



# West Dean CE Primary School

## End of Year Expectations for Year 5



This booklet provides information on the end of year expectations for children in our school.

These are the National Curriculum requirements which we will assess learning against.

Anything you can do at home to help your children will make a huge difference.

For example, as you help your children with homework and target work, if they show that they understand or can do one of these things, then please make a brief note of it, adding the date.

You may also spot their learning at other times, such as when you are shopping or travelling.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school.

These are included in this pack.

Simply talking to your children and encouraging them to explain their thinking is really valuable.

We are sure you will be able to provide excellent speaking and listening opportunities at home!

Please don't worry about your handwriting or how to record things – the space is just for your notes/jottings! We really do value what the children achieve outside school as well as in the classroom. We will take a look each half term and it will really help to give us another view of the children's learning so that we can work in partnership with you all at home to tailor our teaching to suit the children's needs.

All the expectations will be worked on throughout the year and will be the focus of direct teaching as well as opportunities for application and consolidation.

NB: the 'a,b,c' lettering is just for ease of reference: there is no order or hierarchy.

Please take care of this booklet.

We will collect it in a week before the end of each half term.

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.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school. These are included in this pack. Work on oracy will be extremely helpful and we include the primary school objectives below.  
You will be able to provide excellent speaking and listening opportunities at home!

Speaking and Listening Expectations Year 1 to Year 6		
<b>a</b>	listen and respond appropriately to adults and their peers	
<b>b</b>	ask relevant questions to extend their understanding and knowledge	
<b>c</b>	use relevant strategies to build their vocabulary	
<b>d</b>	articulate and justify answers, arguments and opinions	
<b>e</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	
<b>f</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	
<b>g</b>	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
<b>h</b>	speak audibly and fluently with an increasing command of Standard English	
<b>i</b>	participate in discussions, presentations, performances, role play/improvisations and debates	
<b>j</b>	gain, maintain and monitor the interest of the listener(s)	
<b>k</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others	
<b>l</b>	select and use appropriate registers for effective communication	

Reading Expectations Years 5 and 6		
a	apply their growing knowledge of root words, prefixes & suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet	
b	<b>maintain positive attitudes to reading and an understanding of what they read by:</b> •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
c	•reading books that are structured in different ways and reading for a range of purposes	
d	•increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, & books from other cultures/traditions	
e	•recommending books that they have read to their peers, giving reasons for their choices	
f	•identifying and discussing themes and conventions in and across a wide range of writing	
g	•making comparisons within and across books	
h	•learning a wider range of poetry by heart	
i	•preparing poems & plays to read aloud & perform, showing understanding through intonation, tone & volume so the meaning is clear to an audience	
j	<b>understand what they read by:</b> •checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
k	•asking questions to improve their understanding	
l	•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
m	•predicting what might happen from details stated and implied	
n	•summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	
o	•identifying how language, structure and presentation contribute to meaning	
p	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
q	distinguish between statements of fact & opinion	
r	retrieve, record and present information from non-fiction	
s	participate in discussions about books that are read to them and those they read, building on own and others' ideas & challenging views courteously	
t	explain and discuss their understanding of what they have read, including formal presentations & debates, remain on topic, use notes as necessary	
u	provide reasoned justifications for their views	

## Writing Expectations Years 5 and 6

a	use further prefixes and suffixes and understand the guidance for adding them	
b	spell some words with 'silent' letters [for example, knight, psalm, solemn]	
c	continue to distinguish between homophones and other words which are often confused	
d	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a>	
e	use the first 3 or 4 letters of a word to check spelling, meaning or both of words in a dictionary	
f	use a thesaurus to enhance writing	
g	<b>write legibly, fluently and with increasing speed by:</b> •choosing which shape of a letter to use	
h	when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task	
i	<b>plan their writing by:</b> •identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	
j	•noting and developing initial ideas, drawing on reading and research where necessary	
k	•in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	
l	<b>draft and write by:</b> •selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
m	•in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	
n	•precising longer passages (shortening them to simplify)	
o		
p	•using a wide range of devices to build cohesion within and across paragraphs  •using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
q	<b>evaluate and edit by:</b> •assessing the effectiveness of their own and others' writing	

r	•proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
s	•ensuring the consistent and correct use of tense throughout a piece of writing
t	•ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
u	proofread for spelling and punctuation errors
v	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
w	<b>develop their understanding of the concepts set out in English appendix 2 by:</b>
x	•recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
y	•using passive verbs to affect the presentation of information in a sentence
z	•using the perfect form of verbs to mark relationships of time and cause
za	•using expanded noun phrases to convey complicated information concisely
zb	•using modal verbs or adverbs to indicate degrees of possibility
zc	•using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
zd	•learning the grammar for years 5 & 6 in English appendix 2
ze	<b>indicate grammatical and other features by:</b>
zf	•using commas to clarify meaning or avoid ambiguity in writing
zg	•using hyphens to avoid ambiguity
zh	•using brackets, dashes or commas to indicate parenthesis
zi	•using semicolons, colons or dashes to mark boundaries between independent clauses
zj	•using a colon to introduce a list
zk	•punctuating bullet points consistently
zl	use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading

