



What are the national expectations for your child at the end of year 5?

Assessment and the National Curriculum

The National Curriculum, in its current format, has been in place since September 2013. As well as raising expectations for what children are expected to achieve at the end of each year the new National Curriculum also saw the removal of levels, which were not specific to each year, as a way of assessing children. Each year group now has a set of 'end of year' objectives which children are expected to achieve. This booklet outlines the 'end of year' objectives for reading, writing and maths.

End of Year 5 Objectives for Reading

Word Reading

Word Meaning

Pays attention to both meaning and pronunciation of new vocabulary when reading themselves or being read to.

Accurately reads individual words key to the meaning of a sentence or paragraph (not reading invitation as imitation).

Root Words / Prefixes and Suffixes

Applies growing knowledge of root words, prefixes and suffixes to read aloud and to understand the mean-

Deduction

Checks the text makes sense to them by discussing their understanding. Asks questions to clarify.

Retrieves, records and presents information from non-fiction.

Inference

Infers characters' feelings, thoughts and motives from their actions. Discusses and evaluates how authors

Prediction

Purpose / Evaluation

Makes comparisons within and across books. Summarises main ideas identifying key details that support this.

Distinguishes between statements of fact and opinion. Reads for different purposes engaging with books structured in different ways.

Fluency

Range of Reading

Identifies and discusses themes and conventions in and across a wide range of writing, providing reasons

Discussing Reading

Recommends books that they have read to their peers giving reasons for their choices.

Poetry and Performance

Explains and discusses understanding of what they have read through formal presentations, discussions and debates.

Prepares poems and plays to read aloud and perform to an audience (learning a wider range of poetry by heart).

End of Year 5 Objectives for Writing

Can produce legible, joined handwriting.

Can spell most words correctly, including common exception words (years 3 and 4).

Can spell some words correctly, including common exception words (years 5 and 6).

Can convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) and uses verb pre-fixes (dis-, de-, mis-, over-, re-).

Can use some cohesive devices across AND within paragraphs e.g. time - yesterday, next, a few weeks later; cause and effect - because, when, if, so, therefore, consequently, this means that etc; addition - moreover, in addition etc; opposition - however, on the other hand etc; variety of nouns, pronouns and noun phrases; consistent style and viewpoint - e.g. personal (1st)/impersonal (3rd), formal / informal etc.

Can use different verb forms mostly accurately e.g. simple, progressive, perfect, imperative and infinitive.

Can use coordinating conjunctions - fanboys – for, and, nor, but, or, yet, so.

AND subordinating conjunctions e.g. although, because, since, so etc.

Can use a range of clause structures and sometimes vary their position in a sentence e.g. fronted adverbials; subordinate clause; relative clause and short, sharp statement.

Can use adverbs, preposition phrases and expanded noun phrases e.g. preposition phrases - through the air, towards the wall; expanded noun phrases - the girl on the wall *or* the tall, skinny girl.

Can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.

Can use some of the following – mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis (), semi-colons, dashes, colons and hyphens.

Can write for a range of purposes and audiences, including describing settings and characters.

Can create a plan and use it to support writing.

Can proof read to improve vocabulary, grammar and punctuation.

Can use paragraphs to organise ideas.

End of Year 5 Objectives for Maths

Place Value: Reads, writes, orders, compares up to 1,000,000 (knowing value of each digit) and reads Roman numerals to 1000 (M) (recognising years in Roman numerals).

Addition and Subtraction: Add and subtract whole and decimal numbers more than 4 digits (including using column method).

Multiplication and Division: Identifies factors and multiples finding all factor pairs and common factors. Solves multiplication and division problems using factors, multiples, scaling, squares and cubes. Knows and uses prime numbers, prime factors and composite numbers (with rapid recall of primes to 19).

Fraction, Decimals and Percentages: Reads, writes and compares decimal numbers, fractions and percentages. Knows the percentage and decimal equivalent of: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with denominator of 10 or 25. Add and subtract proper fractions with denominators that are multiples and mixed numbers by whole numbers.

Counting (forwards and backwards): Counts in powers of 10 up to 1,000,000. Counts forwards and backwards with positive and negative whole numbers including through zero.

Measurement: Measure and calculate the perimeter and area of composite rectilinear shapes understanding cm^2 and m^2 as cm/m squared.

Time: Solves problems involving converting units of time, crossing from minutes to hours. Involving days, weeks, months and years.

Geometry - Shape: Draws given angles and measures them in degrees and distinguishes between regular and irregular polygons.

Position and Direction: Identifies, describes and represents the position of a shape following a reflection or translation.

Statistics: Completes, reads and interprets information in tables, including timetables.

Reasoning: Describes, convinces and justifies decisions following lines of enquiry and generalising.

Problem Solving: Works systematically and spot patterns by visualising and making conjectures.

Fluency: Works efficiently and accurately.

Communication: Makes their mathematical thinking clear to themselves and others.

Reflection: Uses own and suggested strategies to make corrections and improvements.