

- plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for work.
- plan writing by noting down and developing initial ideas, drawing on reading other writing where necessary.
- plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.
- draft and write by selecting the correct grammar in writing.
- use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly.
- write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.
- set out work correctly and use headings, bullet points, or underlining depending on the purpose of writing e.g. letter, leaflet, information text, instructions.
- read work looking for spelling errors and correct them using a dictionary.
- write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join.

Mathematics

By the end of Year 5, children are expected to be able to:

- read, write, order and compare numbers up to at least 1,000,000 (one million) and say the value of each digit.

- multiply and divide a number by 10 or 100 and 1000 up to 1,000,000 and count back.
- add and subtract numbers with more than 4 digits using written methods.
- use rounding to check answers to calculations and determine levels of accuracy.
- solve addition and subtraction problems needing more than one step and work out which operation and method is the most suitable.
- find multiples and factors of a number and identify factors common to two different numbers.
- solve problems involving multiplication and division, including using factors and multiples, squares and cubes.
- compare and order fractions whose denominators are all multiples of the same number.
- read and write decimal numbers as fractions such as $0.71 = 71/100$.
- read, write, order and compare numbers with up to three decimal places.
- solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$
- convert between different forms of metric measurement eg kilometre and metre.
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2), square metres (m^2).
- use all four operations to solve problems involving measure such as length, mass, volume, money.
- draw given angles and measure them in degrees. Complete, read and interpret information in tables.

Year 5 End of Year Expectations



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End of Year Expectations for Year 5

This booklet provides information for parents and 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 must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

By the end of Year 5, children are expected to:

- read aloud and understand the meaning of at least half of the words on the Year 5/6 list.
- read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.
- write or give a detailed book review
- discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
- discuss and compare events, issues and characters within a book.
- prepare poems and plays to read aloud & perform.
- change my voice to make it more interesting to listen to and make the meaning clear.
- understand reading by checking it makes sense finding the meaning of new words.
- ask sensible & interesting questions about the texts.
- explain characters' feelings, thoughts or reasons for their actions.
- Explain thoughts with evidence from the text.
- predict what might happen in increasingly complex texts by using evidence from text.
- talk about why authors use language, including figurative language, and the impact it has on the reader.
- tell the difference between statements of fact and opinion.
- find & write down facts and information from non-fiction texts.
- participate in discussions about books building on own idea and others' ideas and challenging views courteously.

Writing

By the end of Year 5, children are expected to:

- spell words from spelling logs, patterns and exceptions word lists (see spelling log)
- use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
- use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.
- use a thesaurus.
- change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.
- understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.
- add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by
- I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will.
- use devices to build cohesion within a paragraph—then, after that, this, firstly.
- link ideas across paragraphs using adverbials of time.
- use brackets and also use dashes or commas for the same purpose.
- use commas to make my writing clear to the reader.
- understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash.