Checklist for a child reaching the Expected Standard at the end of Year 5.

Reading	Writing (SPAG)	Maths
Pupils can…	Pupils can…	Pupils can…
Word Reading	**Composition**	**Place Value**
- Find the meaning of new words and accurately pronounce them by using their existing knowledge of word formation. - Read and discuss a wide range of fiction and non-fiction books including unfamiliar texts and whole books. - Confidently and regularly read a range of books for different purposes. - Prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so that the meaning is usually clear to an audience. - Learn by heart a wider range of age-appropriate poems. - Can monitor their own reading for sense and self-correct when they misread words. **Comprehension**. - Confidently and consistently make comparisons within and between books.	- Select and use ideas, vocabulary and grammar taken from other writers in their planning. - Discuss and record ideas, choosing and using planning models effectively. - Produce a variety of written pieces of narrative, non-fiction and poetry with a clear understanding of audience and purpose. - Use models of similar writing for their own. - Use the drafting process to rehearse ideas and make careful grammar and vocabulary choices. - Make deliberate vocabulary choices and decisions about sentence length and types to impact on the overall effect of the writing.	- Place the correct sign (=, < and >) in statements to compare numbers. - Count backwards from 962,471 in steps of 100,000, 10,000, 1000, 100 and 10. - Continue sequences in regular steps.

Checklist for a child reaching the Expected Standard at the end of Year 5.

Making comparisons 2h

- How are the characters similar/different?
- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your views?
- Does this book remind you of another book? Why?
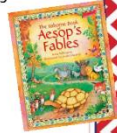
- Be familiar with a wide range of age-appropriate books and identify their genres (realistic fiction, historical fiction, classic tales, thriller, adventure, fairy tale, fantasy, sci-fi).

- Identify and discuss themes and conventions in a wide range of age-appropriate texts.

I like bananas **and** I like grapes.
main clause — connective — main clause

After she picks me up, Mum is taking me to buy shoes.
subordinate clause — comma — main clause

I first met her in Paris where I lived as a small child.
main clause — connective — subordinate clause

- Use dialogue to give more information about characters.

- Organise writing within paragraphs around a theme in both fiction and non-fiction writing.

- Use simple organisational devices used in non-narrative material, e.g. headings and subheadings.

Shark Fact File

Sharks are a type of fish but instead of having bones, their skeleton is made of cartilage. This is what your ears and the tip of your nose are made from. There are more than 500 different species of shark, including the great white shark, grey reef shark, hammerhead shark and tiger shark. Scientists believe that sharks have been in our oceans for around 455 million years. Some species of sharks prefer to live alone while others live in groups called a school or shoal.

Where do they live?
Sharks can be found in all of the Earth's five oceans: the Atlantic, Pacific, Indian, Arctic and Southern. Some sharks can even be found in freshwater lakes and rivers. Different species of shark live in different oceans depending on the temperature of the water. Most prefer warmer temperatures though polar sharks prefer colder water.
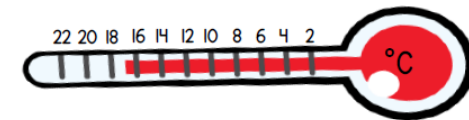

Complete the sequence.

___ , ___ , 2 , ___ , 22 , ___ , 42 , ___ , ___ , 72

The rule for the sequence is _____.

- Understand negative numbers and solve problems involving them.

The thermometer shows the temperature in London in May.

22 20 18 16 14 12 10 8 6 4 2   °C

In January the temperature was 20 degrees colder.
What was the temperature in London in January?

- Round 6 digit numbers to the nearest 10,000.

Arrange the digit cards to make an **odd** number between 70,000 and 100,000

1   4   6   8   9

Round your number to the nearest 1,000

_____

Round your number to the nearest 10,000

_____

Checklist for a child reaching the Expected Standard at the end of Year 5.

- Explore how the same word can have different meanings in different contexts.

- Identify a word from their reading and give an alternative meaning for it.

- Ask themselves questions to improve their understanding when independently reading age-appropriate texts.

- Identify the main ideas in paragraphs and summarise the content of these when reading independently.

Words in context   2a

- Find two words which describe the setting.

- What other words could the author use to describe the main character?

- How has the author's choice of words made you feel about a character? Why?

- Edit writing and make changes to grammar, spelling and vocabulary, in their own and others' writing.