## Mathematics Expectations Year 5 and 6

a	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
b	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
c	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
d	round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	
e	solve number problems and practical problems that involve all of the above	
f	read Roman numerals to 1000 (M) and recognise years written in Roman numerals	
g	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	
h	add and subtract numbers mentally with increasingly large numbers	
i	use rounding to check answers to calculations and determine levels of accuracy, when problem solving	
j	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	
k	identify multiples & factors, including finding all factor pairs of a number, and common factors of two numbers.	
l	know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	
m	establish whether a number up to 100 is prime and recall prime numbers up to 19	
n	multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	
o	multiply and divide numbers mentally drawing upon known facts	
p	divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately	
q	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	
r	recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )	
s	solve problems involving multiplication & division, using knowledge of factors, multiples, squares and cubes	
t	solve problems involving addition, subtraction, multiplication and division and a combination, including the meaning of the = sign	
u	solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	

v	compare and order fractions whose denominators are all multiples of the same number
w	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
x	recognise mixed numbers & improper fractions and convert from one form to the other and write mathematical statements $> 1$ as a mixed number [eg: $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$ ]
y	add and subtract fractions with the same denominator and multiples of the same number
z	multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
za	read and write decimal numbers as fractions [ for example, $0.71 = \frac{71}{100}$ ]
zb	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
zc	round decimals with two decimal places to the nearest whole number and to one decimal place
zd	read, write, order and compare numbers with up to three decimal places
ze	solve problems involving number up to three decimal places
zfb	recognise the per cent symbol (%) 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
zgc	solve 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 with a denominator of a multiple of 10 or 25
zh	convert between different units of metric measure (for example, km & m; cm & m; cm & mm; g & kg; l & ml)
zi	understand & use approximate equivalences between imperial units eg inches, pounds & pints & metric
zj	measure and calculate the perimeter of composite rectilinear shapes in cm & m, calculate & compare the area of rectangles (inc squares) using standard units, square cm ( $\text{cm}^2$ ) and square m ( $\text{m}^2$ ) & estimate area of irregular shapes
zk	estimate volume [eg, using $1 \text{ cm}^3$ blocks to build cuboids (including cubes)] and capacity [eg, using water ]
zl	solve problems involving converting between units of time
zm	use all 4 operations to solve problems involving measure [eg, length, mass, volume, money] using decimal notation including scaling
zn	identify 3-D shapes, including cubes and other cuboids, from 2-D representations
zo	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

zp	draw given angles, and measure them in degrees ( $^{\circ}$ )	
zq	identify: <ul style="list-style-type: none"> <li>- angles at a point and one whole turn (total <math>360^{\circ}</math>), angles at a point on a straight line &amp; <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>)</li> <li>- other multiples of <math>90^{\circ}</math></li> </ul>	
zr	use the properties of rectangles to deduce related facts and find missing lengths and angles	
zs	distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
zt	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	
zu	solve comparison, sum and difference problems using information presented in a line graph	
zv	complete, read and interpret information in tables, including timetables	



Learning Behaviours			
	Fantastic Elastic Brains .....	What does the learning behaviour mean? What might you do?	Space to jot down examples where these behaviours have been evidenced. How can you get better as a learner?
<b>a</b>	....persevere	....am resilient and I don't give up when faced with tricky things. I try different approaches to find what works.	
<b>b</b>	.....are independent	.....can work well alone, focusing on the task and ignoring disruptions. I am self-confident and can make my own decisions.	
<b>c</b>	..collaborate	....work well in a team or with a partner, sharing ideas and compromising where needed. I am supportive of others and I'm a good listener.	
<b>d</b>	.....create	....am imaginative and come up with original ideas. I am adaptable and will think of alternative suggestions to problems	
<b>e</b>	.....are curious	....ask lots of questions and am keen to find out the answer to problems. I enjoy discovering and exploring new things.	
<b>f</b>	.....join up their thinking	.....make links between ideas and spot similarities and relationships. I can apply my learning to different settings.	
<b>g</b>	.....love a challenge	.....enjoy a challenge and have a belief that I can learn and improve with effort. I am open-minded and flexible.	
<b>h</b>	....think bigger	....make plans and follow them, thinking carefully about the next steps. I am strategic, organised, prepared and analytical.	
<b>i</b>	.....adapt	.....am flexible and can change my ideas or actions when I get feedback or find a better way.	