



Year 5

End of Year Expectations

What to expect in Year 5

Year 5 is a calm and focused year; a year to embed all of the knowledge learnt in lower Key Stage 2; a year to start the preparations for transition to secondary school. This is often a year when children grow in maturity and gain greater independence and confidence from being given more responsibility in their learning.

Children in Year 5 are increasingly encouraged to take responsibility for their own learning: to do their home learning, to pack their school bag, to remember their PE kits. It is about encouraging independence in preparation for bigger things to come.

End of Year Expectations for my Child

These are the national expectations for children in Year 5 by the end of this academic year. The expectations are from the new National Curriculum which was introduced in September 2014. By the end of the year, most children will have met all of the 'expected' objectives. Some children may be working above these expectations, confidently applying their skills in a range of contexts and working at a deeper level. However, some children may be working below these expectations. If this is the case, teachers will let you know and explain what objectives your child is working on.

Any extra support you can provide in helping your children to achieve these objectives 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.



End of Year Expectations for my Child

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts.
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis: brackets, dashes, comma.
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.



End of Year Expectations for my Child

Maths

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole.
- Add and subtract: Numbers with more than 4-digits using formal written method.
- Use rounding to check answers
- Multiply: 4-digits by 1-digit/ 2-digit.
- Divide: Up to 4-digits by 1-digit
- Multiply & divide: Whole numbers & decimals by 10, 100 and 1,000.
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.



Spelling list

These are the common exception words for Years 5 and 6.

Please can you support your child to learn these spellings:

accommodate	competition	existence	muscle	rhyme
accompany	conscience*	explanation	necessary	rhythm
according	conscious*	familiar	neighbour	sacrifice
achieve	controversy	foreign	nuisance	secretary
aggressive	convenience	forty	occupy	shoulder
amateur	correspond	frequently	occur	signature
ancient	criticise	government	opportunity	sincere(ly)
apparent	curiosity	guarantee	parliament	soldier
appreciate	definite	harass	persuade	stomach
attached	desperate	hindrance	physical	sufficient
available	determined	identity	prejudice	suggest
average	develop	immediate(ly)	privilege	symbol
awkward	dictionary	individual	profession	system
bargain	disastrous	interfere	programme	temperature
bruise	embarrass	interrupt	pronunciation	thorough
category	environment	language	queue	twelfth
cemetery	equip (ped, ment)	leisure	recognise	variety
committee	especially	lightning	recommend	vegetable
communicate	exaggerate	marvellous	relevant	vehicle
community	excellent	mischievous	restaurant	yacht



How can I help my child in Year 5?

Continue to hear them read, practise times tables, help them with home learning, talk to them about their day, and encourage them to read by visiting your local library.

Helping with reading

- Helping your child become a reader is the single most important thing you can do.
- Encourage your child to read a wider range of materials and visit their local or school library regularly
- Encourage your child to complete their reading record every day. They should read at home for 40 minutes each night.
- Allow your child to read at their own pace and encourage them to talk with you about what they are reading,
- Questions you could ask your child:
 - Was there anything you liked about this book/text? / Was there anything you disliked about this book/text? / Was there anything that puzzled you? / Were there any patterns - any connections - that you noticed?

Helping with writing

- Before they start to write, talk through their ideas with them, for example, prompt them to think about how they intend to tackle a subject. Afterwards help them to reflect on their writing, particularly the effect they hoped to have on the reader.
- Encourage their personal writing, for example, a journal or diary, social networking, a blog. But ensure you take necessary safeguards when using the world wide web.
- Gifts of Writing. Greeting cards with personal messages and poems are more meaningful when they're homemade, rather than store-bought. An older child may enjoy the challenge of writing song lyrics in honour of a special someone or occasion. Homemade books and calendars also make nice gifts of writing.

Helping with Maths

- Encourage your child to practise their times tables - the faster the better.
- If they know 3×7 , they also know 30×70 or 300×700 , or even 0.3×0.7 . Help them to practise these facts too.



Encourage them to take responsibility

Just like in school, give them some independence and responsibility for their learning at home. Here are a few ways you can start giving them some responsibility at home:

- Make them pack their own bag for school so that they get into the habit of thinking for themselves about what they need and what they will be doing that day.
- Allow them to make mistakes. If they forget their PE kit, make them tell the teacher themselves (they learn more quickly from their mistake and they are taking responsibility for it too).
- Get into the routine of doing reading or home learning at a set time each week if possible. By all means help them, but make sure they make their own decisions about presentation, for example.
- Encourage your child to **complete their reading record** every day. Children should read for 40 minutes per day.

If your child is not very organised, then taping a list by the door or to a lunch box works well, as does getting equipment ready the night before.

Be encouraging

Another simple thing that you can do as a parent is to be a good example. Try not to say: *'I was no good at spelling at school!'* or *'Go to Mum and let her help you with your maths because she is better than me.'*

Children need adults to show them that learning is fun, relevant, and enjoyable – and difficult sometimes. Does it matter if you don't know the answer? Of course it doesn't. Instead, look it up together and show that you want to find things out too.

Have fun together

Finally, remember that even in Year 5 your child will still need some down-time playing outside or reading a book. Let them be silly. Let them dress up. Play board games together.

It would also help if you could:

- Ensure your child has a calm, quiet working space.
- Talk with your child about what they are learning in school.
- Visit the library weekly/ fortnightly.
- Encourage your child to go to bed early and get at least 10-11 hours of sleep.
- Look on the website for more information about what your child is learning.





Speak to your child's teacher

Be sure to speak to your child's teacher at various (non-parent evening) times during the year when you need to. They will be keen to help with any areas of concern you might have. The teacher can also answer any questions you might have about home or school learning.

If you have concerns about your child's progress or attainment in reading or writing, please speak to your child's class teacher as soon as possible. If it is appropriate, the class teacher may refer your child on to the school SENCO, who will work with you to identify your child's needs and put suitable provision into place.

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