Lainesmead Primary School and Nursery

End of Year Expectations: Year 5

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

All of the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

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.

Year Five Writing

By the end of Year Five, children should be able to use the following skills in their Writing:

Objective	Example:
When I am planning, I can identify the purpose for writing and the audience.	I know why I am writing and who I am writing for.
I plan for coherence	I link my paragraphs, I use topic sentences at the beginning and end of my paragraphs.
I can use ( ) – , for parenthesis (additional information)	The table, which was an antique, was being sold at auction. The boy (who hated vegetables) was not looking forward to his Sunday roast. I miss seeing Amelia – my best friend – at dance lessons.
I can use commas to mark clauses.	Because it was raining, I had to wear my coat.
I can use apostrophes used to show ownership and to mark contractions.	The boy's football went over the neighbours' fence. can't, wouldn't, don't
I use speech punctuation accurately.	"How wonderful!" exclaimed the boy.
I can use hyphens used to avoid ambiguity	'man-eating shark.' The use of the hyphen tells us that the shark may enjoy eating humans. However, take out the hyphen and you have 'man eating shark.' This could mean the opposite – a person who is eating a shark.
I can write appropriately according to who I am writing for and the reason I am writing.	
I can use relative clauses: who, which, that, whose, where, when	The children, who were excited, could not keep still. In London, where it is often very busy, you need to be careful you don't get lost in the crowds.
I can use expanded noun phrases (Before and after the noun).	The big red bus ……. The bus, which was big and red ….
I use modal verbs (Could, should, might, may, will)	I could ….. At the weekend, I might ……
I can use adverbs to express possibility. (Perhaps, certainly, possibly, obviously, maybe)	**Maybe** it will snow this Christmas but it **probably** won't.
I can start sentences in different ways ('ed', 'ing', 'ly', similes, conjunctions, adverbials)	Exhausted, the …… Running down the road, ……. Because it was snowing, ….. As a quick as a flash, ……
I use a wide range of conjunctions (coordinating and subordinating).	Coordinating conjunctions – join 2 simple sentences The boy ran down the road **and** he tripped over his shoelace. Subordinating conjunction – one main clause (simple sentence and a subordinating clause (that does not make sense by itself: The boy stepped up to take the penalty as he was the best.
Use a range of sentences accurately and for effect – simple, compound and complex, statement, commands, exclamations (what and how) and questions.	Simple sentence: The boy ran down the road. Compound sentence: The boy ran down the road and he tripped over his shoe laces. Complex sentence: Running down the road, the boy tripped over his shoe laces.
I can use a range of figurative language to create effect (similes, metaphors, personification)	Simile – saying something is like something – as busy as a bee. Metaphor – saying something is something else – it is raining cats and dogs.

	Personification – giving something human features - The sun smiled down on us.
I can layout my writing in different ways.	I can use headings, subheadings, bullet points,
I use a range of cohesive devices	I use repetition of words/phrases and synonyms for description; a range of adverbials (connectives); use of pronouns.
I can interest the reader through description and creates atmosphere	I can describe the settings and characters in my writing.
I use speech to tell the reader more about my character and to move my story along.	
I can edit my writing: Spelling, punctuation and grammar	brackets, dashes and comas for parenthesis and to clarify meaning are corrected through editing.
Handwriting: My handwriting is joined and legible.	
Spelling: I can spell word with silent letters, the homophones – their/there to/too/two knew/new effect/affect. I can spell word using prefixes and suffixes correctly. I can spell all word on the year 4 and 5 spelling list and some of the words on the year 5 and 6 list correctly.	

