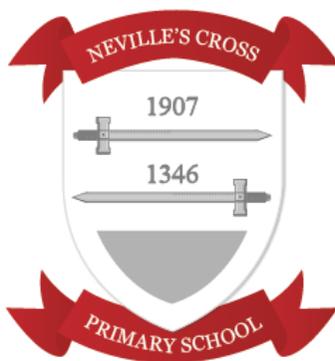


Neville's Cross Primary School



End of Year Expectations for Year 5 Pupils

This booklet provides information for parents and carers on the end of year expectations for Year 5 children. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly appreciated.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher. Thank you for your support 🙏

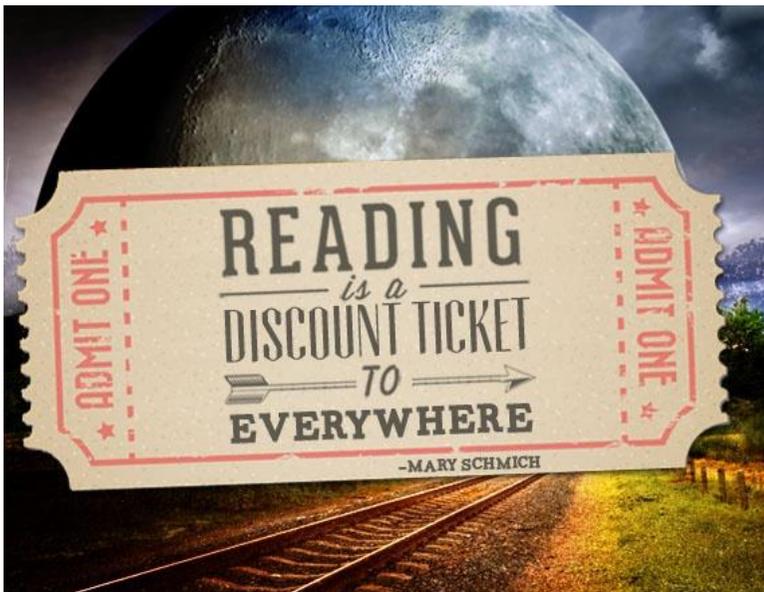
Reading



- Summarise the main points of an argument or discussion within their reading and make up their own mind about issue/s, drawing on what has been read.
- Make comparisons between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.
- Answer a range of comprehension questions linked to VIPERS:
 - **V**ocabulary (Find a word in the text which suggests...)
 - **I**nference (How does the text suggest that X is feeling?)
 - **P**redict (What do you think will happen next?)
 - **E**xplain (How does this text link to other set of instructions?)
 - **R**etrieve (Who, What, When, Where questions)
 - **S**ummarise (Can you summarise the information in this paragraph/chapter in twenty words?)

Ways you can help at home:

- Read as much as possible! Encourage your child to read widely, developing a knowledge of different genres of fiction.
- Read a breadth of non-fiction to enhance learning across the curriculum and to research questions.
- Log onto Fiction Express regularly for your child to read a range of texts and contribute to the direction of the story by engaging with the authors in a safe, age-appropriate way



Writing

- Write for a range of different purposes and audiences, including stories, instructions, diaries, recounts, non-chronological reports, newspaper reports and persuasive adverts/letters
- Add phrases to make sentences more precise and detailed.
- Use a range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize writing into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed.

Ways you can help at home:

- Encourage your child to write for different purposes at home, e.g. keep a diary, write a thank you letter, have a penpal, shopping lists etc.
- When your child is writing, encourage them to proof-read their work for spelling, grammar and punctuation errors

Spelling

- Plurals, adding 's', 'es' and 'ies', e.g. cars, foxes, bushes, berries, fairies etc.
- Spelling words with silent letters, e.g. hymn, rhyme, receipt, vehicles, government, neighbour etc.
- Words with the letter string 'ough' and their different pronunciations, e.g. enough, tough, rough, bough, cough, bought etc.
- Words ending in 'able' and 'ible' e.g. understandable, predictable, comfortable and horrible, terrible, credible, visible, sensible etc
- Spell words with the use of the hyphen e.g. *co-ordinate*, *co-operate* etc.
- Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)
- Words with the ee sound spelt 'ei' after 'c' e.g. *receive, ceiling* etc.
- Words ending in '-ably' and '-ibly' , e.g. comfortably, terribly, horribly etc.
- **Homophones** e.g. isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed , altar/alter, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)
- Spell the majority of words from the Year 5/6 Statutory words list. See overleaf:

Ways you can help at home:

- Practise spelling the statutory words on the next page regularly

- Help your child practise their spellings for the weekly spelling quiz
- Log onto Spelling Shed regularly to practise the assignments set by your child's class teacher

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



Mathematics

- Count forwards and backwards with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Recognise the place value of any number up to 1,000,000; compare and order numbers up to 1,000,000.
- Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers.
- Multiply 4-digits by 1-digit/ 2-digit
- Divide up to 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.
- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and convert between different units of time.

Ways you can help at home:

- Log onto Times Table Rockstars to practise multiplication and division facts
- Useful workbooks can be found for free here:
<https://whiterosemaths.com/parent-resources>

- **Thank you for your support! We look forward to seeing the progress your child makes this year at Neville's Cross. 😊**