



End of Year Expectations

Year 5

This information booklet provides information for parents and carers about the end of year expectations for Writing, Maths and Reading for children in Year 5.

The objectives have been chosen from the National Curriculum and the End of Year Assessment Frameworks.

All the objectives will be taught throughout the year. We value any extra support you can provide in helping your child to achieve these expectations.

If you have any questions, or would like some guidance on how to support your child, please talk to their class teacher.

Maths:

- Reads, writes, orders and compares numbers to at least 1 000 000 and determines the value of each digit.
- Interprets negative numbers in context.
- Adds and subtracts whole numbers with more than 4 digits, including using formal written methods.
- Adds and subtracts numbers mentally with increasingly large numbers.
- Identifies multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solves problems using their knowledge of factors and multiples, squares and cubes and those including scaling by simple fractions and problems involving simple rates.
- Compares and orders fractions whose denominators are all multiples of the same number.
- Reads and writes decimal numbers as fractions.
- Reads, writes, orders and compares numbers with up to three decimal places.
- Solves problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
- Converts between different units of metric measure.
- Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculates and compares the area of rectangles and estimates the area of irregular shapes.
- Draws given angles, and measure them in degrees.
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles.
- Completes, reads and interprets information in tables, including timetables.

Writing:



- In narratives, uses wide vocabulary and ambitious word choices to effectively describe settings, characters and atmosphere. Integrates relevant and effective dialogue to convey character and advance the action.
- Uses a wide range of cohesive devices, including adverbials, within and across sentences and paragraphs across a range of subjects and to good effect.
- Drawing on independent reading and research, plans work by making notes and developing initial ideas, independently redrafting if necessary with a focus on improving effectiveness.
- Independently and consistently proposes appropriate changes to vocabulary, grammar and punctuation to successfully enhance effects and make changes to own and others work.
- Independently and usually uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Continues to develop a personal style by making choices over the shapes of letters and whether or not to join them as well as increasing the pace of writing while sustaining neatness and accuracy.
- Chooses to use a dictionary independently, not only to check spellings or definitions, but to extend vocabulary.

Reading



Children need to show these objectives both verbally and in a written format.

- Maintain positive attitudes to reading
- Read a broad range of genres and texts
- Discuss and recommend books to others
- Learn a wide range of poetry by heart showing understanding through intonation, volume and tone
- Summarise main points of an argument or discussion within their reading & make up own mind about issue/s
- Appreciate that people use bias in persuasive writing
- Distinguish between statements of fact and opinion
- Appreciate how two people may have a different view on the same event
- Use more than one source when carrying out research
- Create a set of notes to summarise what has been read
- Compare two texts
- Provide reasoned justifications for their view
- Draw inferences and justify with evidence from the text
- Vary voice for direct or indirect speech
- Predict what might happen next in the text
- Discuss and evaluate how authors use language and how it impacts the reader