



Redcastle Family School

End of Year Expectations for Year 5

The following pages outline the national expectations for children in Year 5 by the end of the Academic year.

These replace the old system of levels and provide you, as parents, with a clear idea of what the children should be achieving at the end of the year.

All the objectives will be worked on throughout the year and will be the focus of teaching.

Any extra support you can provide in helping your child or children to achieve these will benefit them greatly.

If you have any queries regarding the content, or would like support in knowing how best to help your child, please talk to your child's class teacher.

Assessing Mathematics: Meeting Year 5 Expectations

Year 5 Expectations: Number	Year 5 Expectations: Number (continued)
Count forwards and backwards in steps of power 10 for any given number up to 1,000,000	•Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
•Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents	•Divide numbers up to 4-digits by 1-digit numbers
•Recognise mixed numbers and improper fractions and convert from one to the other	•Solve problems involving multiplication and division where large numbers are used by decomposing them into factors
•Read and write decimal numbers as fractions, for example, $0.47 = 47/100$	•Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents
•Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred	
•Write percentages as a fraction with denominator hundred, and as a decimal fraction	Year 5 Expectations: Measurement, Geometry and Statistics
•Compare and add fractions whose denominators are all multiples of the same number	Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles
•Multiply and divide numbers mentally drawing upon known facts up to 12×12	•Draw given angles and measure them in degrees ($^{\circ}$)
•Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	•Convert between different units of metric measures and estimate volume and capacity
•Round decimals with 2dp to the nearest whole number and to 1 decimal place	•Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
•Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)	•Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2)
•Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	•Solve comparison, sum and difference problems using information presented in a line graph

Assessing Reading: Meeting Year 5 Expectations

Year 5 Expectations: Word Reading	Year 5 Expectations: Reading Comprehension (continued)
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words 	<ul style="list-style-type: none"> • Identify and comment on writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • Identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.
<ul style="list-style-type: none"> • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence from the text.
Year 5 Expectations: Reading Comprehension	<ul style="list-style-type: none"> • Identify the effect of the context on a text. for example, historical or other cultures.
<p>Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.</p>	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to the meaning of a text.
<ul style="list-style-type: none"> • Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. 	<p>Express and present a personal point of view about a text, giving reasons.</p>
<ul style="list-style-type: none"> • Identify significant ideas, events and characters and discuss their significance. 	<p>Compare different versions of texts and talk about their differences and similarities.</p>
<ul style="list-style-type: none"> • Learn poems by heart. for example, narrative verse, haiku. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Listen to and build on others' ideas and opinions about a text.
<ul style="list-style-type: none"> • Use meaning-seeking strategies to explore meaning of words in context also the meaning of idiomatic and figurative language. 	<p>Present the author's viewpoint of a text.</p>
<ul style="list-style-type: none"> • Summarise the main ideas drawn from a text. Make predictions from what has been read. 	<p>Use text marking to identify key information in a text and use knowledge of structure of text type to find key information.</p>
	<p>Know the difference between fact and opinion</p>

Assessing Writing: Meeting Year 5 Expectations

Year 5 Expectations: Transcription	Year 5 Expectations: Composition (continued)
Form verbs with prefixes for example, <i>dis, de, mis, over</i>	Use modal verbs or adverbs to indicate degrees of possibility.
•Convert nouns or adjectives into verbs by adding a suffix. for example, <i>ate, ise, ify</i> .	•Show how grammar, vocabulary choices and well-chosen detail engage and create impact on the reader.
•Understand the general rules for adding prefixes and suffixes above.	•Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
•Spell some words with 'silent' letters, e.g. <i>knight, psalm</i> ,	•Summarise a paragraph or event.
•Distinguish between homophones and other words which are often confused.	•Organise writing into paragraphs to show different information or events.
•Spell identified commonly misspelt words from Year 5 and 6 word list.	Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
•Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Proof-read for spelling and punctuation errors.
•Use a thesaurus.	•Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.
•Use a range of spelling strategies.	•Use commas to clarify meaning or avoid ambiguity in writing.
•Choose the writing implement that is best suited for a task (e.g. quick notes, letters).	•Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Assess the effectiveness of their own and others' writing.
Year 5 Expectations: Composition	•Use brackets, dashes or commas to indicate parenthesis.
Know the audience for and purpose of the writing.	•Ensure the consistent and correct use of tense throughout a piece of writing.
•Start sentences in different ways.	•Ensure correct subject and verb agreement when using singular and plural.
•Use sentence starters to highlight the main idea.	•Distinguish between the language of speech and writing.
•Develop characters through action and dialogue.	•Distinguish between the formal and informal spoken and written language.
•Establish viewpoint as the writer commenting on characters or events.	•Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.