



*Aim High ... Fly High*

## Year 5 Curriculum Coverage and expectations (2018-19)

As a Year 5 Reader	
<b>Word Reading</b> <ul style="list-style-type: none"><li>• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li><li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li><li>• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li><li>• I can re-read and read ahead to check for meaning.</li></ul>	<b>Comprehension</b> <ul style="list-style-type: none"><li>• I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.</li><li>• I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</li><li>• I can identify significant ideas, events and characters; and discuss their significance.</li><li>• I can recite poems by heart, e.g. narrative verse, haiku.</li><li>• I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li></ul>



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### As a Year 5 writer

#### Transcription

##### 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.
- 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.
- 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 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 writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- 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 grammar and vocabulary to create an impact on the reader.
- 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.

#### Grammar and punctuation

##### Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

##### Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

##### Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.



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As a Year 5 Mathematician	
<p><b>Number</b></p> <ul style="list-style-type: none"><li>• I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.</li><li>• I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.</li><li>• I recognise mixed numbers and improper fractions and can convert from one to the other.</li><li>• I can read and write decimal numbers as fractions.</li><li>• I recognise the % symbol and understand percent relates to a number of parts per hundred</li><li>• I can write percentages as a fraction with denominator hundred and as a decimal fraction</li><li>• I can compare and add fractions whose denominators are all multiples of the same number.</li><li>• I can multiply and divide numbers mentally drawing on known facts up to <math>12 \times 12</math>.</li><li>• I can round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.</li><li>• I recognise and use square numbers and cube numbers; and can use the notation <math>2^2</math> and <math>3^3</math>.</li><li>• I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li><li>• I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.</li><li>• I can divide numbers up to 4-digits by a 1-digit number.</li><li>• I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.</li><li>• I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.</li><li>• I can solve problems involving numbers up to 3 decimal places.</li></ul>	<p><b>Measurement, geometry and statistics</b></p> <ul style="list-style-type: none"><li>• I know that angles are measured in degrees.</li><li>• I can estimate and compare acute, obtuse and reflex angles.</li><li>• I can draw given angles and measure them in degrees.</li><li>• I can convert between different units of metric measures and estimate volume and capacity.</li><li>• I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.</li><li>• I can calculate and compare the areas of squares and rectangles including using standard units (<math>\text{cm}^2</math> and <math>\text{m}^2</math>).</li><li>• I can solve comparison, sum and difference problems using information presented in a line graph.</li></ul>



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