



**Pupils in Year 5 should be taught to:**

READING	<b>Word Reading</b>		<b>Comprehension</b>		
	<ul style="list-style-type: none"> <li>Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li>Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</li> <li>Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</li> <li>Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</li> </ul>		<ul style="list-style-type: none"> <li>Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li>Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li>Recommend books they have read to their peers, giving reasons.</li> <li>Discuss and comment on themes and conventions in a variety of genres.</li> <li>Read and recite age-appropriate poetry which has been learned by heart.</li> <li>Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</li> <li>Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li>Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</li> <li>Readily ask questions to enhance understanding.</li> <li>Make comparisons within and across texts e.g. compare two ghost stories.</li> <li>Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.</li> <li>Distinguish fact from opinion with some success.</li> <li>Retrieve, record and present information from non-fiction texts.</li> <li>Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li>Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li>Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>		
WRITING	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition</b>		<b>Vocabulary, Grammar and Punctuation</b>
	<ul style="list-style-type: none"> <li>Write from memory, dictated sentences which include words from the KS2 curriculum.</li> <li>Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</li> <li>Spell correctly words with letters which are not sounded e.g. knight, solemn.</li> <li>Use the hyphen to join a prefix to a root e.g. re-enter.</li> <li>Spell some homophones from the YR 5-6 spelling appendix.</li> <li>Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and develop initial ideas in order to plan and draft before writing.</li> <li>Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</li> <li>Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</li> <li>Use a range of presentational devices, including use of title, subheadings and bullet points.</li> <li>Use dialogue to indicate character and event.</li> <li>Describe characters, settings and plot, with growing precision.</li> <li>Find key words and ideas; begin to write a summary.</li> <li>Evaluate own and others' writing; with direction, proof read, edit and revise.</li> </ul>		<ul style="list-style-type: none"> <li>Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</li> <li>Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.</li> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</li> <li>Usually maintain correct tense.</li> <li>Begin to recognise active and passive voice.</li> <li>Identify and select determiners.</li> <li>Choose vocabulary and grammar to suit formal and informal writing, with guidance.</li> <li>Use vocabulary which is becoming more precise.</li> <li>Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</li> </ul>
MATHEMATICS	<b>Number and Place Value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>		<b>Fractions</b>
	<ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</li> <li>Solve number problems and practical problems that involve all of the above.</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>Add and subtract numbers mentally with increasingly large numbers.</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</li> <li>Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.</li> <li>Establish whether a number up to 100 is prime &amp; recall prime numbers up to 19.</li> <li>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</li> <li>Multiply and divide numbers mentally drawing upon known facts.</li> <li>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</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 &amp; 1000.</li> <li>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</li> <li>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</li> <li>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>		<ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are all multiples of the same number.</li> <li>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</li> <li>Recognise mixed numbers and improper fractions and convert from one form to the other &amp; write mathematical statements <math>&gt; 1</math> as a mixed number [<math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>].</li> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>Read and write decimal numbers as fractions [for example, <math>0.71 = 71/100</math>].</li> <li>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>Round decimals with two decimal places to the nearest whole number and to one decimal place.</li> <li>Read, write, order &amp; compare numbers with up to three decimal places.</li> <li>Solve problems involving number up to three decimal places.</li> <li>Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, &amp; as a decimal.</li> <li>Solve problems which require knowing percent &amp; decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>
	<b>Measurement</b>	<b>Properties of Shapes</b>		<b>Position and Direction</b>	<b>Statistics</b>
	<ul style="list-style-type: none"> <li>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre &amp; millilitre).</li> <li>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</li> <li>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</li> <li>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> <li>Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</li> <li>Solve problems involving converting between units of time.</li> <li>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>	<ul style="list-style-type: none"> <li>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</li> <li>Draw given angles, and measure them in degrees (°).</li> <li>Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line &amp; 1/2 a turn (total 180°) and other multiples of 90°.</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in a line graph.</li> <li>Complete, read and interpret information in tables, including timetables.</li> </ul>