Year 5 Reading Overview

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling. (Word Reading)
Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book. (Comprehension)
Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. (Comprehension)
Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. (Comprehension)
Understand what he/she reads by asking questions to improve his/her understanding of complex texts. (Comprehension)
Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (Comprehension)
Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. (Comprehension)
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)
Distinguish between statements of fact and opinion. (Comprehension)
Retrieve, record and present information from non-fiction. (Comprehension)
Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. (Comprehension)
Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. (Spelling)
Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. (Spelling)
Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance. (Spelling)
Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly. (Spelling)
Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. (Spelling)
Spell some words with 'silent' letters e.g. knight, psalm, solemn. (Spelling)
Spell some of the year 5 and 6 words correctly (English Appendix 1). (Spelling)
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). (Spelling)
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. (Spelling)
Use a thesaurus. (Spelling)

Year 5 Writing Overview

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. (Composition)
Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. (Composition)
Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. (Composition)
Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). (Composition)
Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. (Composition)
Draft and write by précising longer passages. (Composition)
Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly. (Composition)
Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before. (Composition)
Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. (Composition)
Use different verb forms mostly accurately with consideration for audience and purpose. (Composition)
Evaluate and edit by assessing the effectiveness of his/her own and others' writing. (Composition)
Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). (Composition)
Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. (Composition)
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. (Composition)
Proof-read for spelling errors linked to spelling statements for year 5. (Composition)
Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. (Composition)
Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Composition)
Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify. (Vocabulary, Grammar and Punctuation)
Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. (Vocabulary, Grammar and Punctuation)
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. (Vocabulary, Grammar and Punctuation)
Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. (Vocabulary, Grammar and Punctuation)
Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. (Vocabulary, Grammar and Punctuation)
Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before. (Vocabulary, Grammar and Punctuation)
Use brackets, dashes or commas to indicate parenthesis. (Vocabulary, Grammar and Punctuation)
Use commas to clarify meaning or avoid ambiguity. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity. (Vocabulary, Grammar and Punctuation)

Year 5 Maths Overview

Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits. (Number and Place Value)
Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. (Number and Place Value)
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. (Number and Place Value)
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. (Number and Place Value)
Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding. (Number and Place Value)
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. (Number and Place Value)
Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). (Addition and Subtraction)
Add and subtract numbers mentally with increasingly large numbers. (Addition and Subtraction)
Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. (Addition and Subtraction)
Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. (Addition and Subtraction)
Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. (Multiplication and Division)
Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. (Multiplication and Division)
Establish whether a number up to 100 is prime and recall prime numbers up to 19. (Multiplication and Division)
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. (Multiplication and Division)
Multiply and divide numbers mentally drawing upon known facts. (Multiplication and Division)
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. (Multiplication and Division)
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. (Multiplication and Division)
Recognise and use square numbers and the notation for squared (2). (Multiplication and Division)
Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. (Multiplication and Division)
Recognise and use cube numbers and the notation for cubed (3). (Multiplication and Division)
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. (Multiplication and Division)
Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. (Multiplication and Division)
Compare and order fractions whose denominators are all multiples of the same number. (Fractions)
Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths. (Fractions)
Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. (Fractions)
Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. (Fractions)

Add and subtract fractions with the same denominator and denominators that are multiples of the same number. (Fractions)
Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. (Fractions)
Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/?. (Fractions)
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. (Fractions)
Round decimals with two decimal places to the nearest whole number and to one decimal place. (Fractions)
Read, write, order and compare numbers with up to three decimal places. (Fractions)
Solve problems involving number up to three decimal places. (Fractions)
Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. (Fractions)
Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. (Fractions)
Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). (Measurement)
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. (Measurement)
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. (Measurement)
Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. (Measurement)
Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water. (Measurement)
Solve problems involving converting between units of time. (Measurement)
Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling. (Measurement)
Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. (Properties of Shape)
Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. (Properties of Shape)
Draw given angles, and measure them in degrees (°). (Properties of Shape)
Identify angles at a point and one whole turn (total 360°). (Properties of Shape)
Identify angles at a point on a straight line and 1/2 a turn (total 180°). (Properties of Shape)
Identify other multiples of 90°. (Properties of Shape)
Use the properties of rectangles to deduce related facts and find missing lengths and angles. (Properties of Shape)
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. (Properties of Shape)
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. (Position and Direction)
Solve comparison, sum and difference problems using information presented in a line graph. (Statistics)
Complete, read and interpret information in tables, including timetables. (Statistics)