Year Five Reading

By the end of Year Five, children should be able to use the following skills when reading:

Objective	Example:
Word reading skills:	
I can read words endings with cious or –tious	delicious, malicious, suspicious
I can apply a knowledge of words ending in –able and –ably –ible and –ibly	adorable/adorable, incredible, incredibly
I know that suffixes beginning with vowel letters to words ending in –fer the r is doubled if the –fer is still stressed. The R is not doubled if the –fer is no longer stressed.	referring, preferred preference.
I can apply knowledge of words containing the letter-string ough (used to spell a number of different sounds)	Thorough, tough, plough,
I can read words ending ***tial*** after a consonant letter and know that there are some exceptions to the rule	artificial, partial, confidential initial, financial
I know that words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	doubt, island, lamb, solemn
Reading comprehension:	
I ask questions to improve my understanding	
I can recommend books that they have read giving reasons for my choices	
I can discuss the themes and conventions in lots of different types of books.	
I develop a love of reading and understanding of what I read by continuing to read and discuss an increasingly wide range of books.	fiction, poetry, plays, non-fiction and reference books or textbooks
I can check that the book makes sense, discussing my understanding and exploring the meaning of words in context	
I can justify my thoughts and opinions.	
I make predictions about what might happen from details stated and implied.	
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	
I can retrieve, record and present information from non-fiction texts.	
I identify and make comparisons within and across books	
I know that is fact and what is opinion in texts	
I know a wider range of poetry by heart	
I become Increasingly familiar 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
I read books that are structured in different ways and reading for a range of purposes	e.g. books with a time jump, change in narrators.

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	
I identify how language, structure and presentation contribute to meaning	
I can draw on inferences	I can infer characters' feelings/thoughts and motives from their actions using the text.
I participate in discussions about books that are read to me and those that I read myself, building on my own and others' ideas and challenging views courteously	
I can explain and discuss my understanding of what I have read.	I can make formal presentations and take part in debates, maintaining my focus and using my notes if needed.
I prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	

Years 5 and 6 Statutory Spellings

Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
definite
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

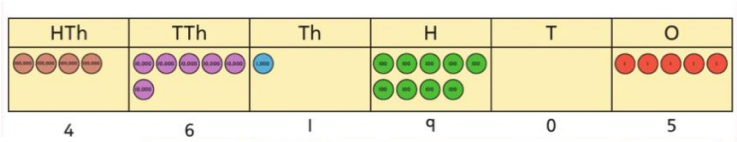
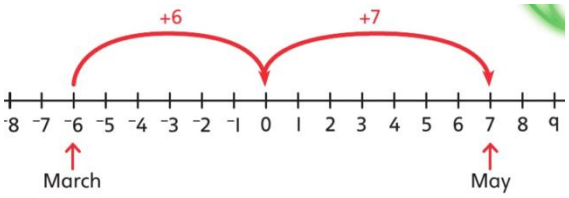
Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht

Year Five Maths

By the end of Year Five, children should be able to use the following skills in Maths:

Objective	Example:
Number and Place Value	
Vocabulary Tens of thousands, hundreds of thousands, 5-digit number, 6-digit number, powers of 10, greater than or equal to ≥, less than or equal to ≤, ascending/descending order, million	
I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	461,905  Oxford had more 10,000s so it has the greater population. 150,200 >123,900
I can round any number, up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000.	712,458 rounded to the nearest 100,000 is 700,000  When rounding to the nearest 10, look at the ones digit. When rounding to the nearest 100, look at the tens digit. When rounding to the nearest 1000, look at the hundreds digit. When rounding to the nearest 10,000 look at the thousands digit. When rounding to the nearest 100,000 look at the 10,000s digit. Less than 5 round down, 5 or more round up.
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.	The temperature in March is -6°c. The temperature in May is 7°c. The temperature is 13°c warmer in May than March. 
I can count forwards and backwards in steps of powers of 10 for any given number to 1 000 000.	72,000, 73,000, 74,000, , , 738,006, , , 438,006, , 272,800, 272,900, , , 273,200,

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

1	I	11	XI	30	XXX
2	II	12	XII	40	XL
3	III	13	XIII	50	L
4	IV	14	XIV	60	LX
5	V	15	XV	70	LXX
6	VI	16	XVI	80	LXXX
7	VII	17	XVII	90	XC
8	VIII	18	XVIII	100	C
9	IX	19	XIX	500	D
10	X	20	XX	1,000	M

Addition and Subtraction

Vocabulary

Efficient method, efficient written method, ones boundary, tenths boundary,

I can add and subtract numbers with more than four digits, including formal written methods of columnar addition and subtraction.

