



Honley CE
(VC) Junior
School

Parent Information

New Primary Curriculum

End of Year 5 Expectations

Number

Read, write and order numbers to 1,000,000

Count on and back in steps of 100, 1,000, 10,000 up to 1,000,000

Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000

Estimate and calculate additions involving 2, 3-digit numbers (to nearest 10)

Estimate and calculate subtractions involving 2, 3-digit numbers (to nearest 10)

Estimate and calculate multiplications involving a 2-digit and a 3-digit numbers (to nearest 10)

Estimate and calculate divisions of a 3-digit number by a 1-digit number (to nearest 10)

Add 3, 5-digit numbers using column addition

Subtract one 5-digit number from another, using column subtraction

Rapid Recall: Mentally add a 2-digit number to a 3-digit number

Rapid Recall: Mentally add a 1000s number to a 5-digit number

Rapid Recall: Mentally subtract a 2-digit number from a 3 or 4-digit number

Rapid Recall: Mentally subtract a 1000s number from a 5-digit number

Know all factors that make up numbers to 100

Recognise all prime numbers to 100

Multiply a 4-digit number by a 2-digit number using formal methods

Divide a 4-digit number by a 1-digit number (with remainders)

Multiply numbers by 10, 100 and 1,000

End of Year 5 Expectations

Number:

Divide number by 10, 100 and 1,000
Recognise and use square numbers and square roots
Know and use the symbols (2), ($_3$) and ($\sqrt{\quad}$) accurately
Fractions: Compare and order fractions whose denominators are multiples of the same number
Convert mixed numbers to improper fractions and visa versa
Add and subtract fractions with the same denominator
Multiple proper fractions and mixed fractions by whole numbers
Decimal Fractions: Read and write decimal numbers as fractions (up to hundredths)
Round decimals with two decimal places to nearest whole number and one decimal place
Read, write, order and compare decimal numbers with up to three decimal places
Percentages: Recognise the % symbol
Understand that percentage is measured as part of 100

Solve problems which require knowing percentage and decimal value of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and $\frac{4}{5}$

Shape and measures

Measure angles in degrees
Draw a given angle accurately
Know and use reflex angles
Construct shapes from given dimensions
Identify 3D shapes from 2D representations
Identify, describe and represent the position of a shape following reflection and translation
Add, subtract, multiply and divide units of measure (using decimal notation)
Understand and use basic equivalence between metric and common imperial units
Calculate, estimate and compare areas of squares and rectangles using cm squared (cm^2) and metre squared (m^2)
Recognise volume in practical contexts

End of Year 5 Expectations

Word Reading:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning

Comprehension:

- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
- Identify significant ideas, events and characters and discuss their significance
- Learn poems by heart. For example, narrative verse, haiku
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

Comprehension:

- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Make predictions from what has been read
- Summarise the main ideas drawn from a text
- Identify the effect of the context on a text. For example, historical or other cultures
- Identify how language, structure and presentation contribute to the meaning of a text

- Express a personal point of view about a text, giving reasons
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text
- Present an oral overview or summary of a text
- Present the author's viewpoint of a text
- Present a personal point of view based on what has been read
- Listen to others' personal point of view
- Explain a personal point of view and give reasons
- Know the difference between fact and opinion
- Use knowledge of structure of text type to find key information
- Use text marking to identify key information in a text
- Make notes from text marking

Year 5 Expectations: Transcription

- Form verbs with prefixes. For example, dis, de, mis, over and re
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify
- Understand the general rules for adding prefixes and suffixes above
- Spell some words with 'silent' letters, e.g. *knight*, *psalm*, *Solemn*
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

Year 5 Expectations: Composition

- Know the audience for and purpose of the writing
- Use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways
- Use sentence starters to highlight the main idea
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader
- Use stylistic devices to create effects in writing. For example – simile, metaphor, personification
- Add well-chosen detail to interest the reader
- Summarise a paragraph or event
- Organise writing into paragraphs to show different information or events

Year 5 Expectations: Composition

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing
- Distinguish between the formal and informal spoken and written language
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Word list – years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience

correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
(-ped, -ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance

identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht