

## Mathematics

### Number:

- Count forwards and backwards in steps for any given number up to 1,000,000
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Recognise mixed numbers and improper fractions and can convert from one to the other
- Read and write decimal numbers as fractions
- Recognise the % symbol and understand percent relates to a 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 on known facts up to  $12 \times 12$
- Round decimals with 2dp to the nearest whole number and to 1dp
- Recognise and use square numbers and cube numbers; and can use the notation  $2^2$  &  $3^3$
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number
- Divide numbers up to 4-digits by a 1-digit number
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why
- Can solve problems involving numbers up to 3dp



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INFANT AND JUNIOR SCHOOLS



End of Year Expectations:

### **Year 5**

This booklet provides some information for parents/carers on the end of year expectations for pupils. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

If you have any queries regarding these expectations, or would like support in knowing how to help your child with these, please see the class teacher.

## **Reading**

### **Word 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
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning

### **Comprehension:**

- Be familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions
- Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- Identify significant ideas, events and characters; and discuss their significance
- Recite poems by heart, e.g. narrative verse, haiku
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

## **Writing**

### **Spelling:**

- Form verbs with prefixes
- Convert nouns or adjectives into verbs by adding a suffix
- Understand the rules for adding prefixes and suffixes
- Distinguish between homophones and other words which are often confused

- Spell the commonly mis-spelt words from the Y5/6 word list
- Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary
- Use a thesaurus

### **Handwriting:**

- Choose the style of handwriting to use when given a choice
- Choose the handwriting that is best suited for a specific task

### **Sentence structure:**

- Use relative clauses
- Use adverbs or modal

### **Composition:**

- Discuss the audience and purpose of the writing
- Start sentences in different ways
- Use the correct features and sentence structure matched to the text type we are working on
- Develop characters through action and dialogue
- Establish a viewpoint as the writer through commenting on characters and events
- Use grammar and vocabulary to create an impact on the reader
- Use stylistic devices to create effects in writing
- Add well-chosen detail to interest the reader
- Summarise a paragraph
- Organise my writing into paragraphs to show different information or events

### **Text structure:**

- Build cohesion between paragraphs
- Use adverbials to link paragraphs

### **Punctuation:**

- Use brackets, dashes and commas to indicate parenthesis
- Uses commas to clarify meaning or avoid ambiguity