# Year 5 Expectations
Reading, Writing and Mathematics

# READING – Year 5

## Breadth of Reading
Read poetry and age-appropriate books with accuracy and at a reasonable speaking pace
Read outside of school for pleasure or information
With encouragement, read a range of fiction, poetry, plays, non-fiction and reference books or textbooks
Being to identify themes in fiction texts friendship loss revenge heroism
Read books that are structured in different ways
Read for a wide range of purposes, e.g. pleasure and finding information
Identify themes & conventions in a wide range of writing

## Intonation
Read aloud with appropriate intonation to show understanding
Begin to learn some poems by heart

## Summarise Main Ideas
Summarise and present a familiar story in their own words
**Recommend** books to peers, giving reasons for their choices
Take notes when reading a text and refer to them when explaining and discussing what they have read through a formal presentation or debate
Discuss viewpoints (both of authors and of fictional characters) within a text and across more than one text.
Show how the use of language differs
Engage in book discussion, building on their own and others' ideas and challenging views courteously
Provide reasoned justifications for their views on a text
Consider different accounts of the same event

## Author's Use of Language
Distinguish between statements of fact and opinion
Fact: In 2015, Messi was named World Footballer of the Year for the fifth time Opinion: Messi is the best football player of all time
Identify how language, structure and presentation contribute to meaning Literary devices e.g. simile / metaphor / rhetorical question The order of events Layout / bullet points
Recognise and use the terminology:
metaphor a blanket of snow
simile as brave as a lion to eat like a pig
Recognise and use the terminology:
analogy Like a fish out of water
imagery Golden sunlight rested on his shoulders
style Descriptive / persuasive / narrative
effect 'It makes the reader feel angry'

## Explain Word Meanings in Context
Explain how suffixes affect the meanings of words –ant / -ance e.g. assistant à assistance -able -ible e.g. enjoyable possible
Explain that hyphens can be used to join a prefix to a root word, especially to separate two vowels co-ordinate co-operate re-enter

## Make Inferences and Predictions
Infer meanings of unfamiliar words and discuss what they have read

## Retrieve and record information
**Retrieve** information, referring to the text but providing short answers with little evidence or explanation provided Because it says that it was raining
Compare characters, referring explicitly to the ways they are described and to their actions
Compare settings or themes Compare different times and places How characters respond to the setting, obstacles and other characters Differing themes of death: tragedy vs. inevitable

## Word Reading
Read most words effortlessly
Automatically work out how to pronounce unfamiliar words
Demonstrate an understanding of the meanings of some words from the **Year 5 and 6 spelling rules and spelling list**
Demonstrate an understanding of the meanings of many words from the **Year 5 and 6 spelling rules and spelling**

# WRITING – Year 5

## Description
**Describe settings** through the experiences of characters The sound of the rushing water interrupted her train of thought

## Identifying the Reader
Independently use a **thesaurus** to choose suitable vocabulary and edit own writing
Accurately reproduce the main **conventions of the text type** as presented through modelled writing
**Précis** longer passages, making appropriate decisions about what to include and what to omit

## Cohesion
Consistently use new **paragraphs** to signal changes of time, place, topic or speaker
Link paragraphs using **fronted adverbials of time** When they arrived, After managing to drag myself out of bed,

## Verbs/Tenses
Use **tense** mostly consistently throughout pieces of writing
Use the **perfect form** of verbs The referee had blown his whistle before the ball crossed the line.
Recognise and use **verb phrases** Lydia is coming with us I can help you with your work
Use the **subjunctive form** in formal writing She demanded that he leave the building. If I were in charge, there would be major changes.
Begin to use **modal verbs** to indicate degrees of possibility must not will ought to could might
Begin to use **modal adverbs** for degrees of possibility perhaps certainly

## Clause Structure
Consistently write **complex sentences**, using **commas** when appropriate Because it was raining, I took my umbrella.
Begin to recognise and use **relative clauses** who which where when whose that (or with an implied pronoun – I didn't like the presents [that] I got for my birthday)
Independently recognise and use **relative clauses** who which where when whose that (or with an implied pronoun – I didn't like the presents [that] I got for my birthday)

## Detail and Precision
Work with a partner to assess the effectiveness of their own and others' writing, **making improvements** as a consequence
**Edit** and **make improvements** to **spelling and punctuation** in own writing without support

## Punctuation
Consistently correct use of **speech punctuation** including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"
**Colons** to introduce a list
**Bullet points** punctuated consistently
Consistently correct use of the following Year 4 punctuation when writing dictated sentences:
**plural possessive apostrophes** girls' boys' children's
**commas after fronted adverbials of time, place and manner** When I arrived, Near the door, In a hurry,
Use **hyphens** to avoid ambiguity in writing man eating shark versus man-eating shark
Begin to use **brackets** for parenthesis Ivy (my best friend) came to my house

## Spelling and Presentation
Independently use a **dictionary** to check 3/6: spellings
Many correct independent spellings of words from the **Year 3 and 4 spelling rules and spelling list**
Beginning to use **Year 5 and 6 spelling** words in writing with support
Independently join most letters correctly, with occasional omissions permitted
Some correct spellings of words from the **Year 5 and 6 spelling rules and spelling list** without support
Use **suffixes** to convert nouns or adjectives into verbs -ate -ise –ify pollen à pollinate apology à apologise solid à solidify
Use verb **prefixes** dis- de- mis- rere- enter misbehave

# MATHEMATICS – Year 5

Read, write, order & compare numbers to at least 1 000 000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

Add and subtract numbers mentally with increasingly large numbers

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19

Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method.

Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Recognise and use square numbers and cube numbers, and the notation for squared and cubed

Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Round decimals with two decimal places to the nearest whole number and to one decimal place

Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places

Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those with a denominator of a multiple of 10 or 25.

Convert between different units of metric measure (e.g. km & m; cm & m; cm & mm; g & kg; l & ml). Use approx. equivalences between metric and imperial units (e.g. inches, pounds & pints).

Measure & calculate the perimeter of composite rectilinear shapes in cm/m. Calculate the area of squares/rectangles using standard units, square cm/m and estimate the area of irregular shapes

Estimate volume (e.g. using 1 cm blocks to build cubes/cuboids) and capacity (e.g. using water)

Solve problems involving converting between units of time. Use all four operations to solve probs involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.

Identify 3-D shapes, including cubes and other cuboids, from 2-D representations

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.

Identify: angles at a point and one whole turn (total 360º); angles at a point on a straight line and ½ a turn (total 180º); other multiples of 90º.

Use the properties of rectangles to deduce related facts and find missing lengths and angles

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Solve comparison, sum and difference problems using information presented in a line graph

Complete, read and interpret information in tables, including timetables