Year 5 Expectations

This booklet provides information for parents and carers on the expectations for children in Year 5.

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.
Homework

Homework is set to support your child’s learning in school.

Each week your child will be set:

- **English Homework** which will support your child’s English learning. This may include a grammar activity or a comprehension activity.
- As part of English homework, **spellings** will also be sent home to learn for a test. It is expected that the children write out their spellings three times and then choose three spellings to write in sentences.

**Maths Homework** which will be set each week.

If your child struggles to access this homework please come and see their class/set teacher who will be happy to help them.

All homework should follow the school presentation policy so all maths should be completed in pencil.

**It is expected that parents/carers sign each piece of completed homework.**

Thank you for your continued support.
Writing

**Transcription**

**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 my 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 using speech punctuation accurately.
- I can maintain the correct tense throughout a piece of work.
- 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.

All pieces of writing should make sense and flow. Children need to be able to consider the audience and purpose of their writing when writing different genres.
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Spelling—Year 5/6 Statutory Spelling List
accommodate embarrass persuade
accompany environment physical
according equip (–ped, –ment) prejudice
achieve especially privilege
aggressive exaggerate profession
amateur excellent programme
ancient existence pronunciation
apparent explanation queue
appreciate familiar recognise
attached foreign recommend
available forty relevant
average frequently restaurant
awkward government rhyme
bargain guarantee rhythm
bruise harass sacrifice
category hindrance secretary
cemetery identity shoulder
committee immediate(ly) signature
communicate individual sincere(ly)
community interfere soldier
competition interrupt stomach
conscience* language sufficient
conscious* leisure suggest
controversy lightning symbol
convenience marvellous system
correspond mischievous temperature
criticise (critic + ise) muscle thorough
curiosity necessary twelfth
definite neighbour variety
desperate nuisance vegetable
MATHEMATICS
Maths

By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic.

A child should be able to make connections between fractions, decimals and percentages; classify shapes with geometric properties and use the vocabulary needed to describe them; and read, spell and pronounce mathematical vocabulary correctly.

**Maths Key Performance Indicators**

**Number and place value**

- Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit
- Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero.

**Addition and subtraction**

- Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)
- Adds numbers mentally with increasingly large numbers (e.g. 12,462 - 2,300 = 10,162).
Multiplication and division
• Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers
• Solves problems involving multiplication and division including using a knowledge of factors, multiples, squares and cubes
• Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions (including decimals)
• Compares and orders fractions whose denominators are all multiples of the same number
• Reads and writes decimal numbers as fractions eg 0.71 = 71/100
• Reads, writes, orders and compares numbers with up to three decimal places
• Solves problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Geometry: Properties of shape
• Draws given angles and measures them in degrees
• Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry: Position and direction
• Covered in Y6
Measurement

- Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres
- Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²).

Statistics

Completes, reads and interprets information in tables, including timetables.
Ideas for helping your child to develop their mathematical understanding:

Make sure your child is confident with the recall facts they need to know.

- **All times tables to 12 x 12**
- **Division facts for all tables.**

Children should be able to recall these without having to think about them. Continued daily practice is valuable because it helps maintain speed. This is a skill that is lost over time without practice.

**Encourage calculations in real-life situations:**

- How much will our shopping cost?
- Going around the supermarket can they mentally add up the cost (use rounding to the nearest pound?). How close were they at the checkout?
- How do you work out the cost of your holiday?
- How much will a day out cost?
- Get them to investigate for you e.g. train tickets, entrance to attraction, budget for lunch etc.
- Can they work out which purchase represents the best value e.g. cans of coke, washing powder, 2 for 3 etc?
• Can they work out the new price on offers where there is 25% off etc.?
• How much more do you get if you get 50% extra?
• Football tables/cricket leagues etc. contain lots of maths.

Talk about the way we use maths every day:
• Does your child see you using cash? Or do you always hand over a card?
• Talk to your child about how debit cards work.
• Many financial transactions are ‘invisible’ to children. Help them see how the world of money works.
• Does your child understand the difference between credit cards and debit cards?
• Do they know what interest is?

Useful websites – lots of games!
www.ictgames.com
http://uk.ixl.com/math/years
www.bbc.co.uk/schools/ks2bitesize/
www.nrich.maths.org
https://www.topmarks.co.uk/maths-games/hit-the-button

For clear explanations of formal written calculations – www.bbc.co.uk/skillswise. This is a website for adults that gives good explanations of maths and English skills (good for complex punctuation and grammar as well as maths)
Reading

By the end of Y5 a child’s reading should demonstrate increasing fluency across all subjects and not just in English. Children should be able to access increasingly complex texts that are age appropriate.

A child can: use reading strategies to work out any unfamiliar words; accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension; read books selected independently; recognise themes in what is read, such as loss or heroism; and compare characters, settings, themes and other aspects of what is read.

A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.

A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.

A child should be able to recognise different word types such as proper nouns, adjectives, adverbs etc.

In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.
Key performance indicators for Reading

- Applies a growing knowledge of root words, prefixes and suffixes.

- Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

- Checks that the book makes sense to the reader, discussing the individual’s understanding and exploring the meaning of words in context

- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- Retrieves, records and presents information from non-fiction

- Participates in discussions about books that are read to the child and those that can be read independently

- Provides reasoned justifications for their views about a book.
How can I help my child with Reading?
In the KS2 English Reading Tests, your child’s understanding of reading is tested through different strands, known as ‘content domains’.

Below is each contain domain and the types of questions you could ask your child to support them with their comprehension.

Content Domain 2a: Give/explain the meaning of words in context.
- What does this word/phrase/sentence tell you about the character/mood/setting?
- By writing this way what effect has the author created/did the author intend to create?
- How has the author made you/the character feel happy/sad/angry/frustrated?

Content Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction.
- Through whose eyes is this story told?
- Which part of the story best describes...? Find it.
- What evidence from the text do you have to justify your opinion?

Content Domain 2c: Summarise main ideas from more than one paragraph.
- What is the main point in this section of the text?
- Recap what has happened so far in 20 words or less.
- Which is the most important point in this paragraph? Is it mentioned anywhere else?
Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text.

- What do these words mean and why might the author have chosen them?
- Can you explain why...?
- Which words give you the impression that...?

Content Domain 2e: Predict what might happen from details stated and implied.

- Can you think of another story with a similar theme/opening/ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Would they act in the same way?

Content Domains 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.

- Explain how a character’s feelings change throughout the story. How do you know?
- What are the clues that this character is liked/disliked/envied/feared/loved/hated?
- How could this part of the text be improved?

Content Domain 2g: Identify/explain how meaning is enhanced through choice of words and phrases.

- What does the word... tell you about...? Does the author use another word to do the same?
- By writing in this way, what effect has the author created?