Y5 End of Year Expectations

Reading Comprehension

I am familiar with a 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 identify and comment on writer's use of language for effect e.g. precisely chosen adjectives, similes and personification.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and	I can identify grammatical features used by a writer—rhetorical questions, varied sentence lengths, varied sentence starters—to	I can use strategies to find out the meaning of idiomatic and figurative language.	I can use strategies to find out the meaning of words in context.
I can recite poems by heart e.g. narrative verse, haiku.	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 summarise the main ideas drawn from a text.

Word Reading

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

Writing Transcription

I can use further prefixes and suffixes and understand the guidance for adding them.	I can spell some words with 'silent' letters [for example, knight, psalm, solemn].	I can distinguish between homophones and other words which are often confused (same pronounciation, different meaning like knead and need).	I can use my knowledge of word origins in spelling and understand that the spelling of some words needs to be learnt specifically.
I can use dictionaries to check the spelling and meaning of words.	I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.	I can use a thesaurus.	

Composition

I can plan my writing by identifying audience and purpose.	I can select the appropriate form for my writing when planning.	I can develop initial ideas when planning by drawing on reading and research .	I can plan narratives by thinking about how authors develop characters and settings, drawing on examples I have read and listened to or seen performed.
I can select appropriate grammar and vocabulary and know how to change or enhance meaning.	In narratives, I can describe settings, characters and atmosphere and use dialogue (speech).	I can write longer pieces and show links between paragraphs and sections	I can use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
I can assess the effectiveness of my own and others' writing.	I can make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	When editing, I can check consistent and correct use of tense throughout a piece of writing.	I can proofread for spelling and punctuation errors including correct subject and verb agreement.
I can perform or read aloud my own writing, using appropriate intonation and volume so that meaning is clear .			

Addition & Subtraction

I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).	I can select a mental strategy appropriate for the numbers involved in the calculation.	I can recall and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).	I can derive and use addition and subtraction facts for 1 (with decimal numbers up to two decimal places).
I can add and subtract numbers mentally with increasingly large numbers and decimals to two decimal places.	I can add and subtract whole numbers with more than 4 digits and decimals with two decimal places, including using formal written methods (columnar addition and subtraction).	I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
I can solve addition and subtraction problems involving missing numbers.			

Position and Direction

I can describe positions on the first quadrant of a coordinate grid.	I can plot specified points and complete shapes.	I can 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.

Fractions & Decimals

I can recognise mixed numbers and improper fractions and convert from one form to the other.	I can read and write decimal numbers as fractions (e.g. 0.71 = 71/100)	I can count on and back in mixed number steps such as 1 1/2.	I can compare and order fractions whose denominators are all multiples of the same number (including on a number line).
I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	I can add and subtract fractions with denominators that are the same and that are multiples of the same number (using diagrams).	I can write statements > 1 as a mixed number.
I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred' and write percentages as a frac-tion with denominator	I can solve problems involving fractions and decimals to three decimal places.	I can solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.

Measurement

I can use, read and write standard units of length and mass.	I can estimate (and calculate) volume (e.g. using 1 cm^3 blocks to build cuboids (including cubes) and capacity (e.g. using water).	I understand the difference between liquid volume and solid volume.	I can continue to order temperatures including those below 0°C.
I can convert between different units of metric measure.	I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	I can measure/ calculate the perimeter of composite rectilinear shapes.	I can calculate and compare the area of a rectangle, use standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
I can continue to read, write and convert time between analogue and digital 12 and 24 hour clocks.	I can solve problems involving converting between units of time.	I can use all four operations to solve problems involving measure using decimal notation, including scaling.	

Statistics

I can complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).	I can complete, read and interpret information in tables and timetables.	I can solve comparison, sum and difference problems using information presented in all types of graph including a line graph.

Multiplication & Division

I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).	I can identify multiples and factors, including all factor pairs of a number, and common factors of two numbers.	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
I can recognise and use square and cube numbers, and notation.	I can use partitioning to double or halve any number, including decimals to two decimal places.	I can multiply and divide numbers mentally drawing upon known facts.	I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
I can multiply numbers up to 4 digits by a one – or a two-digit number using a formal written method, including long multiplication for two-digit numbers.	I can 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.	I can use estimation/ inverse to check answers to calculations; determine, in the context of a problem, am appropriate degree of accuracy.	I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.			

Place Value

I can count forwards or backwards in steps of powers of 10 for any given number up to 1, 000, 000.	I can count forwards and backwards in decimal steps.	I can read, write, order and compare numbers to at least 1, 000, 000 and determine the value of each digit.	I can read, write, order and compare numbers with up to 3 decimal places.
I can identify the value of each digit to three decimal places.	I can identify, represent and estimate numbers using the number line.	I can find 0.01, 01, 1, 10, 100 and other powers of 10 more or less than a given number.	I can round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
I can round decimals with two decimal places to the nearest whole number and to one decimal place.	I can multiply/ divide whole numbers and decimals by 10, 100 and 1000.	I can interpret negative numbers in context count on or back with positive and negative whole numbers, including through zero.	I can describe and extend number sequences including those with multiplication/ division steps and where the step size is a decimal.
I can read Roman numerals to 1000 (M) and recognise years written as such.	I can solve number and practical problems that involve all of the above.		

Properties of Shapes

I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	I can use the properties of rectangles to deduce related facts and find missing lengths and angles.	I can identify 3D shapes from 2D representations.	I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
I can draw given angles, and measure them in degrees.	I can identify: - angles at a point and one whole turn (360°).	I can identify: - angles at a point on a straight line and half a turn (total 180°).	I can identify: - other multiples of 90°.