

**Year 5**

This booklet provides information for parents/carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

All of the objectives will be focused on throughout the year as part of your child’s lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

**Mathematics:**

**Number:**

• I can count forwards and backwards in steps of powers of 10 for

any given number up to 1,000,000.

• I recognise and use thousandths and relate then to tenths,

hundredths and decimals equivalents.

• I recognise mixed numbers and improper fractions and can

convert from one to the other.

• I can read and write decimal numbers as fractions.

• I recognise the % symbol and understand percent relates to a

number of parts per hundred.

• I can write percentages as a fraction with denominator hundred

and as a decimal fraction.

• I can compare and add fractions whose denominators are all

multiples of the same number.

• I can multiply and divide numbers mentally drawing on known facts

up to 12 x 12.

• I can round decimals with 2dp to the nearest whole number and to

1dp.

• I recognise and use square numbers and cube numbers; and can

use the notation 2 and 3.

• I can multiply and divide whole numbers and those involving

decimals by 10, 100 and 1000.

• I can multiply numbers up to 4-digit by a 1 or 2-digit number using

formal written methods, including long multiplication for a 2-digit

number.

• I can divide numbers up to 4-digits by a 1-digit number.

• I can solve problems involving multiplication and division where

large numbers are used by decomposing them into factors.

• I can solve addition and subtraction multi-step problems in context,

deciding which operations and methods to use and why.

• I can solve problems involving numbers up to 3 decimal places.

**Measurement and Geometry:**

• I know that angles are measured in degrees.

• I can estimate and compare acute, obtuse and reflex angles.

• I can draw given angles and measure them in degrees.

• I can convert between different units of metric measures and

estimate volume and capacity.

• I can measure and calculate the perimeter of composite rectilinear

shapes in cm and m.

• I can calculate and compare the areas of squares and rectangles

including using standards units (cm2 and m2).

• I can solve comparison, sum and difference problems using

information presented in a line graph.

**Reading:**

**Word Reading:**

• I can apply knowledge of root words, prefixes and suffixes to

read aloud and to understand the meaning of unfamiliar

words.

• I can read further exception words, noting the unusual

correspondences between spelling and sound.

• I attempt pronunciation of unfamiliar words drawing on prior

knowledge of similar looking words.

• I can re-read and read ahead to check for meaning.

**Comprehension:**

• I am familiar with and can talk about a wide range of books

and text types, including myths, legends and traditional

stories and books from other cultures and traditions. I can

discuss the features of each.

• I can read non-fiction texts and identify the purpose,

structure and grammatical features, evaluating how

effective they are.

• I can identify significant ideas, events and characters; and

discuss their significance.

• I can recite poems by heart, e.g. narrative verse, haiku.

• I can prepare poems and plays to read aloud and to

perform, showing understanding through intonation, tone,

volume and action.

**Writing:**

**Spelling:**

• I can form verbs with prefixes.

• I can convert nouns or adjectives into verbs by adding a suffix.

• I understand the rules for adding prefixes and suffixes.

• I can spell words with silent letters.

• I can distinguish between homophones and other words which

are often confused.

• I can spell the commonly mis-spelt words from the Y5/6 word list.

• I can use the first 3 or 4 letters of a word to check spelling,

meaning or both in a dictionary.

• I can use a thesaurus.

• I can use a range of spelling strategies.

**Handwriting:**

• I can choose the style of handwriting to use when given a choice.

• I can choose the handwriting that is best suited for a specific

task.

**Composition:**

• I can discuss the audience and purpose of the writing.

• I can start sentences in different ways.

• I can use the correct features and sentence structure matched

to the text type we are working on.

• I can develop characters through action and dialogue.

• I can establish a viewpoint as the writer through commenting

on characters and events.

• I can use grammar and vocabulary to create an impact on the

reader.

• I can use stylistic devices to create effects in writing.

• I can add well-chosen detail to interest the reader.

• I can summarise a paragraph.

• I can organise my writing into paragraphs to show different

information or events.

**Sentence structure:**

• I can use relative clauses.

• I can use adverbs or modal verbs to indicate a degree of

possibility.

**Text structure:**

• I can build cohesion between paragraphs.

• I can use adverbials to link paragraphs.

**Punctuation:**

• I can use brackets, dashes and commas to indicate

parenthesis.

• I can use commas to clarify meaning or avoid ambiguity.