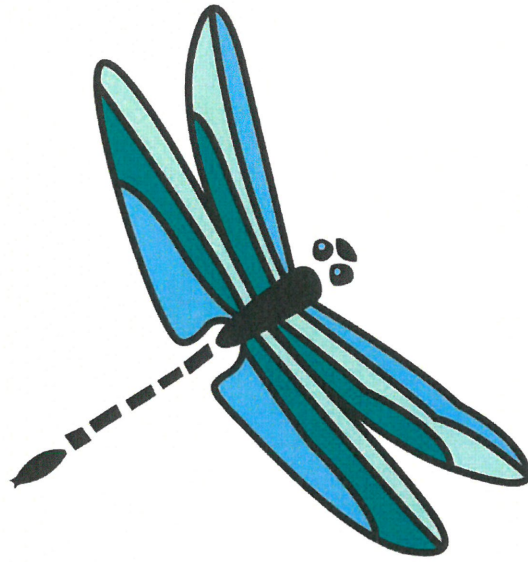


Wembrook Primary School



End of Year Expectations for Year 5

This booklet provides information for parents and carers on the expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching. These objectives build on from previous years expectations.

In English, the curriculum is shared over 2 years, therefore these expectations are the same as Year 6. If you know your child is working on different year group expectations then please see your class teacher. 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, then please talk to your child's teacher.

Reading

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through expression, tone and volume so that the meaning is clear to an audience.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Reading Comprehension

- Ask questions to improve their understanding.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Provide reasoned justifications for their views.

NB **Figurative language** is **language** that uses words or expressions with a meaning that is different from the literal interpretation. Metaphors and similes are examples of figurative language.

Metaphor: A metaphor is a comparison made between things which are essentially not alike. One example of a metaphor would be to say, "Nobody invites Edward to parties because he is a wet blanket."

Simile: A simile is like a metaphor and often uses the words like or as. One example of a simile would be to say, "Jamie runs as fast as the wind."



Writing

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters .[for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused.
- Use dictionaries to check the spelling and meaning of words.
- Use a thesaurus.
- Link meaning both within and across paragraphs .(cohesion)
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Proof-read for spelling and punctuation errors .
- Use passive verbs to affect the presentation of information in a sentence.
- Use of the **passive** to affect the presentation of information in a **sentence**. E.g *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*
- Use the perfect form of verbs to mark relationships of time and cause,
e.g *She has downloaded some songs.* [present perfect; now she has some songs]
I had eaten lunch when you came. [past perfect; I wasn't hungry when you came]
- Use expanded noun phrases to convey complicated information concisely
A noun phrase is a phrase with a noun as its head, e.g. some foxes, foxes with bushy tails.
- Use modal verbs or adverbs to indicate degrees of possibility. The main modal verbs are *will, would, can, could, may, might, shall, should, must* and *ought*.
- Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use hyphens to avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- Use semi-colons, colons or dashes to mark boundaries between independent clauses.



Mathematics

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- 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.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- 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 (2) and cubed (3)
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal .
- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- Solve problems involving converting between units of time.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees ($^\circ$).

