Year 5

Reading, Writing and Mathematics Objectives

These objectives, taken from the 2014 National Curriculum, have been re-written by staff in child friendly language and in 'I can' format.

As with the National Curriculum, the objectives for reading, and some areas of writing, are the same for Years 5 and 6.

Reading Targets	
Word	I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
Comprehension	I read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.
Comprehension	I read books which are set out in different ways and are written for different purposes.
Comprehension	I am becoming familiar with a wide range of books and genres from our own literary heritage and also books from other cultures and traditions.
Comprehension	I recommend books I have read to my friends, and can explain my recommendations.
Comprehension	I identify and discuss themes and conventions in and across a wide range of writing.
Comprehension	I make comparisons within and across books I have read.
Comprehension	I have learnt a wider range of poetry and can recite them off by heart.
Comprehension	I can prepare poems and plays for performance, using appropriate intonation, tone and volume so that the meaning is clear to an audience.
Comprehension	I check I understand books that I have read, through discussion and exploring the meaning of words in context.
Comprehension	I ask questions about what I have read to improve my understanding.
Comprehension	I draw inferences (e.g inferring characters' feelings, thoughts and motives from their actions) and I justify these inferences with evidence.
Comprehension	I can predict what might happen in a story from details stated and more subtly suggested.
Comprehension	I am able to identify key themes and ideas in texts by summarising several paragraphs I have read.
Comprehension	I can show how language, structure and presentation all contribute to meaning in texts I read.
Comprehension	I can discuss how authors use language, (including figurative language) and consider its impact on the reader.
Comprehension	I can identify grammatical features used by the writer to impact on the reader (e.g. rhetorical questions, varied sentence lengths).
Comprehension	I can distinguish between statements of fact and opinion.
Comprehension	I can retrieve, record and present information from non-fiction.
Comprehension	I participate in discussions about books building on my own or others' ideas and, at times, challenging views courteously if they differ from my own.
Comprehension	I can present or debate on topics I have read about, explaining my understanding of what I have read, using notes if necessary.
Comprehension	I am able to provide reasoned justifications for my views.

Writing Targets	
Spelling	I know how to add prefixes and suffixes using the rules we have learnt in class.
Spelling	I can spell some words that include silent letters, (e.g. knight, psalm and solemn).
Spelling	I know some words sound the same but are spelt differently (homophones) and can explain them (e.g. "Your" and "you're").
Spelling	I use word parts that I know to help me spell new words but I also know some words need to be learnt individually.
Spelling	I use a dictionary to check how words are spelt and what words mean.
Spelling	I use the first three or four letters of a word to find it quickly in a dictionary.
Spelling	I use a thesaurus to improve my vocabulary use, using a wider vocabulary in my writing.
Spelling	I can spell the commonly mis-spelt words from the Y5/6 word list.
Handwriting	When given choices, I can decide whether or not to join specific letters.
Handwriting	I write legibly, fluently and with increasing speed.
Handwriting	I use the standard of handwriting appropriate for the task (e.g. quick notes or final presentation.
Composition	I choose the appropriate form and tone for my writing, based on the audience and the purpose of the writing.
Composition	I plan my writing by making notes and then developing my initial ideas by reading and researching other writers' texts and thoughts.
Composition	I consider how well-known authors have developed characters and settings and use these ideas in my writing.
Composition	I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Composition	I describe and develop settings, characters and the narrative atmosphere, adding well-chosen detail to interest the reader.
Composition	I can develop characters through action and dialogue.
Composition	I use a range of sentence starters to create specific effects.
Composition	I can use expanded noun phrases to add well thought out detail to writing.
Composition	I can establish a viewpoint as the writer through commenting on characters and events.
Composition	I can summarise a text, conveying key information in writing.
Composition	I use themes and details across my texts to help link paragraphs together into a flow of text.
Composition	I use headings, bullet points and underlining to structure and guide a reader through my writing.
Composition	I evaluate and edit my work by comparing my texts with the work of others'.
Composition	I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.
Composition	I ensure I use the consistent and correct use of tense throughout a piece of writing.
Composition	I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.
Composition	I proof-read my work to correct spelling and punctuation mistakes.
Composition	I read aloud my own work so the meaning is clear, fluent and flows correctly.
Grammar	I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
Grammar	I use brackets, dashes or commas to create an explanation section in a sentence.

