



End of Year Expectations

Year 5

To support the learning of your child at home the teachers have put together a set of “End of Year Expectations” for English and maths.

These “Expectations” are based on outcomes in the National Curriculum and our own high expectations of the children at school.

We hope that you find these helpful in supporting the learning of your child at home.

English - Reading

- Can infer the meaning of unknown words from the way they are used within a text.
- Can understand and explain the function of sophisticated punctuation e.g. ..., ;, :, ()
- To use a range of resources to retrieve, record and present information from non-fiction texts.
- To ask sensible and appropriate questions to improve their understanding of what they have read.
- To distinguish between statements of fact and opinion.
- Can refer to the text to support predictions and opinion.
- Can confidently identify the purpose and audience of a text.
- Demonstrate an understanding of a text through discussion and debate.
- Discuss similar themes occurring across stories and expressing preferences and building on prior knowledge.
- To understand and identify devices such as metaphor, simile, analogy, imagery, style, and effect in order to discuss a text.
- To discuss how authors use language, including figurative language (words or expressions with a meaning that is different from the literal interpretation), in the books they read, and considering the impact on the reader.
- Recommend books to their peers and explain reasons for their choice.

Glossary

Active verbs/ Passive voice: The subject of an active voice sentence performs the action of the verb: "I throw the ball." The subject of a passive voice sentence is still the main character of the sentence, but something else performs the action: "The ball is thrown by me".

Adverbial phrases: Phrases performing the function of an adverb.

Analogy: A comparison between one thing and another, typically for the purpose of explanation or clarification.

Factors: A number which divides into a larger number (e.g. 6 is a factor of 12).

Homophones: Words which are spelt differently but sound the same (bear/bare).

Imagery: Visually descriptive or figurative language.

Improper fraction: Where the top number is larger than the bottom number.

Metaphor: A figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison. A *metaphor* states that one thing is another thing. It equates those two things not because they actually are the same, but for the sake of comparison or symbolism.

Mixed number: A whole number and a fraction.

Prime number: A number with only two factors, itself and 1.

Simile: A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion*).

Translating: A method of moving a shape across co-ordinate grid by going up/down/left/right.

Maths

- Read, write, order, round and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in a context.
- Read Roman Numerals to 1000.
- Use all four operations including multiplying/dividing numbers by 10,100,1000 (including decimals).
- Identify multiples and factors of numbers and use vocabulary to identify prime square/cube numbers.
- Use long multiplication (4 digits by 2 digits) and divide numbers using short and long division.
- Compare and order fractions and identify equivalent fractions.
- Convert mixed number and improper fractions and vice versa.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply improper fractions and mixed numbers by a whole number.
- Read and write decimals, fractions and percentages and convert between them.
- Order decimals accurately up to decimal 2 places and round tenths and hundredths to the nearest tenth and whole number
- Be able to measure and calculate the perimeter/area/volume of shapes and find missing lengths.
- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Recognise regular and irregular polygons and identify 3D shapes from 2D representations.
- Identify a range of angles and estimate, compare and draw, calculate them with accuracy.
- Describe and show the result of reflecting and translating a shape.
- Complete, read and interpret information in tables and graphs, including timetables.

English - Writing

- Use appropriate punctuation in all areas of writing
- use a wider range of punctuation in all areas of writing, commas to clarify meaning and indicate parenthesis, brackets, dashes, hyphens, semi-colons, colons and ellipsis
- Select and use appropriate grammar and ambitious vocabulary to create a specific effect in a variety of text types
- To correctly use a range of complex and compound sentences that include main, subordinate and relative (including embedded) clauses.
- To use a wide range of conjunctions and sentence openers, including adverbial phrases, to engage the reader.
- To use unusual verb tense aspects correctly (e.g. use of auxillary verbs in continuous and perfect aspects etc), as well as using modal verbs or adverbs to indicate degrees of possibility
- To recognise/ use spellings for homophones and other confusing words including spelling words with silent letters.
- To use a dictionary and thesaurus independently and confidently to check spellings and meanings of words, as well as identifying new, ambitious vocabulary
- To consistently link ideas across consecutive sentences
- To use a variety of ways to open and close texts, making the purpose clear to the reader
- To use active and passive voice accurately
- Recognise the difference between formal and informal language and the structures of writing found within each, including subjunctive forms.
- In narratives, use a full range of figurative language (including personification) to develop the setting, atmosphere and character, as well as use of dialogue
- Identify the audience and purpose of each piece of writing and adapt work accordingly.
- Use grammatical devices such as converting nouns/adjectives into verbs, e.g. intense becomes intensify and using expanded noun phrases to convey information.
- Present their work using neat cursive (joined) handwriting ensuring letters are formed correctly and appropriately.