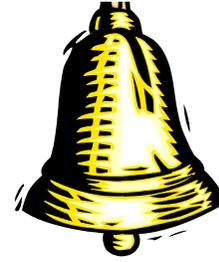


## **A Year 5 Mathematician Can:**

- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- 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 fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can multiply and divide numbers mentally drawing on known facts up to  $12 \times 12$ .
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I recognise and use square numbers and cube numbers; and can use the notation  $^2$  and  $^3$ .
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.
- I know that angles are measured in degrees.
- 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 ( $\text{cm}^2$  and  $\text{m}^2$ ).
- I can solve comparison, sum and difference problems using information presented in a line graph.



## **Southam Primary School End of Year Expectations for Year 5**

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

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.

**A Year 5 Reader Can:**

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

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.

I can identify significant ideas, events and characters; and discuss their significance.

I can recite poems by heart, e.g. narrative verse, haiku.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can use meaning-seeking strategies to explore the meaning of words in context.
I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
I can identify grammatical features used by the writer ( <i>rhetorical questions, varied sentence lengths, varied sentence starters, empty words</i> ) to impact on the reader.
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
I can justify inferences with evidence from the text.
I can make predictions from what has been read.
I can summarise the main ideas drawn from a text.
I can identify the effect of the context on a text; for example, historical context or other cultures.
I can identify how language, structure and presentation contribute to the meaning of a text.
I can express a personal point of view about a text, giving reasons.
I can make connections between other similar texts, prior knowledge and experience.
I can compare different versions of texts and talk about their differences and similarities.
I can listen to and build on others' ideas and opinions about a text.
I can present an oral overview or summary of a text.
I can present the author's viewpoint of a text.
I can present a personal point of view based on what has been read.

I can listen to others' personal point of view.
I can explain a personal point of view and give reasons.
I know the difference between fact and opinion.
I can use my knowledge of structure of text type to find key information.
I can use text marking to identify key information in a text.
I can make notes from text marking.

**A Year 5 Writer Can:**

I can spell words with prefixes and suffixes and can add them to root words.

I can recognise and spell homophones.

I can use the first two or three letters of a word to check a spelling in a dictionary.

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left unjoined.

My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

I can compose sentences using a range of sentence structures.

I can write a narrative with a clear structure, setting and plot.

I can improve my writing by changing grammar and vocabulary to improve consistency.

I use a range of sentences which have more than one clause.

I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.

I can use direct speech in my writing and punctuate it correctly.

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.

I can use fronted adverbials. I can use commas after fronted adverbials.

I can write in paragraphs.

I make an appropriate choice of pronoun and noun within and across sentences.

I can use inverted commas and other punctuation to indicate direct speech.

I can use apostrophes to mark plural possession.