

## End of Year Expectations Year 5

This is what children will be taught throughout the year and where we would expect most to be before they move on to KS3.. Any additional support you can give to help your child reach these learning milestones will be greatly valued. Please speak to Ms Stacey if you have any questions.

### Reading



- Summarise main points of an argument or discussion within their reading and make up their own mind about issue/s.
- Compare between two texts.
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

### Speaking and Listening

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)

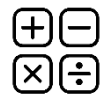
### Writing



- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:  
Brackets Dashes Comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number.
- Write legibly, fluently and with increasing speed.

## Maths

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and Subtract: Numbers with more than 4-digits using formal written method. Use rounding to check answers.
- Multiply: 4-digits by 1-digit/2-digits
- Divide: Up to 4-digits by 1-digit.
- Multiply and divide: Whole numbers and decimals by 10, 100 and 1000.
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time



## Spelling

- spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious
- spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance
- spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly
- spell words containing the letter-string 'ough' e.g. bought, rough, through, bough
- spell some words with 'silent' letters e.g. knight, psalm, solemn use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in Ref: English Appendix 1
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus

