



Year 5

READING

Word reading

- ◆ Reads at a reasonable speaking pace.
- ◆ Reads most words effortlessly.
- ◆ Pronounces unfamiliar words with automaticity.
- ◆ Develops confidence when reading aloud.
- ◆ Reads with appropriate volume and expression to make meaning clear to the audience.

Comprehension

- ◆ Reads longer books with sustained interest.
- ◆ Groups books according to theme or convention.
- ◆ Infers characters' thoughts, feelings and motives, showing empathy and understanding.
- ◆ Summarises and presents stories in own words.
- ◆ Recognises an increasingly wide range of books e.g. myths.
- ◆ Retrieves information from a text using efficient and effective methods.
- ◆ Recognises and explains the impact of the author's viewpoint.
- ◆ Uses inference and predictions to support reading.
- ◆ Reads an increasingly wide range of books.
- ◆ Distinguishes between fact and opinion in non-fiction books.
- ◆ Discusses author's use of language for impact and effect using technical terms e.g. similes, figurative language, imagery.
- ◆ Begins to make comparisons across and between books.
- ◆ Begins to show influence of reading in writing.
- ◆ Builds up a repertoire of poems that are known by heart.
- ◆ Prepares poems and plays to read aloud.

WRITING

Composition

- links ideas across paragraphs using adverbials of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) or tense choices (e.g. *he had seen her before*)
- uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere
- proof reads own work for spelling and punctuation errors
- identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own
- uses devices to build cohesion within and across paragraphs

Vocabulary & Grammar

- uses relative clauses with/without a relative pronoun
- uses modal verbs and adverbs to indicate degrees of possibility

Punctuation

- uses brackets, dashes and commas to indicate parenthesis
- uses commas to clarify meaning or avoid ambiguity

Spelling

- uses a thesaurus
- words containing the letter-string *ough*
- words with the /ee/ sound spelt *ei* after *c*
- converting nouns or adjectives into verbs using suffixes (e.g. *-ate, -ise, ify*)
- verb prefixes (e.g. *dis-, de-, mis-, over-* and *re-*)
- uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- words ending in *-able /-ably* and *-ible/-ibly*

Handwriting & Presentation

- knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms

SPELLING—YR 3/4 WORDS

accident	experiment	particular
accidentally	extreme	peculiar
actual	famous	perhaps
actually	favourite	popular
address	February	position
although	forwards	possess
answer	fruit	possession
appear	grammar	possible
arrive	group	potatoes
believe	guard	pressure
bicycle	guide	probably
breath	heard	promise
breathe	heart	purpose
build	height	quarter
busy	history	question
business	imagine	recent
calendar	increase	regular
caught	important	reign
centre	interest	remember
century	island	sentence
certain	knowledge	separate
circle	learn	special
complete	length	straight
consider	library	strange
continue	material	strength
decide	medicine	suppose
describe	mention	surprise
different	minute	therefore
difficult	natural	though
disappear	naughty	thought
early	notice	through
earth	occasion	various
eight	occasionally	weight
eighth	often	woman
enough	opposite	women
exercise		

SPELLING—YR 5/6 WORDS

accommodate	environment	parliament
accompany	equip	persuade
according	equipped	physical
achieve	equipment	prejudice
aggressive	especially	privilege
amateur	exaggerate	profession
ancient	excellent	programme
apparent	existence	pronunciation
appreciate	explanation	queue
attached	familiar	sincere
available	foreign	sincerely
average	forty	recognise
awkward	frequently	recommend
bargain	government	relevant
bruise	guarantee	restaurant
category	harass	rhyme
cemetery	hindrance	rhythm
committee	identity	sacrifice
communicate	immediate	secretary
community	immediately	shoulder
competition	individual	signature
conscience	interfere	soldier
conscious	interrupt	stomach
controversy	language	sufficient
convenience	leisure	suggest
correspond	lightning	symbol
criticise	marvellous	system
curiosity	mischievous	temperature
definite	muscle	thorough
desperate	necessary	twelfth
determined	neighbour	variety
develop	nuisance	vegetable
dictionary	occupy	vehicle
disastrous	occur	yacht
embarrass	opportunity	

MATHEMATICS

Number and Place Value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Calculation (+ -)

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers e.g $12\,462 - 2300 = 10\,162$
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

• Calculation($\times \div$)

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

MATHEMATICS

Fractions

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- 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

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 fractions with a denominator of a multiple of 10 or 25.

Measures

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres *with unknown lengths*
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure.

MATHEMATICS

Properties of Shape

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations (greater range of examples)
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^{\circ}$)
- identify:
- angles at a point and one whole turn (total 360°)
- angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
- other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles – use angle sum facts
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Position and Direction

- 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.

Statistics

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

