

# Year 5 Reading Key Objectives

1	Use a wide range of strategies to work out how to read unfamiliar words
2	Read a range of non-fiction and modern fiction, including from literary heritage and from other cultures/traditions
3	Make book recommendations about books to others , giving reasons for choices
4	Understand the features used in different types of writing e.g. 1st person in a diary
5	Discuss themes and ideas across a wide range of writing
6	Explain and discuss understanding of reading using some technical terms e.g. metaphor
7	Make comparisons within and across books
8	Summarise ideas drawn from more than one paragraph, identifying key details
9	Identify how language, structure and presentation of a piece of text affect its purpose
10	Discuss understanding of texts, including exploring meaning of words in context
11	Discuss how authors use language, including figurative language, to affect the reader
12	Predict future events from details stated and implied
13	Participate in discussions about books, building on and challenging ideas



# Year 5 Writing Key Objectives

1.	Apply taught spelling rules and knowledge in own writing
2.	Use a dictionary and a thesaurus effectively
3.	Use advanced organisational and presentational skills e.g. linking ideas in paragraphs by using adverbials such as 'later'
4.	Use the correct tense consistently throughout a piece of writing
5.	Use expanded noun phrases to convey information concisely e.g. The pale, anxious man...
6.	Use modal verbs or adverbs to indicate degrees of possibility e.g. 'it <u>might</u> rain later'
7.	Use adverbials of time (later), place (nearby) and number (secondly)
8.	Recognise vocabulary and structures that are appropriate for formal use
9.	Use clauses with commas to clarify meaning or avoid ambiguity e.g. The man, who was looking concerned was watching from afar.
10.	Use brackets, dashes and commas to include additional information
11.	Identify the audience and purpose before writing, and adapt accordingly to interest the chosen audience
12.	Describe setting, atmosphere and characters effectively for the reader
13.	Can apply what has been learnt about standard and non-standard English when writing dialogue for characters (formal and informal speech)
14.	Generate ideas, draft and re-read a piece of writing to check that the meaning is clear



# Year 5 Maths Key Objectives

1.	Read, write and order numbers up to 1, 000, 000
2.	Interpret negative numbers in context e.g. $-3^{\circ}\text{C}$
3.	Recognise and use square and cube numbers, and know the notation e.g. $3 \times 3 = 3^2$
4.	To solve problems involving add, subtract, multiply and divide
5.	Identify multiples and factors, including finding factor pairs and common factors
6.	Use vocabulary: prime numbers, prime factors and composite numbers (numbers which are not prime)
7.	Know prime numbers up to 19
8.	Add and subtract numbers with more than four digits using formal column method
9.	Multiply and divide numbers by 10, 100 or 1000, including decimals
10.	Use long multiplication for multiplying numbers of up to 4 digits by one or two digits
11.	Divide numbers using standard written short division
12.	Convert between mixed numbers and improper fractions e.g. $1 \frac{1}{4} = 5/4$
13.	Compare and order fractions whose denominators are multiples of the same number
14.	Identify, name and write equivalent fractions including tenths and hundredths
15.	Add and subtract fractions with denominators that are multiples of the same number e.g. $1/3 + 5/6$
16.	Read and write decimal numbers as fractions e.g. $0.71 = 71/100$
17.	Round decimals with 2 decimal places to whole number or to one decimal place
18.	Read, write, order and compare numbers with up to 3 decimal places
19.	Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100) e.g. $6/10 = 60\%$
20.	Measure and calculate the perimeter of composite rectilinear shapes
21.	Calculate the area of rectangles, and estimate the area of irregular shapes
22.	Use the properties of rectangles to find missing lengths and angles
23.	Distinguish between regular and irregular polygons
24.	Identify 3-d shapes from 2-d representations
25.	Know angles are measured in degrees and compare acute, obtuse and reflex angles
26.	Draw and measure angles to the nearest degree
27.	Identify angles at a point ( $360^{\circ}$ ), in a turn and on a straight line ( $180^{\circ}$ )
28.	Describe and represent the result of a reflection or translation
29.	Complete, read and interpret information in tables, including timetables



# Year 5 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words ending in -fer	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>



# Year 5 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b> . <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b>	advice/advise device/devise licence/license practice/practise prophecy/prophesy



# Year 5 Grammar & Punctuation

## Sentence Structure

1	Use clauses beginning with <b>who, which, where, when, whose, that</b> e.g. The girl, who was running away, looked frightened.
2	Indicating degrees of possibility using adverbs [for example, <b>perhaps, surely</b> ] or modal verbs [for example, <b>might, should, will, must</b> ]

## Text Structure

1	Words and phrases to build cohesion within a paragraph (e.g. <b>then, after that, this, firstly</b> )
2	Linking ideas across paragraphs using adverbials of time [for example, <b>later</b> ], place [for example, <b>nearby</b> ] and number [for example, <b>secondly</b> ] or tense choices

## Punctuation

1	Brackets, dashes or commas to include additional information
2	Use clauses with commas to clarify meaning or avoid ambiguity e.g. The man, who was looking concerned was watching from afar.

## Terminology for Pupils

1	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
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## Word List- years 5 and 6

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

Highlighted words will be taught in Year 5 and those that are not highlighted will be taught in Year 6.

