



Year 5

Core Curriculum Framework

Year 5, READING

Key Performance Indicators

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met

Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, records and presents information from non-fiction

Participates in discussions about books that are read to the child and those that can be read independently

Provides reasoned justifications for their views about a book

Performance standard

With reference to the KPIs

By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English.

A child can:

- use reading strategies to work out any unfamiliar word;
- accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;
- read books selected independently;
- recognise themes in what is read, such as loss or heroism; and
- compare characters, settings, themes and other aspects of what is read.

A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies

A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect

In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently

Year 5, WRITING

Key Performance Indicators

Composition

Identifies the audience for, and purpose of, the writing

Selects the appropriate form and uses other similar writing as models for their own
Proof-reads for spelling and punctuation errors

Ensures the consistent and correct use of tense throughout a piece of writing

Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)

Describes settings, characters and atmosphere

SPaG

Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)

Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)

Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)

Uses commas to clarify meaning or avoid ambiguity

Performance standard

With reference to the KPIs

By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose

A child can:

- structure and organise a range of texts effectively for different purposes;
- use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;
- write effective descriptions;
- apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and
- select a handwriting style appropriate to the task.

A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters

Year 5, MATHS

Key Performance Indicators

Number and place value

- Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit
- Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero

Addition and subtraction

- Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)
- Numbers mentally with increasingly large numbers (eg $12,462 - 2,300 = 10,162$)

Multiplication and division

- Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers
- Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes
- Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions (including decimals)

- Compares and orders fractions whose denominators are all multiples of the same number
- Reads and writes decimal numbers as fractions eg $0.71 = 71/100$
- Reads, writes, orders and compares numbers with up to three decimal places
- Solves 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

Measurement

- Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres
- Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²)

Geometry: Properties of shape

- Draws given angles and measures them in degrees (°)
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles

Geometry: position and direction

- Covered in Y6

Statistics

- Completes, reads and interprets information in tables, including timetables

Performance standard

With reference to the KPIs

By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic.

A child can:

- make connections between fractions, decimals and percentages;
- classify shapes with geometric properties and use the vocabulary needed to describe them; and
- read, spell and pronounce mathematical vocabulary correctly.

