

# Reading

## Word Reading

- ⇒ Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).

## Comprehension

Develops positive attitudes to reading and understanding of what they read by:

- ⇒ Frequently choosing to read for enjoyment both fiction and nonfiction.
- ⇒ Recommending books to others based on own reading experiences.
- ⇒ Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.
- ⇒ Demonstrating an increasing familiarity with a wide range of books from different genres.
- ⇒ Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently.
- ⇒ Understanding the conventions of different types of writing, using some technical terms when discussing texts.
- ⇒ In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found.
- ⇒ Recognising themes and making comparisons of characters, settings, themes and other aspects within a text.
- ⇒ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied.
- ⇒ Summarising the main ideas drawn from longer texts, identifying key details that support the main idea.

# End Of Year Expectations Year 5

## St Joseph's RC Primary School

This booklet provides information for parents/carers on the end of year expectations for children in our school. The teaching staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year. 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.



# Mathematics

By the end of AUTUMN term, your child should:

## Place value

Roman numerals to 1,000  
Numbers to 10,000  
Numbers to 100,000  
Numbers to 1,000,000  
Read and write numbers to 1,000,000.  
Powers of 10 10/100/1,000/10,000/100,000  
Partition numbers to 1,000,000  
Number line to 1,000,000  
Compare and order numbers to 100,000 and 1,000,000.  
Round to the nearest 10, 100 or 1,000  
Round within 100,000  
Round within 1,000,000

## Addition and subtraction

Mental strategies  
Add or subtract whole numbers with more than four digits.  
Use rounding to check answers.  
Inverse operations (addition and subtraction)  
Multi-step addition and subtraction problems  
Compare calculations.  
Find missing numbers in number sentences.

## Multiplication and division

Multiples  
Common multiples  
Factors  
Know common factors.  
Know prime, square and cube numbers.  
Multiply by 10, 100 and 1,000.  
Divide by 10, 100 and 1,000.  
Know multiples of 10, 100 and 1,000

## Fractions

Find fractions equivalent to a unit fraction.  
Find fractions equivalent to a non-unit fraction.  
Recognise equivalent fractions.  
Convert improper fractions to mixed numbers.  
Convert mixed numbers to improper fractions.  
Compare and order fractions less than 1  
Compare and order fractions greater than 1  
Add and subtract fractions with the same denominator.  
Add fractions within 1.  
Add fractions with total greater than 1.  
Add to a mixed number.  
Add two mixed numbers.  
Subtract fractions.  
Subtract from a mixed number.  
Subtract from a mixed number - breaking the whole.  
Subtract two mixed numbers.

By the end of SPRING term, your child should:

## Multiplication and division.

Multiply up to a 4-digit number by a 1-digit number.  
Multiply a 2-digit number by a 2-digit number.  
Multiply a 3-digit number by a 2-digit number.  
Multiply a 4-digit number by a 2-digit number  
Solve problems with multiplication.  
Use short division to work out division sums.  
Divide a 4-digit number by a 1-digit number.  
Divide with remainders.  
Use efficient division.  
Solve problems with multiplication and division.

## Decimals and percentages

Recognise and write decimals up to 2 decimal places  
Identify equivalent fractions and decimals (tenths)  
Identify equivalent fractions and decimals (hundredths)  
Identify equivalent fractions and decimals.  
Understand thousandths as fractions.  
Understand thousandths as decimals.  
Understand and write thousandths on a place value chart.  
Order and compare decimals (same number of decimal places) and decimals with up to 3 decimal places.  
Round to the nearest whole number  
Round to 1 decimal place  
Understand percentages.  
Identify Percentages as fractions.  
Identify Percentages as decimals.  
Recognise equivalent fractions, decimals and percentages.

# Mathematics

By the end of SPRING term, your child should:

## Fractions

Multiply a unit fraction by an integer.  
Multiply a non-unit fraction by an integer.  
Multiply a mixed number by an integer.  
Calculate a fraction of a quantity.  
Calculate a fraction of an amount.  
Find the whole.  
Use fractions as operators.

## Perimeter and area

Calculate the perimeter of rectangles.  
Calculate the perimeter of rectilinear shapes.  
Calculate the perimeter of polygons.  
Calculate the area of rectangles.  
Calculate the area of compound shapes.  
Estimate area.

## Statistics

Draw line graphs.  
Read and interpret line graphs.  
Read and interpret tables.  
Read and interpret timetables.

By the end of SUMMER term, your child should:

## Shape.

Understand and use degrees.  
Classify angles.  
Estimate angles.  
Measure angles up to  $180^\circ$   
Draw lines and angles accurately.  
Calculate angles around a point.  
Calculate angles on a straight line.  
To identify and calculate lengths and angles in shapes.  
Know some properties of Regular and irregular polygons.  
Identify features and names of 3-D shapes.

## Decimals

Use known facts to add and subtract decimals within 1  
Calculate and identify complements to 1  
Add and subtract decimals across 1.  
Add and subtract decimals with the same number of decimal places.  
Add and subtract decimals with different numbers of decimal places.  
Use efficient strategies for adding and subtracting decimals.  
Identify and create decimal sequences.  
Multiply and divide by 10, 100 and 1,000  
Multiply and divide decimals finding missing values.

## Negative numbers

Understand negative numbers.  
Count through zero in 1s.  
Count through zero in multiples.  
Compare and order negative numbers.  
Find the difference between negative numbers.

## Converting units

Identifying Kilograms and kilometres  
Identifying Millimetres and millilitres  
Convert units of length  
Convert between metric and imperial units.  
Convert units of time  
Calculate with timetables.

## Volume

Understand cubic centimetres.  
Compare volume.  
Estimate volume.  
Estimate capacity.

## Position and direction

Read and plot coordinates.  
Solve problems with coordinates.  
Understand and describe translation including with coordinates.  
Identify and draw lines of symmetry.  
Identify reflection in horizontal and vertical lines.

# Writing

## Composition

### Sentence Structure/Grammar

A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing

Expanded phrases and clauses are used to add information or detail

Appropriate use of direct and reported speech

Beginning to use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)

### Punctuation

All sentences are demarcated appropriately.

Use of commas to clarify meaning or avoid ambiguity ( e.g. Let's eat grandma. Let's eat, grandma)

Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.

Some use of brackets, dashes or commas to indicate parenthesis

### Drafting and Editing

Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing

### Effective use of language/Vocabulary (including awareness of reader)

Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description Narrator's or character viewpoint is established and controlled.

Writing shows usually appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience.

Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc.

Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece)

# Writing

## Composition

### Text Structure and Organisation

Writing for a range of purposes and audiences

Choose structure and organisation of text depending on audience and purpose

Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.

Within paragraphs, sequences of events are developed around a main sentence

Characters develop through descriptions of appearance, actions and direct or reported speech

Use of fronted adverbials of time, place and number to link ideas across

Tense choice and other devices to build cohesion within and across

paragraphs

Writing shows consistently effective use of the structure of the chosen non-narrative text type.

A widening range of layout conventions and presentational devices are used to indicate main and supporting points.

Ideas are linked across paragraphs

## Transcription

### Spelling

Taught spelling rules and guidance from English Appendix 1 ( year 5 and 6) applied

### Handwriting

Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters.

However this is not always maintained when writing

The children should be using towards a joined, legible style of handwriting.