



YEAR 5 EXPECTATIONS

Dear parents, Carers and Year 5 children,

A very warm welcome to Year 5. I have enjoyed getting to know all of the children over the last couple of weeks, and I hope that they are all enjoying being back at school and settling in. Below is an overview of the areas we will be working on in the core subjects of Maths, English and Science, and some ways that you can help support at home.

Year group expectations referenced below reflect what is expected by the end of Year 5.

Reading:

At school, we:

- Develop an enjoyment of reading by encouraging children to read a wide range of genres. They will be given 'reading for pleasure' time several times a week to read a book of their choice.
- Read a class novel aloud to the children each afternoon.
- During whole class guided reading (three times per week), we
 - Focus on understanding at sentence level and whole text level.
 - Teach skills of retrieval and expect pupils to apply these skills in all subjects.
 - Compare characters, settings, themes and other aspects of what we read.
 - Help to understand technical terms (e.g. imagery, metaphor, personification).

At home you could:

- Talk about the book your child is reading, keeping enjoyment as a priority.
- Take turns to read, so that you can model fluent, prosodic reading with expression.
- Talk about different types of books, including fiction and non-fiction.
- Encourage your child to express their opinions about books, listen to them and share your own.

Writing – Spelling:

In Year 5, pupils are taught to:

- Use prefixes and suffixes (e.g. dis-, auto-, -ful, -ment).
- Spell words with silent letters or unusual grapheme-phoneme correspondences.
- Further develop understanding and knowledge of homophones.
- Teach specific spelling patterns (e.g. -able usually follows an existing verb; -ible usually follows a root word which cannot stand alone).

You can help by:

- Asking your child what patterns they have been taught and help find examples of these.
- Supporting your child in learning the Y5/6 word list, and practising using Spelling Shed.

Writing – Handwriting:

- Handwriting should be consistently joined and legible.

- Please encourage clear, joined handwriting in homework.

Writing – Composition:

- **In Year 5, there are three main stages in the process of writing taught in school:**
 - **Planning**
Pupils identify the audience and purpose of their writing.
They note and develop their initial ideas to provide themselves with a structured plan.
 - **Draft and write**
Pupils select appropriate grammar and vocabulary.
In narrative, they describe settings, characters and atmosphere, including some dialogue to advance the action.
They use a variety of sentence types to create interest for the reader.
They use a range of taught writing skills and strategies to build cohesion within and across paragraphs.
 - **Edit and evaluate**
Pupils assess and evaluate their own and others' writing.
They proofread for spelling and punctuation errors.

At home you could:

- Encourage writing for a range of purposes (e.g. shopping list, letters, diary, messages, book reviews).
- Use a computer or other device to write.
- Encourage use of a dictionary.
- Praise good ideas and self-checking.

Writing – Vocabulary, Grammar and Punctuation:

In school, we teach a range of devices which include:

- Commas to clarify meaning and avoid ambiguity.
- Commas to create complex sentences.
 - (e.g. relative clauses – *The Amazon River, which is in South America, is the largest river in the world by volume.*)
 - (e.g. subordinate clauses – *When Neil Armstrong walked on the Moon, over 600 million people were watching on television.*)
- Brackets, dashes or commas to indicate parenthesis.
- Understanding word classes such as adverbs, relative pronouns, modal verbs.

Mathematics:

Number – Place Value:

- Read, write, order and compare numbers to 1 000 000 and determine the value of each digit.

- Count forwards or backwards in steps of powers of ten (10, 100 etc) for any given number up to 1 000 000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number – Fractions, Decimals and Percentages:

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert between these forms, and write mathematical statements as a mixed number.
- Add and subtract fractions with the same denominator, and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions.
- Recognise and use thousandths and relate these to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- Recognise the percent symbol (%) and understand that “per cent” means “number of parts per hundred” and write percentages as a fraction with denominator 100 or as a decimal.
- Solve problems which require knowing percentage and decimal equivalents, and fractions with a denominator of a multiple of 10 or 25.

Geometry:

- Identify 3D shapes, including cubes and other cuboids, from 2D representations (nets).
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles and measure them in degrees.
- Identify angles at a point and one whole turn (360°).
- Identify angles at a point on a straight line (180°).
- Use the properties of rectangles to deduce related facts and finding missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Science:

In science lessons, pupils will be taught the subject knowledge relating to their topics of:

- Earth and Space.
- Materials and their Properties.
- Animals including Humans.
- Forces.
- Living Things and their Habitats.

Through these topics, they will also be taught the procedural knowledge of “Working Scientifically” skills:

- Planning different types of enquiries to answer questions.
- Taking measurements using a range of scientific equipment.
- Recording data and results of increasing complexity, including diagrams, keys and graphs.
- Using test results to make predictions, in order to set up further investigations or questions.
- Reporting and presenting findings, including writing conclusions based on evidence.
- Identifying scientific evidence that can support or challenge an idea or argument.

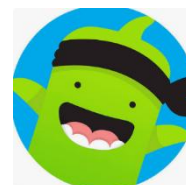
For all other areas of the curriculum, please refer to the Curriculum Overview on the class page of the school website.

PE will be taught on Thursdays and Fridays. Please ensure that full PE kit is in school on those days.

Communication – Website and Class Dojo:

Please check the website for routines and termly overviews.

I will use Class Dojo a few times a week to post updates of the learning in Year 5, and to let you know any key information.



Homework:

- Each Friday, there will be some follow-up homework relating to our whole-class reading lessons that week. Please can it be completed independently where possible, and be returned to school by the following Tuesday.
- Times Table Rock Stars and Spelling Shed are encouraged, for an enjoyable and engaging way to practise key skills and knowledge.
- When appropriate or necessary, extra maths or research homework may also be given.

Your support is greatly appreciated, and I sincerely hope to work with you as a team, with your child's wellbeing, learning and progress as our priority. Please do not hesitate to contact me if you have any questions or concerns, either through a quick chat at the gate or by arranging a meeting through the school office if necessary.

Many thanks and best wishes,

Ben Woolmer