



End of year expectations for Reading, Writing and Maths

A GUIDE FOR PARENTS AND CARERS

Year 5

This booklet provides information for parents and carers on the end of year expectations for children in Year 5 at St. Mark's CE Primary School. We have identified these expectations as being the minimum requirements your child should achieve in order to ensure continued progress through the school. Some children will be working beyond these expectations, at greater depth whilst some children are working towards these objectives.

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 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.

Reading

Children should be able to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.
- Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.
- Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].
- Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.
- Retrieve and record information from non-fiction.



Reading with your child

From the moment children start at St Mark's, we encourage them to discover the joy of reading. For all children regular reading is vital and your role as parent and carers is very important. This is because exposure to language, through discussions, pupils' own reading and by being read to by you, will have the most significant impact on their ability to succeed in school and life, as they get older.

The purpose of reading with older children is to develop higher order reading skills. To be able to read at a good pace, and to understand and enjoy what they are reading. The primary focus here moves the development into comprehension skills.

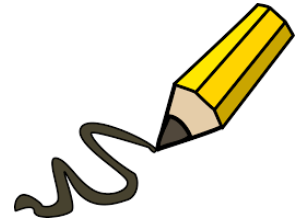
As the children get older, they often don't like to read aloud, but you can still discuss the book with your child.

- talk about specific words and their meaning
- look at the meaning of the story/information in detail
- look at the hidden, deeper meaning of the story, i.e. developing the ability to read between the lines.

Writing

Children should be able to:

- Use commas accurately to clarify meaning and avoid ambiguity in writing.
- Use inverted commas and other punctuation to indicate direct speech and begin to integrate into narratives.
- Use relative clauses with relative pronouns: who, which, where, when, whose, that.
- Select vocabulary and grammatical structures that reflect writing (e.g. formal / contractions).
- Verb tenses consistent and correct throughout writing + subject verb agreement for singular / plural.
- Range of devices to build cohesion within paragraphs (e.g. conjunctions, adverbials of time / place, pronouns).
- Correctly distinguish between and use a full range of homophones.
- Spell many words from the Year 5/6 word list correctly, and most words from the Year 3/4 word list correctly.
- Use most prefixes and suffixes correctly: -cious, -tious, -cial, -tial, and -fer.
- Use diagonal & horizontal strokes needed to join letters in using joined handwriting at speed.
- Proof reads for spelling and punctuation errors. Proposes changes to vocabulary to improve consistency.



Here are some ideas for supporting your child's writing development at home:

Improving Writers

- Write party invitations, postcards when on holiday, thank you letters after birthdays and Christmas.
- Email a family member or friend.
- Write short stories involving the adventures of their favourite toys.
- Write an information leaflet about something they find interesting e.g. dinosaurs, sports etc.
- Draw, label and explain their own inventions.

More confident writers

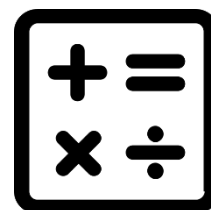
- Write a secret diary, make up song lyrics, plan their own party.
- Write a story for a younger family member, in the style of their favourite book.
- Write a holiday journal, a recipe, instructions for an X-box game, Minecraft or similar.
- Write instructions for a more mature member of the family (e.g. . grandparent) for a piece of modern technology they can't get to grips with!
- Produce their own comic book.
- Talk to different generations of family about their life and compile a family history.
- Look out for writing competitions e.g. Radio 2's annual 500 Word Competition.

Try to remember to focus on and praise the content of any writing your child shares with you, rather than dwelling on any mistakes they may have made. It's also an incentive to write if there are a range of exciting writing materials available – pencils, crayons, felt tips, sparkly pens, writing icings, writing soaps for bathtime, coloured papers, different shape and sizes of paper etc.

Maths

Children should be able to:

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Compare and order fractions whose denominators are all multiples of the same number.
- Read and write decimal numbers as fractions [for example, $0.71 = 71/100$].
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.



- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Measure and calculate the perimeter of composite rectilinear shapes in cm & m.
- Calculate and compare the area of rectangles, and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
- Draw given angles, and measure them in degrees (°).
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Complete, read and interpret information in tables, including timetables.

Supporting your child's maths development at home:

- Be positive about maths. Try not to say things like, "I can't do maths" or "I hated maths at school" - your child may start to think like that themselves.
- Point out the maths in everyday life. Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- Praise your child for effort rather than for being "clever". This shows them that by working hard, they can always improve.

View a range of activities for you to try at home with your children at:

<http://www.familymathstoolkit.org.uk/activities-for-children>

Remember, you can log into IXL from the school website and let your child practise maths skills with our online learning platform: <https://uk.ixl.com/signin/stmarksprimary>

There's also [Timetables rockstars](#) for your children to use.

Thank you for supporting your child's learning.