characteristics, as well as **good manners**, **working hard**, **effort (trying your best)**, **pride**, **fairness**, **keeping everyone safe**, **care**, **listening**, and **behaving sensibly and thoughtfully towards each other**. We want our children to be responsible and caring citizens of the future.

Reading

By the end of Year 5, a child's reading should demonstrate increasing fluency across all subjects and not just in English.

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met (Appendix 1 National Curriculum for examples, such as precious, ambitious, partial, confidential, official, hesitant, innocent, adorable, considerable, reasonable, possible, etc.)
- Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieve, record and present information from non-fiction texts; know what information is needed to look for, before beginning a task, and know how to use contents pages and indexes to locate information; apply these skills across the curriculum independently
- Participate in discussions about books; understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect; understand the conventions of different types of writing such as the use of the first person (I) in writing diaries and autobiographies
- Provide reasoned justifications for their views about a book, using examples from the text as well as information that is implied through actions or events
- Draw inferences and conclusions such as inferring characters' feelings thoughts and motives from their actions, and justify inferences with evidence
- Identify how language, structure and presentation contribute to meaning
- Make comparisons within and across books, including identifying themes (for example, loss, heroism, etc., comparing settings or characters, and so on)

Writing

By the end of Year 5, a child should use accurate grammar and punctuation.

- Identify the audience of, and purpose for, their writing
- Select the appropriate form (genre and structure) and use other similar writing as models for their own
- Use knowledge of language gained from reading stories, plays, poetry and non-fiction in own writing
- Proof read work for spelling and punctuation errors
- Ensure the consistent and correct use of tense throughout a piece of writing
- Use a range of organisational and presentational devices to structure writing and guide the reader (e.g. headings, bullet points, underlining)
- Write effective descriptions, including settings, characters and atmosphere
- Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)
- Build cohesion within paragraphs of writing to link ideas (e.g. then, after, this, firstly, later, nearby)
- Understand the differences between standard English and non-standard English and apply what has been learnt, for example, writing speech for characters differs from standard English used in descriptions
- Use brackets, dashes and commas to enclose a clause within a sentence
- Use commas to clarify meaning or avoid ambiguity
- Spell most words taught so far accurately (see Appendix 1 of the National Curriculum for examples such as communicate, marvellous, mischievous, sacrifice, etc.)
- Select a handwriting style appropriate to the task

Mathematics

By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic.

- Read, write, order and compare numbers to at least 1,000,000 (one million) and determine the value of each digit
- Interpret negative numbers in context, count forwards and backwards in whole numbers across 0 (positive and negative)
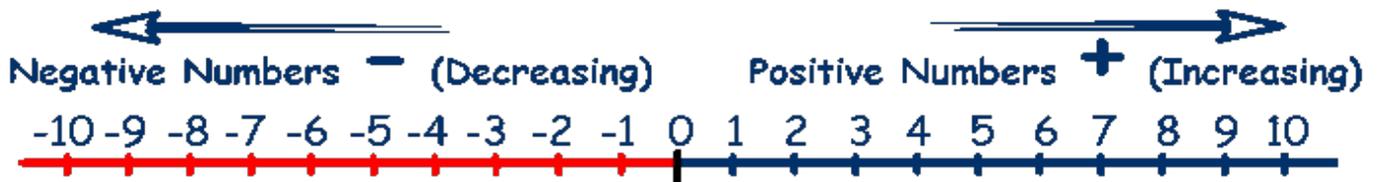
- Add whole numbers with more than 4 digits, including using formal written methods (column addition)
- Subtract whole numbers with more than 4 digits, including using formal written methods (column subtraction)
- Work mentally with increasingly large numbers (e.g. 12,462 - 2,300 = 10,162)
- Identify multiples (e.g. 24, 27 and 36 are all multiples of 3) and factors (e.g. 6, 5, 2 and 15 are factors of 30), including finding all factor pairs of a number (3 and 12 are factor pairs of 36 because 3x12=36) and common factors of 2 numbers (e.g. 2 and 4 are common factors of 8 and 16)
- Solve problems involving multiplication and division including using a knowledge of factors and multiples
- Solve problems involving multiplication and division including using a knowledge of square numbers (e.g. 4^2=16) and cube numbers (e.g. 4^3=64)
- Solve problems involving multiplication and division, including scaling by simple fractions (for example, scaling recipe ingredients to serve people down so the recipe serves 2 people) and problems involving simple ratios
- Compare and order fractions whose denominators (bottom number) are all multiples of the same number (for example, 1/5, 2/10, 6/30 – these denominators are all multiples of 5)
- Read and write decimal numbers as fractions (e.g. 0.71 = 71/100, 0.4 = 4/10)
- Read, write, order and compare numbers with up to 3 decimal places
- Solve problems which require knowing percentage and decimal equivalents of ½ (50%), ¼ (25%), 1/5 (20%), 2/5 (40%), 4/5 (80%) and those fractions with a denominator of a multiple of 10 or 25
- Convert between different units of metric measure (e.g. km and m, cm and m, cm and mm, g and kg, l and ml)
- Measure and calculate the perimeter (length around the outside) of composite rectilinear shapes in cm and m (for example, the perimeter of an L-shaped kitchen)
- Calculate and compare the area of rectangles (including squares) using standard units

- Draw given angles using a protractor
- Measure angles in degrees using a protractor
- Distinguish between regular (equal sides, equal angles) and irregular polygons (sides of different length, angles of different size) based on reasoning about equal sides and angles
- Complete, read and interpret information in tables, including timetables