- Perform own writing using appropriate intonation, volume and movement so that meaning is clear.

Grammar

- Convert nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify and use them in their writing.

prefix root word suffix

uncomfortable
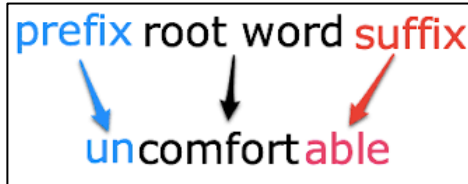
state	relate	operate
indicate	hate	demonstrate
create	concentrate	appreciate

- Use relative clauses using relative pronouns to clarify and explain relationships between ideas.

- Interpret the date written using Roman numerals and identify a year and find missing values and solve problems involving Roman numerals.

Which is the greater number? Explain your answer.

XCIX   CX

Addition and Subtraction

- Choose appropriate strategies to solve a calculation and explain their reasoning.

- Add and subtract two four digit numbers or more with exchange using the column method and mental strategies.

```
    4 0 1 9
  + 2 0 5 9
    6 0 7 8
```

```
    7 8 5 4
  - 1 3 6 3
    6 4 9 1
```

Checklist for a child reaching the Expected Standard at the end of Year 5.

- Confidently make inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text.

Summarise main ideas 2c
- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.

THE BFG
Roald Dahl

Relative Pronouns
whose   which
who
that   where   whom

- Write using a variety of verb tenses appropriate to the style of writing.

Past Continuous	Present Continuous	Future Continuous
We were playing tennis.	We are playing tennis.	We will be playing tennis.
Past Perfect	Present Perfect	Future Perfect
He had played tennis.	He has played tennis.	He will have played tennis.
Past Perfect Continuous	Present Perfect Continuous	Future Perfect Continuous
They had been playing tennis.	They have been playing tennis.	They will have been playing tennis.

- Use modal verbs to indicate the possibility, probability and certainty of an event happening.

- Modal verbs are used to change the meaning of other verbs.
- They can express meanings such as certainty, ability, or obligation.
- The main modal verbs are:
  will, would, can, could, may, might, shall, should, must and ought.

- Can use rounding to estimate an answer to check the answer to a calculation is correct.

Which is the best equation to estimate the total of 42,549 and 67,454?

42,550 + 67,440
42,550 + 67,540
42,550 + 67,450

- Solve multi step problems, involving addition and subtraction, choosing the most appropriate method for the calculation.

Alex has twice as many wins as Connor.
Rita has 7 more wins than Alex.
The sum of all their wins is 57.
How many wins did Rita have?

Multiplication and Division:

- Identify and apply knowledge of multiples and factors of a number.

Jake says,

Factors come in pairs, so every number must have an even number of factors.

Jake is not correct. Can you explain why?

Checklist for a child reaching the Expected Standard at the end of Year 5.

Inference/justify views 2d
- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?

michael morpurgo
The Butterfly Lion
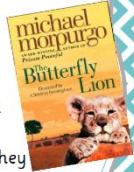
- Read 'between the lines' when independently reading by using clues the writer has left the reader. They can draw upon their experience of similar texts to predict what might happen next.

Predict using details 2e
- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?

Jacqueline Wilson
Wave Me Goodbye

- Use a wider range of cohesive devices such as adverbials to link ideas within paragraphs.

Adverbials for Cohesion
time, place, number, exception, cause and effect, contrast or comparison, clarification and emphasis or addition

Adverbials are words or phrases that are used to modify a verb or clause. Adverbials may be adverbs, preposition phrases or subordinate clauses. Adverbials can be used to create cohesion within and across paragraphs.

time	place	number/frequency	exception
in the beginning	near this location	firstly	despite this
only yesterday	around here	secondly	aside from
until then	in the city	lastly	despite
to begin with	behind the clouds	once	excluding
at first	beyond the wall	twice	even though
meanwhile	inside the cave	occasionally	other than
simultaneously	out in the countryside	rarely	with the exception of
after that	along the lane	every so often	apart from
straight away	here in this room	often	however
presently	over the street	sometimes	besides

cause and effect	contrast/comparison	clarification	emphasis/addition
as a result	on the other hand	in fact	to clarify
for this reason	alternatively	in other words	most importantly
hence	similarly	to clarify	especially
subsequently	nevertheless	above all	primarily
as a consequence	in contrast	the main reason for this	furthermore
due to	rather than	for instance	above all else
therefore	compared with	in essence	as well as
so as to	on the contrary	to summarise	in addition to this
because of this	in comparison	to illustrate this	also
consequently	however	in conclusion	moreover

- Use the correct grammatical terminology when evaluating and editing writing.

