

Year 5 Expectations

Meeting Expectation Statements Maths	Meeting Expectation Statements Reading	Meeting Expectation Statements Spoken Language	Meeting Expectation Statements Writing
Count forwards and backwards in steps of power 10 for any given number up to 1,000,000	Word Reading Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words	Engage the interest of the listener by varying their expression and vocabulary	Transcription Form verbs with prefixes for example, dis, de, mis, over and re
Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Adapt spoken language to the audience, purpose and context	Convert nouns or adjectives into verbs by adding a suffix for example, ate, ise, ify
Recognise mixed numbers and improper fractions and convert from one to the other	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	Explain the effect of using different language for different purposes	Understand the general rules for adding prefixes and suffixes above
Read and write decimal numbers as fractions, for example, 0.47 = 47/100	Re-read and read ahead to check for meaning	Develop ideas and opinions with relevant detail	Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>
Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred	Reading Comprehension Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features	Express ideas and opinions, justifying a point of view	Distinguish between homophones and other words which are often confused
Write percentages as a fraction with denominator hundred, and as a decimal fraction	Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are	Show understanding of the main points, significant details and implied meanings in a discussion	Spell identified commonly misspelt words from Year 5 and 6 word list
Compare and add fractions whose denominators are all multiples of the same number	Identify significant ideas, events and characters and discuss their significance	Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Multiply and divide numbers mentally drawing upon known facts up to 12 x 12	Learn poems by heart. for example, narrative verse, haiku	Begin to use Standard English in formal situations	Use a thesaurus
Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action	Begin to use hypothetical language to consider more than one possible outcome or solution	Use a range of spelling strategies
Round decimals with 2dp to the nearest whole number and to 1 decimal place	Use meaning-seeking strategies to explore the meaning of words in context	Perform own compositions, using appropriate intonation and volume so that meaning is clear	Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
Recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³)	Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language	Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone	Choose the writing implement that is best suited for a task (e.g. quick notes, letters)
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification	Understand and begin to select the appropriate register according to the context	Composition Know the audience for and purpose of the writing
Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers	Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader		Use the features and structures of text types taught so far
Divide numbers up to 4-digits by 1-digit numbers	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions		Use grammatical features and vocabulary appropriate for the text types taught so far
Solve problems involving multiplication and division where large numbers are used by decomposing them into factors	Justify inferences with evidence from the text		Start sentences in different ways
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents	Make predictions from what has been read		Use sentence starters to highlight the main idea
Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles	Summarise the main ideas drawn from a text		Develop characters through action and dialogue