

Carrington Junior School



Age Related Expectations for Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. These expectations are what your child should be working towards in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of 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 read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Spoken Language

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.

Comprehension

I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can 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.

I can write or give a detailed book review including reasons why I would recommend the book.

I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.

I can discuss and compare events, issues and characters within a book.

I can prepare poems and plays to read aloud and perform.

I can change my voice to make them sound more interesting to listen to and make the meaning clear.

I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.

I can ask sensible and interesting questions about the texts to help me understand them more.

I can explain characters' feelings, thoughts or reasons for their actions.

I can explain my thoughts with evidence from the text.

I can predict what might happen in increasingly complex texts by using evidence from the text.

I can talk about why authors use language, including figurative language, and the impact it has on the reader.

I can tell the difference between statements of fact and opinion.

I can find and write down facts and information from non-fiction texts.

I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.

Writing

Spelling

I can spell some words with 'silent' letters e.g. knight, psalm, solemn.

I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.

I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.

I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

I can spell some more complex words correctly including words that are often misspelt.

I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.

I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.



I can use a thesaurus.

Composition

I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.

I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.

I can 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.

I can draft and write by selecting the correct grammar in my writing.

I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.

I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.

I can draft and write by summarising longer passages.

I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.

I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

I can use different verb forms with consideration for the audience and purpose.

I can give feedback on and improve my own writing and my classmates'.

I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.

I can mark and edit work to have the correct tense throughout.

I can mark and edit work to have the correct subject and verb agreement.

I can read work looking for spelling errors and correct them using a dictionary.

I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.

I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning

Vocabulary, Grammar & Punctuation

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re- I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.

I can use a wide range of different sentence structures.

I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

I can use brackets and can also use dashes or commas for the same purpose.

I can use commas to make my writing clear to the reader.

I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash.

Handwriting

I can 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 specific letters. I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.

Maths

Number & Place Value

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

I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back.

I can use negative numbers in context when looking at temperature or money, counting forwards and backwards through 0.

I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.

I can solve number and practical problems that involve ordering and comparing numbers up to 1,000,000, counting forwards or backwards in steps, using negative numbers, and rounding.

I can read Roman numerals up to 1000 and recognise years written in them.

Addition & Subtraction

I can add and subtract numbers with more than 4 digits using written methods.

I can add and subtract 2 and 3 digit numbers in my head.

I can use rounding to check answers to calculations and determine levels of accuracy.

I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable

Multiplication & Division

I can find multiples and factors of a number and can identify factors common to 2 different numbers.

I can use vocabulary relating to prime numbers, prime factors and composite numbers.

I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19.

I can multiply numbers with up to 4 digits by a 1 or 2 digit number using formal written methods.

I can mentally multiply and divide numbers using the times tables.

I can divide numbers with up to 4 digits by a 1 digit number, using formal written methods, and can explain remainders.

I can multiply and divide whole and decimal numbers by 10, 100 and 1000.

I can identify and use square numbers and their notation.

I can identify and use cube numbers and their notation.

I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes.

I can solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign.

I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

I can compare and order fractions whose denominators are all multiples of the same number.

I can find and name equivalent fractions of a given fraction, including tenths and hundredths.

I can write equivalent fractions of a given fraction, including tenths and hundredths.

I can identify mixed numbers and improper fractions and convert from one to another such as $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$.

I can add and subtract fractions whose denominators are all multiples of the same number.

I can multiply fractions by whole numbers using objects and pictures.

I can read and write decimal numbers as fractions such as $0.71 = \frac{71}{100}$.

I can identify and use thousandths and can explain how they relate to tenths and hundredths and

their decimal equivalents.

I can round numbers with two decimal places.

I can read, write, order and compare numbers with up to three decimal places.

I can solve problems involving numbers with up to three decimal places.

I can identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals.

I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Statistics

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.

Measurement

I can convert between different forms of metric measurement e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre.

I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints.

I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2), square metres (m^2), and estimate the area of irregular shapes.

I can estimate volume by using 1cm^3 blocks to build cuboids (including cubes), and capacity by using water and different containers.

I can solve problems where I need to convert between units of time.

I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, and scaling.

Properties of Shape

I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

I can estimate and compare acute, obtuse and reflex angles.

I know that angles are measured in degrees.

I can draw given angles and measure them in degrees.

I can identify angles at a point and one whole turn.

I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°).

I can identify other multiples of 90° .

I can use the properties of rectangles to find related facts, missing lengths and missing angles.

I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles.

Position & Direction

I can identify, describe and represent the position of a shape following a reflection or translation.

I can use mathematical vocabulary to explain this and I know that the shape has not changed.