18,360 + 14,212 = 32,572

	TTh	Th	H	T	O
		1	8	3	6	0
+	1	4	2	1	2
	3	2	5	7	2
		1			

75,450 – 52,700 = 22,750

	TTh	Th	H	T	O
	7	$^{4}\not{5}$	$^{1}4$	5	0
–	5	2	7	0	0
	2	2	7	5	0

Multiplication and Division

Vocabulary

Short multiplication, short division, factor pair, multiple, lowest common multiple, prime number, square number, squared, cube number, cubed

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

34 x 10 = 340
34 x 100 = 3,400
34 x 1,000 = 34, 000

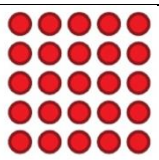
450 ÷ 10 = 45
450 ÷ 100 = 4.5
450 ÷ 1000 = 0.45

I can identify multiples and factors, including all factor pairs of a number and common factors of two numbers.

A multiple of 5 is a number in the 5x table; 25 is a multiple of 5.
A multiple of 6 is a number in the 6x table; 72 is a multiple of 6.

1 × 24 = 24 — 1 and 24 are factors of 24.
2 × 12 = 24 — 2 and 12 are factors of 24.
3 × 8 = 24 — 3 and 8 are factors of 24.
4 × 6 = 24 — 4 and 6 are factors of 24.

I can recognise and use square and cube numbers and the notation (^{2} and ^{3}).



$5 \times 5 = 5^2 = 25$

$6 \times 6 \times 6 = 6^3 = 216$

Establish whether a number up to 100 is a prime number and recall prime numbers up to 19.

2, 3, 5, 7, 11, 13, 17, 19, 23, 29…

Numbers with only two factors are called **prime numbers**.

These are special numbers that can only be divided by themselves and 1.

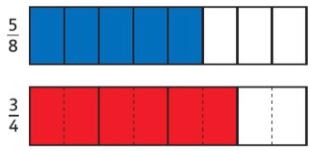
Fractions (Including decimals and percentages)

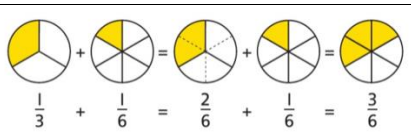
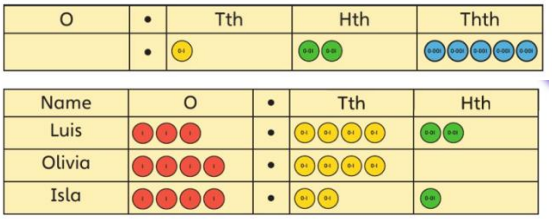
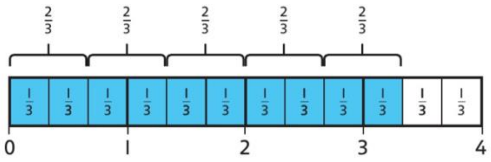
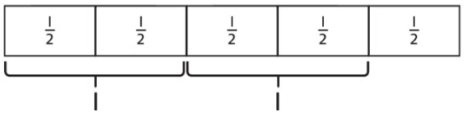
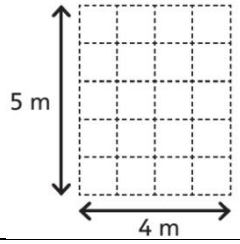
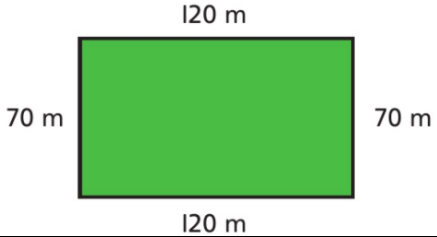
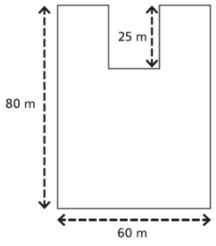
Vocabulary