Grammar	I can talk about my work using my Year 5 grammar list.
Grammar	I begin sentence clauses with "who", "which", "where", "when", "whose", "that" or "with".
Grammar	I can convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).
Grammar	I understand a range of verb prefixes (e.g. dis-, de-, mis-, over- and re-).
Grammar	I can structure my paragraphs by using word structures such as "then", "after that", "this", "firstly".
Grammar	I link across paragraphs - using time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
Grammar	I use commas to mark phrases and clauses, and to clarify the meaning of a text.

Maths Targets	
Number and Place Value	I can read, write, order and compare numbers to at least 1000000 and know the value of each digit.
Number and Place Value	I count forwards or backwards in steps 10, 100, 1000, 10000 or 100000 for any given number up to 1000000.
Number and Place Value	I can use negative numbers and can count backwards and forwards to and from negative numbers, including through zero.
Number and Place Value	I can round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.
Number and Place Value	I can solve number problems and practical problems that involve numbers up to 1000000, negative numbers, rounding or jumping in steps.
Number and Place Value	I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Operations	I can add and subtract whole numbers with more than four digits using written methods such as column addition and subtraction.
Operations	I can add and subtract larger numbers in my head.
Operations	I round numbers to appropriate levels of accuracy to check my answers.
Operations	I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and why.
Operations	I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
Operations	I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
Operations	I can say whether a number up to 100 is prime and recall prime numbers up to 19.
Operations	I can multiply four-digit numbers by a one- or two-digit number using a written method, including long multiplication for two-digit numbers.
Operations	I multiply and divide numbers mentally using my times table knowledge and other number facts.
Operations	I can divide four-digit numbers by a one-digit number using the written method of short division and find the remainder.
Operations	I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
Operations	I know what square numbers and cube numbers are, and the notation for squared (^{2}) and cubed (^{3}).
Operations	I can solve multiplication and division problems using my knowledge of factors and multiples, squares and cubes.
Operations	I can solve more difficult problems involving all four operations and a combination of these, understanding the meaning of the equals sign.
Operations	I can solve multiplication and division problems including scaling by simple fractions and problems involving simple rates.
Fractions	I can compare and order fractions whose denominators are all multiples of the same number.
Fractions	I can name and write equivalent fractions of a given fraction, and show these in a drawing (including tenths and hundredths).
Fractions	I know what mixed numbers and improper fractions are and I can convert from one to the other (e.g. 3/7 + 5/7 = 8/7 = 1 1/7)
Fractions	I can add and subtract fractions with the same denominator and denominators that are multiples of the same number.
Fractions	I can use diagrams and fraction materials to multiply proper fractions (7/10) and mixed numbers (1 7/10) by whole numbers.
Fractions	I can read and write decimal numbers as fractions (e.g. 0.71 = 71/100)
Fractions	I can recognise thousandths and know how to use them with tenths, hundredths and decimals.
Fractions	I can round decimals with two decimal places to the nearest whole number and to one decimal place.
Fractions	I can read, write, order and compare numbers with up to three decimal places.
Fractions	I can solve problems involving numbers with up to three decimal places.

Fractions	I know what the per cent symbol is (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
Fractions	I can solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.
Measure	I can convert between different units of metric measure (e.g. km and m; cm and m; cm and mm; g and kg; l and ml).
Measure	I can change metric units to become imperial units such as inches, pounds and pints.
Measure	I can calculate the perimeter of compound shapes in centimetres and metres.
Measure	I can calculate the area of rectangles in square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
Measure	I can estimate volume (e.g. using 1 cm^3 blocks to build cuboids) and capacity (e.g. using water).
Measure	I can solve problems involving conversion between the units of time.
Measure	I can use all four operations to solve more difficult problems which involve units of measurement, decimal numbers and scaling.
Geometry	I can identify 3-D shapes, including cubes and other cuboids, from 2-D drawings.
Geometry	I know that angles are measured in degrees and I can estimate and compare acute, obtuse and reflex angles.
Geometry	I can draw a given angle (e.g. 67°), and then measure them in degrees (°).
Geometry	I know that one whole turn - or a set of angles all around a point - measure a total of 360°.
Geometry	I know that a straight line - or angles that add up to a straight line - measure 180°.
Geometry	I can identify multiples of 90° (right angles).
Geometry	I can find the missing lengths and angles of a rectangle.
Geometry	I know regular shapes have equal sides and angles and irregular shapes do not.
Geometry	I can reflect or translate a shape on a grid and know the shape hasn't changed.
Statistics	I can solve problems involving comparing, adding and finding the difference when using information in line graphs.
Statistics	I can find the information I need from a timetable (e.g. bus, train, etc.) or large table of data.