Year 5 Meeting Expectations

Year 5 Expectations: 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, and where these occur in the word.

- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

- Re-read and read ahead to check for meaning.

Year 5 Expectations: Reading Comprehension

- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.

- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.

- Identify significant ideas , events and characters and discuss their significance.

- Learn poems by heart. for example, narrative verse, haiku.

- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

- Use meaning-seeking strategies to explore the meaning of words in context.

- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.

- Identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.

- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

- Justify inferences with evidence from the text.

- Make predictions from what has been read.

- Summarise the main ideas drawn from a text.

Year 5 Reading comprehension continued

- Identify the effect of the context on a text. for example, historical or other cultures.
- Identify how language, structure and presentation contribute to the meaning of a text.

- Express a personal point of view about a text, giving reasons.

- Make connections between other similar texts, prior knowledge and experience.

- Compare different versions of texts and talk about their differences and similarities.

- Listen to and build on others' ideas and opinions about a text.

- Present an oral overview or summary of a text.
- Present the author's viewpoint of a text.
- Present a personal point of view based on what has been read.

- Listen to others' personal point of view.
- Explain a personal point of view and give reasons.
- Know the difference between fact and opinion.
- Use knowledge of structure of text type to find key information.

- Use text marking to identify key information in a text.

- Make notes from text marking.

Year 5 Writing Expectations: Transcription

- Form verbs with prefixes. for example, dis, de, mis, over and re.

- Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.

- Understand the general rules for adding prefixes and suffixes above.

- Spell some words with 'silent' letters, e.g. *knight*, *psalm*, s*olemn.*

- Distinguish between homophones and other words which are often confused.

- Spell identified commonly misspelt words from Year 5 and 6 word list.

- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.

- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

Year 5 Writing Expectations: Composition

- Know the audience for and purpose of the writing.
- Use the features and structures of text types taught so far.
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways.
- Use sentence starters to highlight the main idea.
- Develop characters through action and dialogue.
- Establish viewpoint as the writer through commenting on characters or events.
- Show how grammar and vocabulary choices create impact on the reader.
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph or event.
- Organise writing into paragraphs to show different information or events.

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use brackets, dashes or commas to indicate parenthesis.

- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing.

Year 5 Writing Expectations: Composition continued

- Distinguish between the formal and informal spoken and written language.
- Proof-read for spelling and punctuation errors.

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Year 5 Expectations: Number

- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents
- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example, $0.47 = 47/100$
- Recognise the per cent symbol (%) and understand per cent relates to 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 upon known facts up to 12 x 12
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Round decimals with 2dp to the nearest whole number and to 1decimal place
- Recognise and use square numbers and cube numbers and the notation for squared (^{2}) and cubed (^{3})
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents

Year 5 Expectations: Measurement, Geometry and Statistics

- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles

- Draw given angles and measure them in degrees (º)

- Convert between different units of metric measures and estimate volume and capacity

- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

- Calculate and compare the area of squares and rectangles including using standard units (cm² and m²)

- Solve comparison, sum and difference problems using information presented in a line graph