

## Maths

I can read, write, order, compare and round numbers up to at least 1,000,000 and determine the value of each digit
I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
I can solve addition, subtraction, multiplication and division multi-step problems in contexts, deciding which operations and methods to use and why.
I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
I can multiply numbers up to 4 digits, by a one or two digit number using a formal written method
I can divide numbers up to 4 digits by a one digit number using formal methods and interpret remainders
I can compare and order fractions whose denominator are all multiples of the same number
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
I can read and write decimal numbers as fractions and record in simplest form
I can 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 2

### Greater Depth Criteria

I can consistently apply my knowledge in a wide range of contexts, including abstract situations
I can consistently identify the correct equation necessary to solve multi-step word problems
I can efficiently decide when to use mental, jottings or full-written methods; allowing me to solve problems accurately at a greater speed.
I can consistently and effectively explain my methods and reasoning, justifying my approach to a problem.

## Writing

I can spell some of the words from the year 5/6 word list including commonly mis-spelt exceptions.
I can consistently use joined, legible hand writing and choose the handwriting that is best suited for a specific task.
I can develop characters through action and dialogue.
I can use grammar and vocabulary to create an impact on the reader.
I can organise my writing into paragraphs to show different information or events.
I can use adverbs or modal verbs to indicate a degree of possibility.
I can use relative clauses.
I can build cohesion between paragraphs, which may include using fronted adverbials, pronouns, time conjunctions and a range of other devices
I am beginning to use brackets, dashes and commas to indicate parenthesis.

### Greater Depth Criteria

I can write independently using appropriate language, structures and characterisation for a chosen audience and purpose, for a range of text types.
I can control the formality of my writing through my grammar and vocabulary choices.
I can use commas accurately and consistently to mark grammatical boundaries.
I can vary sentence structures and lengths in order to create the desired impact on the reader.
I can edit my work, which will involve changing parts of a text and may involve choosing to take out and simplify to improve, rather than just add.

# Reading

I can apply knowledge of age appropriate root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (see appendix 1)
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
I am familiar with and can talk about a range of books and text types.
I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
I sometimes use meaning-seeking strategies to explore the meaning of words in context.
I am beginning to identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
I can justify inferences with evidence from the text.
I can make predictions with some supporting evidence.
I can summarise the main ideas drawn from a text
I can express a personal point of view about a text, giving reasons.
I can use my knowledge of structure of text type to find key information.
I am beginning to discuss how a writer's use of language and grammatical features have been used to create effects and impact on the reader.
I can distinguish between statements of fact and opinions

## Greater Depth Criteria

I can discuss and show understanding of a wide range of texts and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss some of the features of each.
I can often correctly identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
I can express a personal point of view about a text, fully justifying my thoughts about the text.
I am beginning to discuss and explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.

## Swavesey Primary 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 minimum expectations your child must meet in order to ensure continued progress.

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.