Reading comprehension continued…

▪ retrieve, record and present information from non-fiction

▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, and using notes where necessary

▪ provide reasoned justifications for their views.

What are the expectations for my child in Year 5?

This booklet is designed to give you a clear understanding of what the year 5 expectations are for Reading, Writing and Maths.
The contents of this booklet are used as the criteria to assess whether your child is working at the expected standard.

Maths

Number and Place Value
Pupils should be taught to

- read, write, order and 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

- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction
Pupils should be taught to:

- + and - whole numbers with more than 4 digits, including using formal written methods (columnar + and -)

35267	194.82	514.829	$^1 2^1 31.^3 4^1 4$
+35168	+116.01	+136.091	- 161.25
70435	310.83	650.920	70.19
1 11	11	1 11	

- + and - numbers mentally with increasingly large numbers

- use rounding to check answers to calculations.

- solve + and - multi-step problems in contexts, deciding which operations and methods to use and why.
  - e.g. The total of a shopping bill was £1526.78. If items costing £345.25 and £256.66 were removed from the total how much would the bill have come to?

Reading
(Reading Comprehension)

Pupils should be taught to:
- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction books.
  - reading books that are structured in different ways
  - increasing their 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
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform,

- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- distinguish between statements of fact and opinion

Writing

Handwriting
Pupils should be taught to:
- write legibly, fluently and with increasing speed by:
    - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
    - choosing the writing implement (pen/pencil) that is best suited for a task.

Reading
(Word Reading)

Pupils should be taught to:
- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.

Maths

Multiplication and Division
Pupils should be taught to:
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
  E.g. Factor pairs for 12 = 1 & 12   2 & 6   3 & 4
  Common factors for 8 and 12 would be 1, 2 and 4 (because they all divide equally into 8 and 12)
- know and use the vocabulary: prime numbers, prime factors (the prime number factors for a number) 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 one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

- X and ÷ numbers mentally drawing upon known facts

- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

- X and ÷ whole numbers and those involving decimals by 10, 100 and 1000

- recognise and use square numbers e.g.16 (4x4), 49 (7 x 7) and cube numbers e.g. 27 (3x3x3), 125 (5x5x5), and the notation for squared (^{2}) and cubed (^{3})

- solve problems involving + - x and ÷ and a combination of these, including understanding the meaning of the equals sign
  e.g. 13 + 25 = 12 +25   33 = 5 x ☐

- solve problems including scaling by simple fractions and problems involving simple rates.
  E.g. There are 18 football stickers on 3 pages of a book. How   many are on one page?

Maths

Fractions
Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number e.g. 2/5 6/15 4/20 (all the denominators are multiples of 5)

- identify, name and write equivalent fractions e.g. 8/12 = 4/6 = 2/3

- recognise mixed numbers and improper fractions and convert from one form to the other e.g. 2/5 + 4/5 = 6/5 = 1 1/5

- + and - fractions with the same denominator and denominators that are multiples of the same number e.g. 2/5 + 4/10 = 4/5 or 8/10

- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

- read and write decimal numbers as fractions e.g. 0.71 = 71/100

- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

- round numbers with two decimal places to the nearest whole number and to 1 decimal place e.g. 25.67 rounds to 26 (whole number) or 25.7 (1dp)

- read, write, order and solve problems and compare numbers with up to three decimal places

- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal e.g. 57% = 57/100 or 0.57

- solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. e.g. what is 2/5 of £40? What is 20% of £60?

Grammar, Punctuation and vocabulary
Pupils should be taught to:

- develop their understanding by:
    - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (e.g. If I were or Were they to come)
    - using passive verbs to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken by me rather than I broke the window in the greenhouse
    - using the perfect form of verbs to mark relationships of time and cause
    - using expanded noun phrases to convey complicated information concisely e.g. The vigilant mouse…   The courteous child...
    - using modal verbs (might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility
    - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
        E.g. The woman who lives…   The tiger which killed the...

- indicate grammatical and other features by:
    - using commas to clarify meaning or avoid ambiguity in writing
    - using hyphens to avoid ambiguity e.g. A man eating shark. Or A man-eating shark.
    - using brackets, dashes or commas to indicate parenthesis
    - using semi-colons, colons or dashes to mark boundaries between independent clauses e.g. It's raining; I'm fed up.
    - using a colon to introduce a list
    - punctuating bullet points consistently

- use and understand the grammatical terminology modal verb, relative clause, pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Writing

Composition
Pupils should be taught to:

- plan their writing by:
    - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
    - noting and developing initial ideas, drawing on reading and research where necessary
    - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
    - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    - précising longer passages
    - using a wide range of devices to build cohesion within and across paragraphs
    - using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- evaluate and edit by:
    - assessing the effectiveness of their own and others' writing
    - proposing changes to vocabulary, grammar and punctuation
    - ensuring the consistent and correct use of tense throughout
    - ensuring correct subject and verb agreement when using singular and plural, e.g. The list of items is on the table or The group of boys are playing football

- proof-read for spelling and punctuation errors

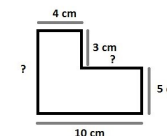- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Measurement
Pupils should be taught to:

- convert between different units of metric measure e.g. kilometre and metre (3.4km = 3400m); centimetre and metre (1.85m = 185cm); centimetre and millimetre (1536mm = 153.6cm); gram and kilogram (367g = 0.367kg); litre and millilitre (2526ml = 2.526litres)
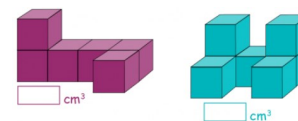
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

- measure and calculate the perimeter of composite rectilinear shapes and in centimetres and metres

- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes

- estimate volume e.g. using 1cm³ blocks to build cuboids

- solve problems involving converting between units of time
  E.g. A child travels 32miles from Monday to Friday to get to school. If she's at school for 4 weeks each month, how many miles will she travel in 6 months?
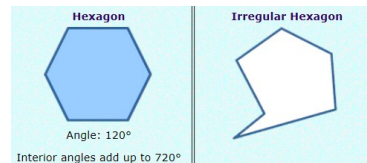
- use all four operations to solve problems involving measure
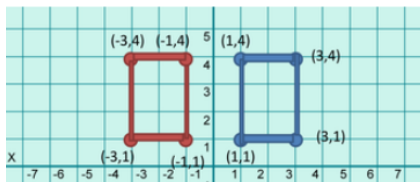
Maths

Geometry—Shape
Pupils should be taught to:

- 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 (º)
- identify:
    - angles at a point and one whole turn (total 360º)
    - angles at a point on a straight line and a ½ turn (total 180º)
    - other multiples of 90º

- use the properties of rectangles to deduce related facts and find missing lengths and angles

- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry - Position and direction
- 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.

Maths

Statistics
Pupils should be taught to:

- solve comparison, sum and difference problems using information presented in a line graph

- complete, read and interpret information in tables, including timetables.

Writing

Spelling
Pupils should be taught to:
spell by:

- use further prefixes and suffixes and understand the guidance for adding them e.g. -ant, -ance, -able - ably -ibly
  observant, observance, adorable, adorably, terribly

- spell some words with 'silent' letters e.g., knight, psalm, solemn

- continue to distinguish between homophones and other words which are often confused e.g. guessed/guest, advice/advise, device/devise, heard/herd, stationary/stationery, who's/whose

- Know that some words needs to be learnt specifically
  (A list of Yr 5 words can be found on the school website)

- use dictionaries to check the spelling and meaning of words

- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

- use a thesaurus.