

Year 5 Reading



- Summarise the main points of an argument or discussion within their reading and make up their own mind about issues.
- Compare two texts, in both fiction & non-fiction.
- Appreciate that people use bias in persuasive writing (such as advertisements).
- Appreciate how two people may have a different view of the same event.
- Draw inferences and justify, using evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences (e.g. *The girl, ravenous with hunger, stared at the cake.*)
- Use more than one source when carrying out research (i.e. not just one website or book).
- Create set of notes to summarise what has been read.

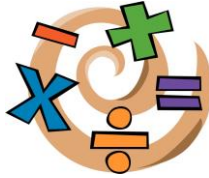
Some suggested authors: *Chris Riddell, J.K. Rowling, Jacqueline Wilson, Michael Morpurgo, Hilary McKay, Morris Gleitzman, Philip Reeve, Eoin Colfer, Anthony Horowitz, Philip Pullman, Lauren Child, Sandi Toksvig, Malorie Blackman.*

Year 5 Writing



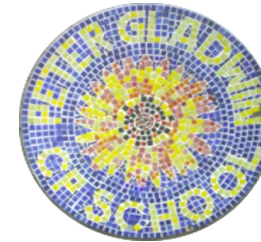
- Add phrases to make sentences more precise and detailed.
- Use a range of sentence openers, judging the impact or effect needed.
- Begin to adapt sentence structure to text type, e.g. newspaper style or figurative descriptive language.
- Use pronouns (e.g. *he/it/we/whose/her* etc.) to avoid repetition.
- Use brackets, dashes and commas.
- Use commas to clarify meaning or avoid ambiguity (e.g. *Let's eat, Gran!* or *Let's eat Gran!*).
- Link clauses in sentences using a range of subordinating and coordinating conjunctions (e.g. *since, yet, or, because, although*).
- Use verb phrases to create subtle differences (e.g. *she began to run; I might join in*).
- Consistently organize writing into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*).
- Legible and fluent handwriting style.
- Spell accurately, including homophones.
- Proof-read for spelling & punctuation errors.

Mathematics



- Count forwards & backward with positive & negative numbers through zero.
- Count forwards & backwards in steps of powers of 10 for any given number up to 1,000,000 (e.g. sequences of +100, or -10,000 etc.)
- Compare & order numbers with 3 decimal places (e.g. $2.741 > 2.739$)
- Read Roman numerals to 1000 (*M*).
- Identify all multiples & factors, including finding all factor pairs (e.g. $4 \times 5 = 20$, so 4 & 5 are factors of 20; 20 is a multiple of 4 and of 5).
- Use known multiplication tables to derive other number facts.
- Recall prime numbers up to 19 (2, 3, 5, 7, 11, 13, 17, 19).
- Recognise place values of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10; 100; 1,000; 10,000 or 100,000.
- Round decimals with 2 decimal points to nearest whole number / to 1 decimal point (e.g. 3.27 rounds to 3 / to 3.3)
- Add & subtract:
 - numbers with more than 4-digits using efficient written method (column method).
 - numbers with up to 2 decimal places.
- Multiply 4-digits by 1-digit or 2-digit (e.g. 2156×7 ; 5814×13)
- Divide 4-digits by 1-digit (e.g. $1428 \div 4$)
- Multiply & divide whole numbers & decimals by 10, 100 & 1000 (e.g. $4.27 \times 100 = 427$; $815 \div 10 = 81.5$).
- Count up/down in thousandths (e.g. 1.259, 1.26, 1.261 etc.)
- Recognise mixed numbers & fractions and convert from one to another (e.g. $1\frac{3}{4} = \frac{7}{4}$).
- Multiply proper fractions by whole numbers (e.g. $\frac{7}{8} \times 4$).
- Solve time problems using timetables and converting between different units of time.

Peter Gladwin Primary School



End of Year Expectations for Year 5

This booklet provides information for parents and carers about the end of year expectations for children in our school. Following the new National Curriculum statutory guidance, our teachers have identified these expectations as being the minimum requirements your child should meet in order to ensure continued age-related progress throughout the following year.

All the objectives will be taught, practised and consolidated throughout the year and will be the focus of direct teaching and assessment. 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 speak to your child's teacher.