Year 5 National Expectations

These are the things that we expect children in Year 5 to be able to do by the end of the year. We will be working towards securing these concepts and skills across the year.

Expectations for Reading	
Word Reading	To apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
Comprehension	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	To read books that are structured in different ways and read for a range of purposes
	To increase their familiarity with a wide range of books, comparing and contrasting characters, events and themes
	To recommend books that they have read to their peers, giving reasons for their choices
	To identify and discuss themes and conventions in and across a wide range of writing
	To make comparisons within and across books
	To learn a wider range of poetry by heart
	To prepare poems, plays and other texts to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience
	To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	To ask questions to improve their understanding
	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	To predict what might happen from details stated and implied
	To summarise the main ideas draw from more than one paragraph, identifying key details that support the main ideas
	To identify how language, structure and presentation contribute to meaning
	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	To distinguish between statements of fact and opinion
	To retrieve, record and present information from non-fiction texts
	To provide reasoned justifications for their views

Children should be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves. They should participate in discussions about books that are read to them and those they read for themselves, building on their own and others' ideas and challenging views courteously. They should also explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Expectations for Writing	
Sentence	To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
	To indicate degrees of possibility using adverbs or modal verbs
Text	To use devices to build cohesion within a paragraph
	To link ideas across paragraphs using adverbials of time, place and number or tense choices
Punctuation	To use brackets, dashes, or commas to indicate parenthesis
	To use commas to clarify meaning or avoid ambiguity
Spelling	To use further prefixes and suffixes and to understand the guidance for adding them
	To spell some words with 'silent' letters
	To continue to distinguish between homophones and other words which are often confused
	To use knowledge of morphology and etymology in spelling and understanding that the spelling of some words need to be learnt specifically
	To use dictionaries to check the spelling and meaning of words
	To use a thesaurus
Handwriting	To write legibly , fluently and with increasing speed
	To choose which shape of letter to use when given choices and decide whether or not to join specific letters
	To choose the writing implement that is best suited for a task

Composition	To Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own
	To note and develop initial ideas, drawing on reading and research where necessary
	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
	To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	To précis longer passages
	To use a wide range of devices to build cohesion within and across paragraphs
	To use further organisation and presentational devices to structure text and to guide the reader
	To assess the effectiveness of their own and others' writing
	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	To ensure the consistent and correct use of tense throughout a piece of writing
	To ensure correct subject and verb agreements when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
	To proof-read for spelling and punctuation errors
	To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Expectations for Maths	
Number and Place Value	To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
	To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
	To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
	To round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000
	To solve number problems and practical problems that involve all of the above
	To read Roman numerals to 1000 (M) and recognise years written in Roman numerals
Addition and Subtraction	To add and subtract whole numbers with more than 4 digits including formal written methods (column addition and subtraction)
	To add and subtract numbers mentally with increasingly large numbers
	To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
	To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Multiplication and Division	To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
	To solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors
	To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
	To establish whether a number up to 100 is prime and recall prime numbers up to 19
	To multiply numbers up to 4 digits by a one-digit or two-digit number using a formal written method, including long multiplication for two-digit numbers
	To multiply and divide numbers mentally drawing upon known facts
	To divide numbers up to 4 digits by a one-digit number using a formal written method of short division and interpret remainders appropriately for the context
	To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
	To recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})
	To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
	To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions, Decimals and Percentages	To compare and order fractions whose denominators are all multiples of the same number
	To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
	To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (e.g. 2/5 + 4/5 = 6/5 = 1 1/5)
	To add and subtract fractions with the same denominator and multiples of the same number
	To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
	To read and write decimal numbers as fractions (e.g. 0.71 = 71/100)
	To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
	To round decimals with two decimal places to nearest whole number and to one decimal place
	To read, write, order and compare numbers with up to three decimal places
	To solve problems involving number up to three decimal places
	To recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred,' and write percentages as a fraction with denominator hundred, and as a decimal fraction
	To solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25
Measure	To convert between different units of metric measurement (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
	To understand and use equivalences between metric units and common imperial units such as inches, pounds and pints
	To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
	To calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
	To estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)
	To solve problems involving converting between units of time
	To use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling
Geometry	To identify 3D shapes, including cubes and other cuboids, from 2D representations
	To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
	To draw given angles, and measure them in degress (°)
	To identify: - Angles at a point and one whole turn (360°) - Angles at a point on a straight line and ½ a turn (total 180°) - Other multiples of 90°
	To use the properties of rectangles to deduce related facts and find missing lengths and angles
	To distinguish between regular and irregular polygons based on reasoning about equal sides and angles
	To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
Statistics	To solve comparison, sum and difference problems using information presented in a line graph
	To complete, read and interpret information in tables, including timetables