Brookland Junior 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. They are written as accessible targets for you and your child to understand.

Some children may be working below and some will be broadening and applying these expectations.

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.

Spoken Language

Using language up to the standard of spoken language expected by the end of Year 5:

- I listen and respond appropriately to adults and his peers I can ask relevant questions to extend my understanding and knowledge
- I use relevant strategies to build my vocabulary up to the standard of spoken language .
- I can articulate and justify answers, arguments and opinions.
- I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings .
- I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments.
- I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring .
- I speak audibly and fluently with an increasing command of Standard English
- I join in in discussions, presentations, performances, role play, improvisations and debates.
- I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 5.
- I consider and evaluate different viewpoints, attending to and building on the contributions of others.
- I can choose to talk in different manners depending on the person I am talking to or the situation I am in.

Reading

- I use some of the words and word parts that understand already to think about what new words mean and sound like.

Comprehension

- I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.
- I understand books are set out in different ways for different purposes.
- I am becoming familiar with a range of books.
- I recommend books I have read to my friends.
- I am able to identify and discuss themes across a range of writing.
- I can make simple comparisons across books I have read.
- I have learnt a few poems by heart.
- I am able to read aloud and perform poems and plays.
- I check my understanding of a text through discussion and exploring the meaning of words.
- I can ask questions about what I have read.
- I can see that characters do the things they do because of their feelings.
- I can predict what may happen in a story by thinking about what has happened up to now.
- I am able to make simple summaries of a given number of paragraphs I have read.
- I can show how words, phrases and structure all contribute to make different meanings in texts I read.
- I know authors use words or phrases which will have impact on a reader.
- I know the difference between a fact and an opinion.
- I can find and make notes on information from non-fiction.
- I am beginning to participate in discussions about books I have read by listening to others' ideas.
- I can debate topics I have read about.
- I am able to explain my views.

Writing

- I add some prefixes and suffixes.
- I can spell some words that include silent letters.
- I know some words sound the same but are spelled differently.
- I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.
- I am beginning to use a dictionary to check how words are spelled and what words mean.
- I use the first three letters of a word to quickly find it in a dictionary.
- I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.

Handwriting

- I make sure others can read my handwriting.
- I often choose the writing tool that is best suited for a task.

Composition

- I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.
- I plan my writing by making notes and then develop my initial ideas.
- I plan my writing by using ideas from how other authors have developed their characters and settings.
- I draft and write by selecting grammar and vocabulary to enhance my work.
- I review my work to add description to develop settings and characters.
- I can precis a passage to create a sentence with the same meaning.
- I am beginning to use details across my texts to help link paragraphs together into a full text.
- I use headings and bullet points to structure my writing.
- I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.
- I edit my texts to improve their content.

- I use the correct tense throughout a piece of writing.
- I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.
- I can read through my work to correct some spelling and punctuation mistakes.
- I read aloud my own work so the meaning is clear to the listeners.
-

Vocabulary, Punctuation and Grammar

- I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- I use brackets, dashes or commas to create an explanation section in a sentence.
- I can talk about my work using the learning from my Year 5 grammar list.
- I begin sentence clauses with who, which, where, when, whose, that or with.
- I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
- I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).
- I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.
- I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- I use commas to structure my sentences and clarify the meaning of a text.

Mathematics

Number and Place Value

- I can read, write, order and compare numbers
- to at least 1 000 000 and know the value of each digit.
- I count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000.
- I can use negative numbers in my work and can count backwards and forwards to and from negative numbers.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can add and subtract whole numbers with more than 4 digits using written methods such as column addition and subtraction.
- I can add and subtract larger numbers in my head.
- I round numbers to check the accuracy of my solution.
- I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.

Multiplication and Division

- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I know whether a number up to 100 is prime and recall prime numbers up to 19.
- I can multiply 4 digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers.
- I multiply and divide numbers mentally drawing upon my times table knowledge and other number facts.
- I can divide 4 digit numbers by a one-digit number using the written method of short division and find the remainder.

Fractions

- I can compare and order fractions whose denominators are all multiples of the same number.
- I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).
- I know what mixed numbers and improper fractions are and I can convert from one to the other [for example, 2/5 + 4/5 = 6/5 = 1 1/5].
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- I use diagrams and some fraction tools to multiply proper fractions (7/10) and mixed numbers (1 7/10) by whole numbers.
- I can read and write decimal numbers as fractions [for example, 0.71 = 71/100].
- I know what thousandths are and how to use them with tenths, hundredths and decimals.
- I can round decimals with two decimal places to the nearest whole number and to one decimal place.
- I can read, write, order and compare numbers with up to three decimal places.
- I can solve problems involving numbers with up to three decimal places.
- I know what the per cent symbol is (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- I work on problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).

- I can change metric units to become imperial units such as inches, pounds and pints.
- I can calculate the perimeter of multi-shape shapes in centimetres and metres.
- I can calculate the area of rectangles in square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- I can estimate volume [for example, using 1 cm3 blocks to build cuboids] and capacity [for example, using water].
- I can convert between the units of time.
- I can solve more difficult problems which involve units of measurement, decimal numbers and scales.

Shape
- I can Identify 3-D shapes, including cubes and other cuboids, from 2-D drawings.
- I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.
- I can draw a given angle (such as 47°), and then measure them in degrees (°).
- I know one whole turn - or a set of angles all around a point - measure a total of 360°.
- I know that a straight line - or angles that add up to a straight line - measure 180°.
- I can identify multiples of 90° (right angles).
- I can find the missing lengths and angles of a rectangle.
- I know regular shapes have equal sides and angles and irregular shapes do not have equal sides and angles.

Position
- I can reflect or translate a shape on a grid.

Statistics
- I can solve problems using a line graph to find the answers.
- I can find the information I need from a timetable or large table of data.