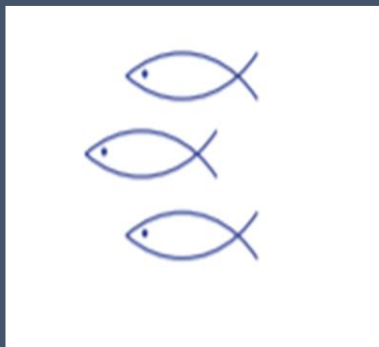


Altrincham CE
Primary School



Year Five Age
Related
Expectations

**The National Curriculum
outlines these
expectations as being the
minimum requirements
your child should meet
each year**



Loving, learning and
growing together in the
footsteps of Jesus.

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 use strategies to explore the meaning of words in context.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I use knowledge of structure of text type to find key information.
- I can summarise the main ideas drawn from a text.
- I draw inferences such as inferring characters' feelings, thoughts and motive from their actions and justify these inferences with evidence from the text.
- I make predictions from what has been read.
- I identify how language, structure and presentation contribute to the meaning of a text.
- I identify and comment on writers' use of language for effect. For example, precisely chosen adjectives, similes and personification.
- I can identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.
- I can compare different versions of texts and talk about their differences and similarities.
- I can identify significant ideas, events and characters; and discuss their significance.

- 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 word which are often confused.
- I can spell the commonly misspelt words for 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 the 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 use commas to clarify meaning or avoid ambiguity.

Mathematics

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 another.
- 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 up to 12×12 .
- 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 and 3.
- I can multiply and divide whole numbers and those involving decimals by 10,100 and 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 and Geometry:

- 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 standards units (cm² and m²).
- I can solve comparison, sum and difference problems using information presented in a line graph .appropriate graphical methods,