



All Saints CE Primary School & Nursery

End of Year Expectations

Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The 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.

Reading

Word Reading:



- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.
- I can read with fluency and expression to make the meaning clear.

Comprehension:

- I am familiar with and can discuss a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can recommend books, giving reasons for my choices.
- I can identify and compare underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I ask questions and discuss vocabulary to understand the book better.
- I can explore the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text.
- I can infer characters' feelings, thoughts and motives from their actions, and justify those inferences with evidence.
- I can provide evidence of characters changing during a story and discuss possible reasons where reasons are not obviously stated in the text.
- I can recognise that characters may have different perspectives in the story.
- I can predict what might happen from details stated and implied.
- I can identify and summarise significant ideas, events and characters; and discuss their significance.
- I can identify how language, structure and presentation contribute to meaning.
- I can identify how the author signals change in the narration, time and place and notes the effect that this has.
- I can comment on how a character is built and presented, referring to dialogue, action and description.
- I can recognise the style of different authors and recognises their intended audience.
- I can identify balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue.

- I can retrieve information, referring to more than one place in the text, and where there is competing (distracting) information.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding through formal presentations and debates.
- I can provide reasoned justifications for my views.

Writing

Spelling:

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters (for example, knight, psalm, solemn).
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.



Handwriting:

- I can write legibly, fluently and with increasing speed and choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition:

- I can discuss the audience and purpose of the text type.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop my own ideas, drawing on reading, example texts and research where necessary.
- I can use grammar and vocabulary to create an impact on the reader.
- I can start sentences in different ways.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.

- I can organise my writing into paragraphs to show different information or events.
- I can use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).
- I can assess the effectiveness of my own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;
- I can proofread for spelling and punctuation errors.
- I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Sentence structure:

- I ensure correct subject and verb agreement when using singular and plural.
- I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- I can use passive verbs to affect the presentation of information in a sentence.
- I can use the perfect form of verbs to mark relationships of time and cause.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use adverbs or modal verbs to indicate a degree of possibility.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
- I can use and understand the grammatical terminology accurately and appropriately when discussing my writing and reading.

Text structure:

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.
- I ensure the consistent and correct use of tense throughout a piece of writing.

Punctuation:

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas or hyphens to clarify meaning or avoid ambiguity.
- I can use semicolons, colons or dashes to mark boundaries between independent clauses
- I can use a colon to introduce a list.
- I can punctuate bullet points consistently.

Mathematics



Number:

- I can read, write, order and compare numbers to at least 1,000,000.
- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can interpret negative numbers in context and count forwards and backwards with positive and negative whole numbers.
I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
I can solve number problems and practical problems that involve all of the above.
I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can add and subtract whole numbers with more than 4 digits, including using columnar addition and subtraction.
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to estimate and check answers.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.
- I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method.
- I can multiply and divide numbers mentally, drawing upon known facts.
- I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.
- I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

Fractions (including decimals and percentages):

- I can compare and order fractions whose denominators are all multiples of the same number.
I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
I can recognise mixed numbers and improper fractions and convert from one form to the other.
- I can add and subtract fractions with the same denominator, and denominators that are multiples of the same number.
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
I can read and write decimal numbers as fractions [for example, $0.71 = 71/100$].
- I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- I can round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.
- I can read, write, order and compare numbers with up to 3 decimal places.
- I can solve problems involving number up to 3 decimal places.
- I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction.
- I can solve problems which require knowing percentage and decimal equivalents of $1/2, 1/4, 1/5, 2/5$, and $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement, Geometry and Statistics:

- I can convert between different units of metric measure
- I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can solve problems involving converting between units of time.
- I can use all four operations to solve problems involving measure decimal notation, including scaling.
- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.

- I can draw given angles, and measure them in degrees ($^{\circ}$).
- I can recall and identify facts about angles.
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify, describe and represent the position of a shape following a reflection or translation.
- I can solve comparison, sum and difference problems using information presented in a line graph.
- I can complete, read and interpret information in tables, including timetables.