

# Churchside Federation



## End of year expectations for Year 5

### The Year 5 Learner

In Year 5, children need to become more independent learners with a range of positive learning behaviours.

The children are expected to enter the classroom with a positive mind-set, understanding that their attitude and behaviour can affect their learning and so are prepared to reflect on their choices in order to be successful in their learning. They need to be organised, taking responsibility for their own resources and ensure they come to school well prepared with the equipment they need for the day. The children should also be able to share a working environment, while respecting the needs of others, understanding differences in opinion and responding positively and respectfully to others.

In order to be a successful learner, they need to be able to set achievable targets and approach a task with the correct attitude. They should be happy to persevere even when the solution is not easily at hand, appreciate how learning can happen from mistakes and understand the difference between a task that is too difficult and one that requires them to think more deeply. As a reflective learner, a Year 5 child should be able to use success criteria and their own prior knowledge to reflect on the success of their own and others work. Further to this, they should be able to accept constructive criticism from others to improve their work.

A year 5 pupil should be able to act as a good role model at all times during the school day, acting honestly, respectfully and kindly.

*This booklet contains expectations that have been identified by staff as being the minimum requirements for your child in order to ensure they make continued progress the following year. All the objectives will be taught and practised at school. Any extra support you can provide in helping your child achieve these will be greatly valued. If you have any queries about this booklet, or want support in knowing how best to help your child, please speak to their class teacher.*

## Speaking & Listening

- Ask relevant questions to extend their understanding and knowledge.
- Able to justify answers, arguments and opinions using evidence from prior knowledge or information provided in lessons.
- Participate actively in collaborative conversations, initiating, building on and responding to comments thoughtfully and respectfully.
- Consider and evaluate different viewpoints of others.
- Speak audibly and fluently with a good command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Perform their own compositions with confidence.

## Mathematics

- Read, write, order, compare and round numbers to at least 1,000,000 and determine the value of each digit.
- Interpret negative numbers in context and count forwards and backwards through zero.
- Add and subtract whole numbers with more than 4 digits, using efficient written methods (columnar addition and subtraction)
- Multiply numbers up to 4-digits by a 1 or a 2 digit number, using an efficient written method (columnar multiplication).
- Divide numbers up to 4 digits by a 1 digit numbers using an written method for short division and interpret remainders appropriately for the context.
- Multiply and divide numbers mentally, using known facts such as multiplying and dividing by 10, 100 and 1000.
- Compare and order fractions whose denominators are all a multiple of the same number.
- Read, write, order, compare and round numbers with up to 3 decimal places.
- Convert simple fractions to percentages and decimal numbers. (eg.  $\frac{1}{2} = 50\% = 0.5$ )
- Measure and calculate the perimeter and area of quadrilaterals.
- Recognise square, cube and prime numbers.
- To be able to explain their choice of calculation when solving single and multi-step problems.
- Add and subtract fractions with the same denominator.
- Complete, read and interpret information in tables and graphs, including timetables and line graphs.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.

## Reading

- Read aloud, using expression to show understanding.
- Read texts at a rate of at least 120 words per minute.
- Skim read materials to gain an overview of the text.
- Locate and use information from a range of sources, both fiction and non-fiction.
- Select and give the main points of an information text.
- Explore figurative language and the way it can convey meaning.
- Deduce from the evidence in the text what the characters are like and why they react as they do.
- Explain their thoughts and use points raised from two different perspectives to help clarify ideas. E.g On one hand, on the other.
- Discuss ways author has used language precisely to get across a point.
- Explain similarities and differences between texts.

## Writing

- Select the appropriate writing form for intended audience and purpose.
- Select appropriate vocabulary to describe settings and characters, creating atmosphere in their writing.
- Use dialogue to convey character.
- Use relative clauses correctly (e.g The boy, who was young, enjoyed playing sport.)
- Use different cohesive devices to link ideas across and within paragraphs.
- Use modal verbs to indicate possibility eg. could, should, must, will.
- Use brackets, dashes and commas to indicate parenthesis.
- Use commas to clarify meaning and avoid ambiguity.
- Use tense consistently and correctly throughout their writing.
- Use a range of different sentences structures.
- Use a dictionary to check and correct their spellings.

## Spelling

In addition to the High Frequency Words from lower down the school, pupils should learn to read and write these words independently whilst they are in Years 5 and 6.

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

It is important that they recognise the relationships between sounds and letters, even when they are unusual. Once root words are learned they can be used to spell longer words correctly, using the rules and guidelines for adding prefixes and suffixes. They should apply spellings patterns and rules learnt in previous years and be able to independently edit spellings in their own writing, including using a dictionary when necessary.

### The Primary School Journey