Punctuation

- Use a range of punctuation consistently and correctly, including full stops, commas to separate items in lists, mark fronted adverbials and after a reporting clause, exclamation and question marks and apostrophes for contractions and singular possession in nouns.

How many multiples of 9 less than 100 can you make out of these digits?

(3) (4) (8) (1) (5) (6)

- Explain that a prime number such as 11 has only two factors and that a composite number such as 12 has prime factors that are 2 and 3.

A prime number has 2 factors – 1 and *itself*.

Josh says,
"1 must be prime because it has a factor of 1 and 1 *is also itself!*"

Scott says,
"1 is *not* prime because it does not have 2 factors!"

Who is correct? Explain your answer.

- Multiply and divide numbers mentally by 10, 100 and 1000.

How would you complete the table?

Effect on the digits	Operation
Shift 2 places to the right	÷ 100
Shift 1 place to the left	
	÷ 1,000
Shift 3 places to the left	
	÷ 10
Shift 2 places to the left	

Checklist for a child reaching the Expected Standard at the end of Year 5.

Connections and meaning 2f
- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?

Charlotte's Web E.B.WHITE

- Identify language in texts that the writer has chosen for impact and can discuss and evaluate the impact it has on them as a reader.

Language choice 2g
- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why?
- Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?

How to Fight a Dragon's Fury CRESSIDA COWELL

- Identify distinctive language, structural and presentational features in their independent reading and demonstrate their understanding of how these help

- Use commas to clarify meaning within writing.

Let's eat Grandma!
Let's eat, Grandma!

- Understand and use punctuation to create parenthesis, e.g. using brackets, dashes and comas.

I miss seeing Amelia (my best friend from primary school) every day.
I miss seeing Amelia, my best friend from primary school, every day.
I miss seeing Amelia – my best fiend from primary school – every day.

Spelling

- Use spelling rules learnt in Year 1-5 accurately.

- Begin to spell and know the meaning of the common exception words for Year 5/6.

÷ 10	× 10	× 100	÷ 100

Use the cards to complete the calculations.

$$561,000 \boxed{} = 5,610$$

$$5,610 \boxed{} = 561,000$$

$$561,000 \boxed{} = 56,100$$

$$5,610 \boxed{} = 56,100$$

- Identify whether a given number is a square number or cube number up to 100 and interpret 6^2 as $6 \times 6 = 36$ and 2^3 as $2 \times 2 \times 2 = 8$.

6   15   27   64

start → cube → even / not even
start → not cube → even / not even
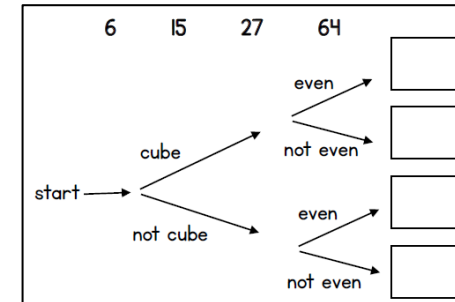
5. Riley thinks that 6^2 is equal to 36.
Do you agree?
Convince me.
He also thinks that 5^2 is equal to 10.
Do you agree? Explain what you have noticed.

the reader to draw meaning from the text.

- Confidently and consistently distinguish between fact and opinion.

- Identify questions to be answered before reading and use books and the internet to answer them.

Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?
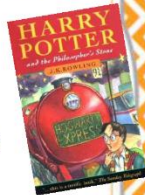
- Record information in a way that can be easily retrieved and present information in ways that are coherent and useful to themselves and others.

- Share their opinions about books they have read independently and make appropriate recommendations to their peers, giving reasons for their choices.

- Take part in discussions about books they have read or had read to them, taking turns, listening to and building

New Curriculum Spelling List Years 5 and 6

- Use the first three letters of a word to check its spelling and meaning in a dictionary.

- Use knowledge of words to build unknown words from root words, prefixes and suffixes.

Handwriting

- Write in a legible and consistent handwriting, including diagonal and horizontal strokes used to join letters, when appropriate.

- Multiply a four digit number by a one and two digit number using the formal method of long multiplication.

