



# **Forest Park Primary School**

## **Year 5 End of Year Expectations**

The new National Curriculum is now statutory in Forest Park, and in all schools throughout the country. As in all schools, we at Forest Park have been able to decide what is taught in which year in some subjects, although all aspects of the curriculum must be covered by the time the children leave us in Year Six.

However the requirements of what is to be taught in Reading, Writing and Maths in each year are non-negotiable.

This leaflet shows the overview of what your child is expected to learn by the end of their current year group. These are the minimum requirements to ensure continued progress through the following years.

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.



## Mathematics Requirements in Year 5

### 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 them to tenths, hundredths and decimal 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  $12 \times 12$ .
- 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  $2^2$  and  $3^3$ .
- 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 3dp.

### 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 standard units ( $\text{cm}^2$  and  $\text{m}^2$ ).
- I can solve comparison, sum and difference problems using information presented in a line graph.

# Writing Requirements in Year 5

## Transcription

### Spelling

- I can form verbs with prefixes.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can convert nouns or adjectives into verbs by adding a suffix.
- 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.

## Grammar and punctuation

### 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.

## Reading Requirements in Year 5

### Word Reading

- I can apply my 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.
- I can use meaning-seeking strategies to explore the meaning of words in context.
- I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
- I can identify and comment on a writer's use of language for effect, for example, precisely chosen adjectives, similes and personification.
- I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can justify inferences with evidence from the text.
- I can make predictions from what has been read.
- I can summarise the main ideas drawn from a text.
- I can identify the effect of the context on a text; for example, historical context or other cultures.
- I can identify how language, structure and presentation contribute to the meaning of a text.
- I can express a personal point of view about a text, giving reasons.
- I can make connections between other similar texts, prior knowledge and experience.
- I can compare different versions of texts and talk about their differences and similarities.
- I can listen to and build on others' ideas and opinions about a text.
- I can present an oral overview or summary of a text.
- I can present the author's viewpoint of a text.
- I can present a personal point of view based on what has been read.
- I can listen to others' personal point of view.
- I can explain a personal point of view and give reasons.
- I know the difference between fact and opinion.
- I can use my knowledge of structure of text type to find key information.
- I can use text marking to identify key information in a text.
- I can make notes from text marking.

