## Reading

- Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.
- Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Through close reading of the text, re-read and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.
- Explore, recognise and use the terms metaphor, simile, imagery.
- Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.
- Explore themes within and across texts e.g. loss, heroism, friendship.
- Make comparisons within a text e.g. characters' viewpoints of same events.
- Recommend books to their peers with reasons for choices.
- Read books and texts that are structured in different ways for a range of purposes.
- Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.
- Learn a wider range of poems by heart.
- Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- Predict what might happen from information stated and implied.
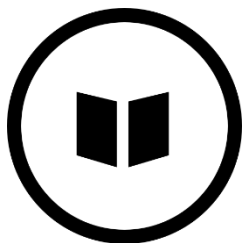
Writing

- Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly
- Use different sentence structures with increasing control
- Use organisation and presentational devices e.g. underlining, bullet points, headings.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus
- Write fluently using a joined style as appropriate for independent writing.
- Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.
- Recognise and spell words ending in –able and –ible.
- Recognise and spell words ending in –ably and – ibly.
- Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.
  Recognise and spell words containing the letter string ough.
- To recognise and spell the suffixes -al,- ary,- ic.
- To spell further suffixes, e.g. ll in full becoming l.
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.

Maths

- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Read, write, order and compare numbers with up to 3 decimal places.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Multiply/divide whole numbers and decimals by 10, 100 and 1000.
- Interpret negative numbers in context, count on and back with positive and negative whole numbers, including through zero.
- Read Roman numerals to 1000 (M); recognise years written as such.
- Solve number and practical problems that involve all of the above.
- Add and subtract numbers mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits using formal written methods (columnar addition and subtraction).
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- 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.
- Recognise and use square (^{2}) and cube (^{3}) numbers, and notation.
- Multiply and divide numbers mentally drawing upon known facts.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- 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.
- 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.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Recognise mixed numbers and improper fractions and convert from one form to the other.
- Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$).
- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Add and subtract fractions with denominators that are the same and that are multiples of the same number.
- Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$).
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- 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 $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.
- Estimate volume e.g., using 1 cm^3 blocks to build cuboids (including cubes) and capacity (e.g. using water).
- Convert between different units of metric measure.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure/calculate the perimeter of composite rectilinear shapes.
- Calculate and compare the area of rectangle, use standard units square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure using decimal notation, including scaling.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Identify 3-D shapes 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 360°).
  - angles at a point on a straight line and half a turn (total 180°).
- - other multiples of 90°.
- Describe positions on the first quadrant of a coordinate grid.
- Plot specified points and complete shapes.
- 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.
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End of Year Expectations for Y5

English and Maths

This booklet provides information for parents and carers on the end of year key learning expectations for pupils in our school. The statements in this booklet have been identified as Key Learning Indicators of Performance as these have the greatest impact on the further development of skills and subsequent learning.

You can find this in the National Curriculum by following this link
https://www.gov.uk/government/publications/national-curriculum-inengland-primary-curriculum

All the objectives will be worked on throughout the year and will be the focus of direct teaching and learning. Any extra support you can provide in helping your children to achieve these is greatly appreciated. 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.