

Reading:

Word Reading:

- I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list
- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- 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, finding the meaning of words from their context.

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 and find and write down relevant facts and information.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can write or give a detailed book review including reasons why I would recommend the book
- 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 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 plan my writing by identifying the audience and purpose of the writing, using other similar writing as models for my own work.
- 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 describe settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.
- 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 organise my writing into paragraphs to show different information or events.
- I can use topic sentences.
- I can edit and improve my writing, including proofread for punctuation errors and that verb tense is consistent throughout.

Sentence structure:

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure:

- I can use devices to 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.

Mathematics:

Number:

- I can read, write, order and compare numbers to at least 1,000,000 and say the value of each digit.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can find multiples and factors of a number and identify factors common to two different numbers.
- I can use negative numbers in context when looking at temperature or money. I can count forward or backwards through zero.
- I can add and subtract numbers with more than 4-digits using formal written methods.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.

- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods
- I can divide numbers up to 4-digits by a 1-digit number using formal written methods.
- I can multiply and divide numbers mentally drawing on known facts up to 12×12 .
- I can solve problems involving multiplication and division, including using factors and multiples, squares and cubes, scaling by simple fractions and problems involving simple rates.
- I recognise and use square numbers and cube numbers and can use the notation 2 and 3 .

Fractions (including decimals and percentages):

- I can compare and order fractions whose denominators are all multiples of the same number.
- I can recognise and use thousandths and relate them to tenths hundredths and decimal equivalents.
- I can recognise mixed numbers and improper fractions and can convert from one to the other.
- I can read, write, order and compare numbers up to 3dp.
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- 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.

Measurement and Geometry:

- 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 (cm^2 and m^2).
- I can tell the difference between regular and irregular polygons based on reasoning about equal sides and angles.
- I can complete, read and interpret information in tables, including timetables.



Petersfield Church of England (A) Primary School

End of Year Expectations: Year 5

This booklet provides information for parents/carers on the end of year expectations for children at Petersfield and Nationally. The National Curriculum outlines these expectations as being the minimum requirements that all children should meet during year 5 and builds on those of previous years. Please note, that this is the **average** 'age related expectation' that children are expected to achieve and there will be some children who are exceeding this and some who are still working towards them. This will be the case in every year group.

Throughout the school year, pupils will meet and revisit these learning objective as part of their learning. 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 your child's class teacher(s).