Year 5 Age Related Expectations

Speaker	Reader (Word Reading)	Reader (Comprehension)
I can engage the listener by varying my expression and vocabulary. •I adapt my spoken language depending on the audience, the purpose or the context. •I can develop my ideas and opinions, providing relevant detail. •I can express my point of view. •I show that I understand the main points, including implied meanings in a discussion. •I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. •I use Standard English in formal situations. •I am beginning to use hypothetical language to consider more than one possible outcome or solution. •I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. •I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. •I begin to select the appropriate register according to the context.	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.	•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.

Writer- Transcription	Writer- Composition	Writer- Grammar & Punctuation
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. **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. **Text structure** •I can build cohesion between paragraphs. •I can use adverbials to link paragraphs. **Punctuation** •I can use brackets, dashes and commas to indicate parenthesis. •I can use commas to clarify meaning or avoid ambiguity.

Mathematician

Number, place value, approximation and estimation/rounding
•I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
•I can read, write, order and compare numbers to at least 1,000,000.
•I can determine the value of each digit in numbers up to 1,000,000.
•I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
•I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
•I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
•I can solve number problems and practical problems with the above.

Calculations
•I can add and subtract numbers mentally with increasingly large numbers.
•I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
•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 identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.
•I 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 recognise and use square numbers and cube numbers, and the notation for squared and cubed.
•I can multiply and divide numbers mentally drawing on known facts.
•I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
•I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
•I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
•I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
•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.

Fractions, decimals and percentages
•I can recognise mixed numbers and improper fractions and convert from one form to the other.
•I can write mathematical statements >1 as a mixed number.
•I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
•I can compare and order fractions whose denominators are 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 multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
•I can read and write decimal numbers as fractions.
•I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
•I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
•I can read, write, order and compare numbers with up to 3 decimal places.
•I can solve problems involving numbers up to 3 decimal places.
•I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
•I can write percentages as a fraction with denominator hundred, and as a decimal.
•I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator or a multiple of 10 or 25.

Measurement
•I can solve problems involving converting between units of time.
•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 and calculate the perimeter of composite rectilinear shapes in cm and m.
•I can calculate and compare the area of rectangles (inclsquares), and including using standard units ($cm^2$and cm^3) to estimate the area of irregular shapes.
•I can estimate volume and capacity.
•I can use all four operations to solve problems involving money using decimal notation, including scaling.

Geometry –properties of shapes
•I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
•I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
•I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
•I know angles are measured in degrees.
•I can estimate and compare acute, obtuse and reflex angles.
•I can identify angles at a point and one whole turn.
•I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.
•I can identify other multiples of 90°.
•I can draw given angles and measure them in degrees.

Geometry –position and direction
•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.

Statistics
•I can complete, read and interpret information in tables, including timetables.
•I can solve comparison, sum and difference problems using information presented in a line graph.