

Reading

- Explain the main points of an argument or discussion within the story and make up their own mind about any issues.
- Discuss the similarities and differences between two texts.
- Understand that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Find evidence in a text to answer questions.
- Change voices when reading aloud as different characters.
- 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.
- Take notes to summarise what has been read.

Writing

- Add phrases to make sentences more detailed.
- Use a range of sentence openers appropriately (e.g. sometimes, despite, after a while.)
- Begin to change sentence structure depending on the text type.
- Use pronouns like 'he,' 'she,' 'they' and 'we,' 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 (a word or phrase inserted as an explanation or afterthought into a passage):
 - brackets
 - dashes
 - comma
- Use commas to add extra information.
- Link clauses in sentences using a range of subordinating conjunctions (although, because) and coordinating conjunctions (and, but, or.)
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize their 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.



Mathematics

- Count forwards and backward 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.
- 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 (multiples of 10 are 10, 20, 30, 100 etc.) and factors of numbers (factors of 10 are 1, 2, 5 and 10), including finding all factor pairs (factor pairs of 10 are 1&10 and 2&5.)
- Use known tables to derive other number facts. (e.g. $2 \times 5 = 10$ so $10 \div 2 = 5$ and $20 \times 5 = 100$)
- Recall prime numbers up to 19. (prime numbers are not in any times tables other than 1 and that number)
- Recognise and use square numbers (numbers multiplied by themselves e.g. 16 because it is 4×4) and cube numbers (e.g. 125 because it is $5 \times 5 \times 5$.)
- Recognise place value of any number up to 1,000,000. (e.g. the 7 in 3456789 is worth 700.)
- 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 the column 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 converting between different units of time.



Key Stage 2 Watton



End of Year Expectations for Year 5

This booklet provides information for children, parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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

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.