Reading Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- distinguishing between statements of fact and opinion
- retrieving, recording and presenting information from nonfiction

Writing Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Evaluate and edit by:

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Writing Transcription

Spelling:

- spell endings which sound like ʃəs/ spelt –cious or – tious (suspicious, infectious, conscious)
- spell words ending in –ant, –ance/ –ancy, –ent, –ence/–
- spell words ending in –able and –ible
- spell words ending in –ably and –ibly

Handwriting:

Write legibly, fluently and with increasing speed by:

- deciding whether or not to join specific letters

Vocabulary, Grammar & Punctuation

Word:

- convert nouns or adjectives into verbs using suffixes (for example, –ate; –ise; –ify)
- use verb prefixes (for example, dis–, de–, mis–, over– and re–)

Sentence:

- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)

Text:

- use devices to build cohesion within a paragraph (for example, then, after that, this, firstly)
- link ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before)

Punctuation:

- use brackets, dashes or commas to indicate parenthesis
- use commas to clarify meaning or avoid ambiguity

Spoken English:

- articulate and justify answers, arguments and opinions
- select and use appropriate registers for effective communication

Number & Place Value

- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000

Addition & Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication & Division

- identify multiples and factors
- multiply and divide numbers up to 4 digits by a one- or two-digit number using a formal written method
- multiply and divide whole numbers and those involving decimals by 10,100 and 1000
- solve problems involving multiplication and division
- solve problems involving addition, subtraction, multiplication and division

Fractions

- compare and order fractions whose denominators are all multiples of the same number
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions
- 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
- read, write, order and compare numbers with up to three decimal places
- 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
- solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- convert between different units of metric measure
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity (for example, using water)
- solve problems involving converting between units of time

Position & Direction

- 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

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Fowlmere Primary School End of Year Expectations for Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the **minimum** requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. 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 please talk to your child's teacher.

Links to the full national curriculum can be found on the school website.