- Select from several strategies to calculate 25 x 80 x 25.

- Divide a four digit number by a one digit number using the formal written method of short division.


- Solve multi step problems involving multiplication and division.

A jacket costs £52

Eight jackets and three skirts cost £653

How much does a skirt cost?

on ideas, observing courtesies when challenging and being challenged.

- Confidently uses formal debates and presentations to explore and explain their understanding of what they have read.

- Justify their opinions with confidence.
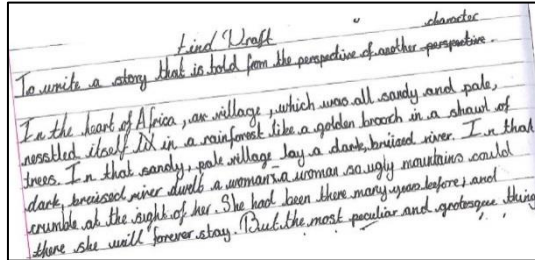
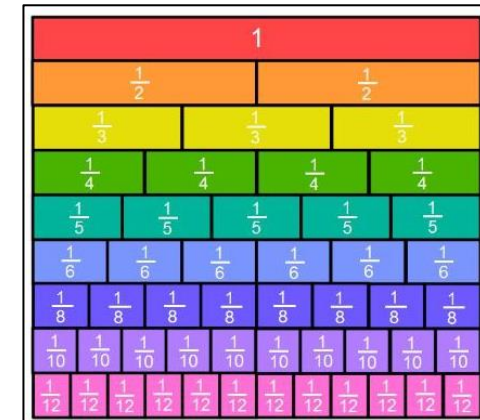**Fractions**

- Identify the smaller out of 2/3 and 13/18.

Complete using $<$, $>$ or $=$

$\frac{1}{2}$ ◯ $\frac{1}{3}$

$\frac{5}{6}$ ◯ $\frac{7}{9}$

$\frac{4}{9}$ ◯ 1

- Draw a fraction wall to show the relationship between halves, thirds, quarters, sixths and twelfths, and use it to identify groups of equivalent fractions.

Here are some fraction cards.
All of the fractions are equivalent.
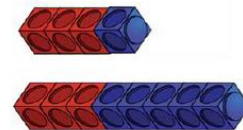
$$\frac{4}{A} \qquad \frac{B}{C} \qquad \frac{20}{50}$$

$A + B = 16$
Calculate the value of C.

- Compare and order fractions.

Ron makes $\frac{3}{4}$ and $\frac{3}{8}$ out of cubes.

He thinks that $\frac{3}{8}$ is equal to $\frac{3}{4}$

Do you agree?
Explain your answer.

- Recognise that improper fractions have a numerator that is larger than the denominator and so can be written as a combination of whole numbers and proper fractions.

$$\frac{9}{4} = 2\frac{1}{4}$$

- Add and subtract fractions including mixed number fractions.

Calculate:

$$\frac{3}{7} + \frac{5}{7} = \frac{\square}{\square} + \frac{4}{7} \qquad \frac{9}{5} - \frac{5}{5} = \frac{6}{5} - \frac{\square}{\square}$$

Maria cycles $1\frac{3}{4}$ km on Monday.

She cycles $2\frac{1}{8}$ km on Tuesday.

How far does she cycle in total on Monday and Tuesday?

- Multiply unit/ non-unit and mixed number fractions by an integer.

Use the digit cards only once to complete these multiplications.

9 2 4 6 3

$$\square \times \frac{\square}{\square} = \frac{\square}{\square}$$

Amir is multiplying fractions by a whole number.
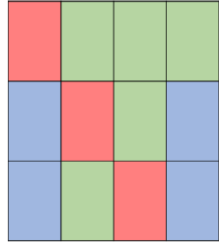
$$\frac{1}{5} \times 5 = \frac{5}{25}$$

Can you explain his mistake?

- Calculate a fraction of an amount.

Find the area of each colour in the rectangle.

8 cm

6 cm

What would happen if one of the red or green rectangles was changed to a blue?

$\frac{7}{16}$ of a class are boys.

There are 18 girls in the class.

How many children are in the class?

- Solve problems involving fractions.

Hassan and Amy have the same amount of juice in a carton.

Hassan drinks $\frac{3}{4}$ of his juice.

Amy drinks $\frac{5}{6}$ of her juice.

