

Y5 End of Year Expectations

Reading	Writing
<ul style="list-style-type: none"> • 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. • Become familiar with and talk about a wide range of books, including myths, legends and traditional stories & books from other cultures & traditions & 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. • 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. 	<ul style="list-style-type: none"> • 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. <i>knight, psalm, solemn</i>. • 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). • 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 <i>who, which, where, when, whose, that</i> 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. • 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.

- Make notes from text marking.

Speaking & Listening

- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
- Develop ideas and opinions with relevant detail.
- Express ideas and opinions, justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
- Begin to use Standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.

Maths

- 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 12×12
- 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 1 decimal 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
- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles
- Draw given angles and measure them in degrees ($^\circ$)
- 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 (cm^2 and m^2)
- Solve comparison, sum and difference problems using information presented in a line graph

