

## Speaking and Listening

*In relation to talking to others*

Talk in extended turns to express straightforward ideas and feelings.

Capture listeners' interest with intriguing situation, setting and character when telling story or recalling event.

Describe situation, creature or character in such clear detail and language that others identify it easily and confidently.

Be able to present conflicting views of an argument and reach a considered conclusion.

*In relation to talking with others*

Show good understanding of what has been said and are able to introduce new ideas that are valid.

Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different.

Know as group leader what to do to help the discussion to develop well.

Reflect on the contributions of different members of the group and consider the effect of each role.



## Reading

Be familiar with all common word endings and initial clusters, and with common silent letters.

Be able to skim texts to gain an overview.

Use more than one source of evidence when carrying out research.

Know some acceptable abbreviations used in books, e.g. anon, etc.

Be able to create a set of key notes to help summarise what has been read.

Appreciate that people use bias in persuasive writing, notably in articles and advertisements.

Understand that two people may have different perspectives on the same event, whether in history or in today's news.

Reading should be accurate and most words read effortlessly.

Read whole books and be introduced to authors which they might not choose themselves.

Learn subject specific vocabulary.

## Writing

Adapt sentence construction to different text types, purposes and readers.

Add detail to sentences using adjectives, adverbs / adverbial phrase.

Add phrases to make sentences more precise.

Example before: Neil Armstrong went to the moon.

Example after: Neil Armstrong, who was an astronaut, went to the moon.

Use range of sentence openers consistently.

Example: *\_ly* - quickly, silently, reluctantly

*\_ed* - scared and bewildered, tired and dejected

*\_connectives* - Firstly, however

Consistently organise writing in paragraphs.

Use pronouns to avoid repetition.

Example before: Sam woke up early one morning. Sam went to the park and Sam played with his friends.

Example after: Sam woke up early one morning. He went to the park and he played with his friends.

Punctuate accurately.

Example: The baker said, "I hope I sell all of the loaves of bread today."

To reflect on the understanding of the audience and purpose of their writing in selecting appropriate vocabulary and grammar.

Use dictionaries and a thesaurus.

Develop and understanding and enjoyment of language, especially vocabulary, to support writing.

## Maths

Pupils read, write, order and compare numbers to a million, counting up and down in steps of 100,1000, or 10,000, estimate answers and read Roman numbers to 1000.

Read, write and order numbers to 2dp; know value of each digit.

Multiply and divide positive integers up to 10,000 by 10 or 100.

Order set of positive and negative integers.

Calculate halves and doubles of decimals (to 1dp).

Explain place value to 3dp.

Be able to round numbers with 1 or 2dp to nearest integer.

Use division to find fraction of a number.

Pupils now compare and order fractions with different denominators; recognise mixed numbers and improper fractions and convert from one to the other, write mathematical statements that exceed one as a mixed number; multiply proper fractions and mixed numbers by whole numbers.

Pupils read and write decimal numbers as fractions (e.g.  $0.71 = 71/100$ ) and recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. They also work with decimals of up to three decimal places.

Pupils recognise the per cent symbol and what it means, and write simple fractions and decimals as percentages.

## Maths Continued

Pupils continue to practise regularly drawing lines with a ruler and measuring with a protractor and become confident with using conventional markings for parallel lines and right angles. The term diagonal and its properties are introduced.

Work out difference between two numbers (to 4 digits).

Add and subtract numbers up to 10,000.

Know by heart all multiplication facts to  $12 \times 12$  (and division facts).

Double numbers to 100 in head.

Multiply or divide 3-digit by 1-digit number.

Multiply 2-digit by 2-digit integer.

Use pencil and paper to multiply and divide, e.g.  $328 \times 4$ ,  $72 \times 56$ ,  $329 \div 6$ .

Draw and measure lines to the nearest millimetre.

Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and co-ordinates in the first quadrant.

Pupils to complete tables and bar graphs from information and solve problems using bar graphs, tables and simple pie charts.

Work out the perimeter and area of a rectangle, e.g. the perimeter and area of a book cover measuring 25cm by 20cm.

Solve word problems and explain their method.



*"Let your light shine"*

*Matthew 5:16*

*Basic Skills for  
Maths and English*



*Year 5*