Who has the most juice left?

You must show your working.

Decimals and Percentages

- Understand tenths, hundredths and thousandths of a decimal.

Use the place value counters to help you fill in the final chart.

1 = ___ tenths $\frac{1}{10}$ = ___ hundredths $\frac{1}{100}$ = ___ thousandths

- Choose the larger decimal out of 2.608 and 2.86 and write down a number between them.

Rosie thinks the 2 values are equal.

Do you agree?
Explain your thinking.

- Round decimals to 2 decimal places.

A number between 11 and 20 with 2 decimal places rounds to the same number when rounded to one decimal place and when rounded to the nearest whole number?

What could this be?
Is there more than one option?
Explain why.

- Order and compare decimals.

> Place in descending order.
> - 0.123   0.321   0.231   0.103
> - 3.2 km   3.21 km   3.212 km   3202 m
> - 65.394   65.309   63.999   65.493
> Check your answers using place value chart.

- Complete sequences with decimal numbers.

> 4a. The children have been learning about decimal sequences.
>
> | 0.763 | 0.7 | 0.637 | 0.574 | 0.511 |
>
> Emily: 0.5 will be a term in this sequence
>
> Adam: The sequence is reducing by 0.63 with each term
>
> Who is correct? Explain your answer.

- Record fractions as decimals and percentages.

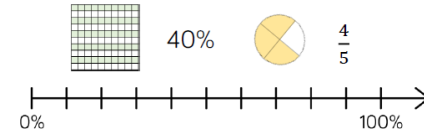> Sort the fractions, decimals and percentages into the correct column.
>
> 50%   100% $\frac{30}{60}$
>
> Seven tenths   60%   0.25
>
> 70 hundredths $\frac{1}{4}$ 7%
>
> | Less than $\frac{1}{2}$ | Equal to $\frac{1}{2}$ | Greater than $\frac{1}{2}$ |
> | --- | --- | --- |
> | | | |

- Find the equivalent fractions, decimals and percentages.

Draw arrows to show the position of each representation on the number line.

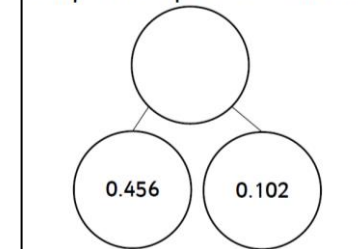40% $\frac{4}{5}$

0%   100%

Complete the table.

Pictorial	Percentage	Fraction	Decimal
	41 parts per hundred 41%	41 out of 100 $\frac{41}{100}$	41 hundredths 0.41
	7 parts per hundred 7%		

- Add and subtract decimals within 1.

- Find decimals that make 1 whole.

Complete the part whole model.

0.456   0.102

| | | • Add and subtract decimals with the same/ different number of decimal places. |
		7a. Find the missing number to complete the bar model.
		3.671 | 3.219
		4.616 | 2.355 | 7.801 | 1.008
		5b. Find the missing digits in the calculation below.
		+ 3₁ . 7₁ 2
		4 . 7 1 9
		• Add and subtract whole and decimal numbers.
		4a. Sam has £10.34 to spend. She buys oil, eggs and flour. How much did she have left? What else could she buy?
		£1.97 FLOUR £1.56 £2.86
		£2.07 £3.86
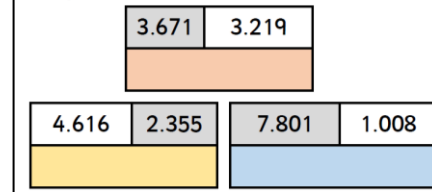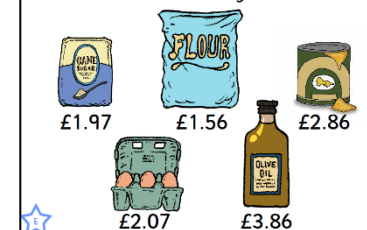
| | | • Multiply and divide decimals by 10, 100 and 1000.

7a. True or false? Does the place value chart show the answer for 1,245 divided by 100?

| Th | H | T | O • | Tths | Hths | Thths |
\|----\|---\|---\|-----\|------\|------\|-------\|

• Solve multi step word problems involving fractions, decimals and percentages.

Jack has £55
He spends $\frac{3}{5}$ of his money on a coat and 30% on shoes.
How much does he have left? |