

Reading

- Independently choose and read a wide range of authors and text types to become familiar with the features of different genres
- Summarise main points of an argument or discussion within reading & make up own mind about issue/s
- Compare and contrast two texts
- Appreciate that authors use bias in persuasive writing
- Understand how the same event may be presented in different ways from different points of view
- Draw inferences and justify with supporting evidence from the text
- Vary expression for direct or indirect speech when reading aloud
- Know which character is speaking directly or indirectly
- Use more than one source when carrying out research
- Use skimming and scanning techniques to create a set of notes to summarise what has been read
- Asking questions to improve their understanding
- Distinguish between statements of fact and opinion
- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books and textbooks



Writing and Grammar

- Add phrases to make sentences more precise & detailed
- Use interesting and adventurous vocabulary to enhance descriptions
- Consider the purpose and audience and adapt writing accordingly
- Use a range of sentence openers – judging the impact or effect needed: complex and compound sentences
- Begin to adapt sentence structure to text type
- Use pronouns to avoid repetition
- Use: brackets, dashes, commas, semi-colons and colons
- Use commas to clarify meaning, avoid ambiguity and to separate clauses
- Link clauses in sentences using a range of subordinating & coordinating connectives
- Use verb phrases to create subtle differences (e.g. she began to run)
- Consistently organise writing into paragraphs
- Link ideas across paragraphs using adverbial phrases for time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
- Legible and fluent and joined handwriting style
- Use of rhetorical questions and metaphorical language



Mathematics (number)

- Count forwards/backwards in steps/multiples of 10 for any given number up to 1000000
- Compare & order numbers with 3 decimal places
- Read Roman numerals to 1000
- Identify all multiples & factors, including finding all factor pairs
- Use known tables to derive related number facts
- Recall prime numbers up to 50
- Understand and use place value of any number up to 100000
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000
- Round decimals with 2dp to nearest whole number & 1dp
- Add & subtract: numbers with more than 4-digits using efficient written method (column), and numbers with up to 2dp
- Multiply: 4-digits by 1-digit/ 2-digit including decimals
- Divide: 4-digits by 1-digit/ 2-digit
- Multiply & divide: Whole numbers & decimals by 10, 100 & 1000
- Count up/down in thousandths
- Recognise mixed numbers & improper fractions & convert from one to another
- Multiply fractions by whole numbers
- Solve time problems using timetables and calendars, converting between different units of time
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex 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



Wickham Common
Primary School

End of Year Expectations for Year 5

2025-2026

This booklet provides information for 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 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.