



## End of Year Age Related Expectations

### Year 5

This booklet provides information on the end of year expectations for children in our school. The 2014 National Curriculum (NC) outlines these expectations as being the minimum requirements a child should meet each year.

The objectives are the basis on which teachers plan lessons and are further developed so that all children can access learning and be challenged as appropriate; all children will be working at different levels within the objectives so adjustments are made as necessary.

The expectations of the 2014 NC are that all children should be working within their Age Related Expectations (AREs) and that higher ability children should be working towards 'mastery' within those same AREs.

As the NC now has no levels, we will be trialling a similar approach as to that taken with the Early Years Foundation Stage since 2013 - this involves teachers using relevant assessment criteria (linked to the AREs) to decide on a 'best fit' judgement:

*Beginning*  
*Developing*  
*Embedded*  
*Mastery*

At the beginning of a new academic year all children are considered to be at the 'beginning' stage within that particular year group's expectations. As some objectives will not be taught until later in an academic year, we are not fully able to make a 'best fit' judgement until the end of the academic year but will, of course, track individual pupils on their progress towards these AREs.

At the end of an academic year, a small proportion of children may be assessed as being at the 'beginning' or 'mastery' stage of a particular year's AREs.

#### **Number:**

- I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
- I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I recognise mixed numbers and improper fractions and can convert from one to the other.
- I can read and write decimal numbers as fractions.
- I recognise the % symbol and understand percent relates to a number of parts per hundred.
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can multiply and divide numbers mentally drawing on known facts to 12 x 12.
- I can round decimals with 2dp to the nearest whole number and to 1dp.
- I recognise and use square numbers and cube numbers; and can use the notation 2<sup>2</sup> & 3<sup>3</sup>.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 & 1000.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- I can solve problems involving numbers up to 3dp.

#### **Measurement, Geometry and Statistics:**

- I know that angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can draw given angles and measure them in degrees.
- I can convert between different units of metric measures and estimate volume and capacity.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the areas of squares and rectangles including using standard units (cm<sup>2</sup> and m<sup>2</sup>).
- I can solve comparison, sum and difference problems using information presented in a line graph.
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

## READING

### **Word Reading:**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

### **Comprehension:**

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## WRITING

### **Spelling:**

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.
- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

### **Handwriting:**

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### **Composition:**

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

### **Sentence structure:**

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

### **Punctuation:**

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.