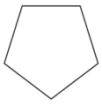
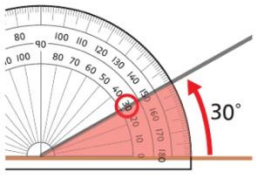
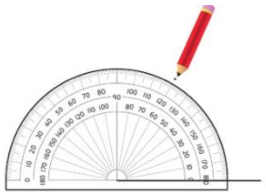
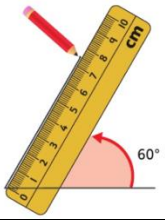
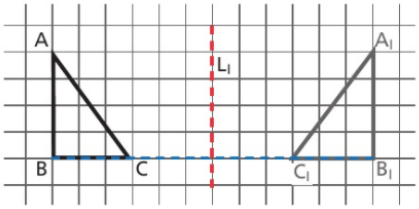
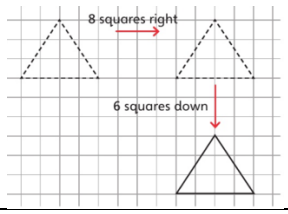
Proper/improper fraction, equivalent, reduced to, simplify, thousandths, three decimal places, percent, percentage, in every, for every, per cent, %, convert

I can compare and order fractions whose denominators are all the multiples of the same number.

$\frac{3}{4} > \frac{5}{8}$



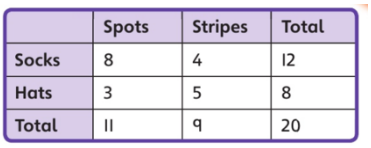
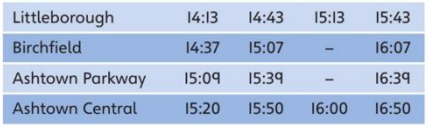
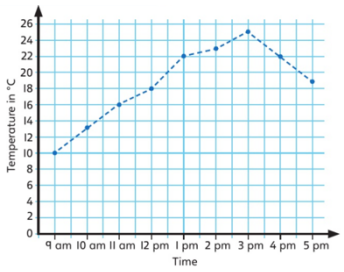
I can add and subtract fractions whose denominators are multiples of the same number.	
I know the equivalence between common fraction, percentages and decimals.	0.5 = ½ = 50% 0.25 = ¼ = 25% 0.34 = 34/100 = 34% 0.1 = 1/10 = 10% 0.75 = ¾ = 75% 0.6 = 6/10 = 60%
I can read, write, order and compare numbers with up to three decimal places.	0.125 1 tenth, 2 hundredths and 5 thousandths  3·42 < 4·21 < 4·4
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	$\frac{2}{3} \times 5 = \frac{10}{3} = 3\frac{1}{3}$ 
I can recognise mixed numbers and improper fractions and convert from one form to the other.	 $\frac{5}{2} = 2\frac{1}{2}$ Mixed numbers are whole numbers and fraction 2 ½. Improper fraction has a larger numerator than denominator 5/2.
Measurement	
Vocabulary imperial, metric, square metre (m^2), square millimetre (mm^2), pint, gallon, volume	
I can calculate and compare area of rectangles (including squares) and including standard units cm^2 and m^2 and estimate the area of irregular shapes.	The area is the amount inside a shape.  There are 5 rows. Each row contains 4 squares. 5 x 4 = 20 The area is $20m^2$
In can measure and calculate perimeter of composite rectilinear shapes in cm and m.	Perimeter is the dustance around a shape.  
I can convert between different units of metric measure (e.g. km to m, cm to m, cm to mm, kg to g, l to ml.	1km = 1000m 1Kg = 1000g 1m = 100cm 1l = 1000ml 1cm = 10mm
Geometry and Position	
Vocabulary congruent, x-axis, y-axis, axis of symmetry, reflective symmetry, coordinate, protractor	

I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	Regular shapes = sides of equal length and equal angles Irregualr shapes = sides of different lengths and different sized angles. regular  irregular 
I can draw given angles and measure them in degrees (°).	Measuring angles  Drawing angles  
I can identify, describe and represent the position of a shape following a reflection or translation, using appropriate language, and know that the shape has not changed.	Reflection  Translation 

Statistics

Vocabulary

database, bar line chart, line graph, continuous data, maximum/minimum value

I can complete, read and interpret information in tables, including timetables.	 
I can solve comparison difference problems using information presented in a line graph.	What was the difference in temperature at 1pm compared to 3pm? 

General Vocabulary

Justify, make a statement

Explain why… I wonder why… How do you know…? What will happen if…? How will you know…? How can we find out…? Can you describe…? Convince me… Is there another way…? What makes you think that…? What do you notice? What is the same? What is different?