



Y5 Skills : Reading



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Read most unfamiliar words with increasing automaticity.

Re-read and read ahead to check for meaning. Cross check deduced meaning of words with context.

Identify root words in reading and apply their understanding of how prefixes and suffixes affect meaning.
Eg. suffixes: -ate (donate), -ise (criticise), -ify (notify). Prefixes: dis- (disown), re- (recycle), de- (demist).

Vary voice for direct or indirect speech.

Recognise clauses within sentences.

Read and discuss an extensive range of books, including myths, legends and traditional stories and books from other cultures and traditions, know their features and evaluate how effective they are.

*Eg. JK Rowling- Harry Potter series, Richard Adams- Watership Down,
C S Lewis- The Voyage of the Dawn Treader*

Make comparisons between two texts, including different version of texts and talk about their differences and similarities.

Identify and comment on the structure and organisation of a range of texts.

Eg. in reports, how experts may be included to influence the reader; in parodies, how writers exaggerate the style, making it appear ridiculous; in narratives, how flashback paragraphs reveal insight into a characters' motives.

Draw inferences and justify with evidence from the text.

Identify examples of figurative language and consider the impact on the reader.

Eg. simile, metaphor, personification, onomatopoeia, hyperbole, analogy.

Summarise main points of an argument or discussion and use this to justify their own response to an issue.

Understand that people use bias in persuasive writing.

Recognise the difference between fact and opinion.

Appreciate how two people make have a different point of view on the same event and explain their own personal point of view and give reasons.

Use text marking to identify key information in a text and use these to make notes.

Eg. highlighting, annotating, bullet points.



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Carry out research selecting own books for the specific purpose and collecting information from more than one source.

Explain how and why a writer has used clauses to add information to a sentence.

Present an oral overview or summary of a text.





Y5 Skills : Writing



Maintain legibility, fluency & speed in handwriting through deciding whether or not to join specific letters.

Form verbs with prefixes (e.g. *Dis-, de-, mis-, over-, re-*)
Convert nouns or adjectives into verbs using suffixes (e.g. *-ate, -ise, -ify*)

Spell most words correctly, including homophones and silent letters. (Years 5 and 6)
Use dictionaries and thesauruses efficiently.
E.g. prophet/profit, principal/principle, stationary/stationary.

Describe settings, character and atmosphere through a range of techniques such as dialogue, appropriate use of grammar and vocabulary.
E.g. Describing how the setting makes characters feel and adding details of sights and sounds.
"Bethany flinched when a log shifted in the blazing fire."

Use commas to clarify meaning, brackets, dashes or commas to indicate parenthesis.

Develop use of paragraphs. This includes linking ideas across paragraphs through the use of adverbials of time, place and number (e.g. *Later, nearby, secondly*) or building cohesion within a paragraph (e.g. *then, after that, firstly*).

Identify audience and purpose for writing, selecting the appropriate layout and structure linked to the text type, including using formal and informal language appropriately.

Ensure the consistent and correct use of tense throughout a piece of writing.
E.g. flashback paragraphs

Use stylistic devices to create effects in writing such as: similes, metaphors, personification.

Use adverbs to indicate degrees of possibility (e.g. *perhaps, surely*) or modal verbs (e.g. *might, should, will, must*).

Use sentences which include a relative clause beginning with *who, which, where, when, whose, that* and manipulate its position.
E.g. The piranhas circled the diver, who was unaware of the imminent danger.

Can edit and assess the effectiveness of own and others' writing.





Y5 Skills : Maths



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Read, write, round, order and compare numbers to 1 000 000, including negative numbers and decimals (up to 3 dp.).

E.g. Explain which has the greater value, the 5 in 3,215,067 or the 5 in 856,207.

Count forwards or backwards in steps of 10 for any given number up to 1 000 000.

E.g. True or false? When I count in 100s from 50 I will say the number 500,005.

Read Roman numerals to 1000 and recognise years written in Roman numerals.

E.g. MC = M + C = 1000 + 100 = 1100

E.g. XC = C - X = 100 - 10 = 90

Add and subtract mentally whole numbers with more than 4 digits using formal written methods, including multi-step problems.

E.g. Mentally: 12462 - 2300 = 10162

E.g. Multi-step: I buy presents costing £9.63, £5.27 and £3.72. How much change do I have from £20?

Identify Prime numbers up to 100, prime factors, multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

E.g. Complete this sentence.

Every number with a factor of 10 must also have factors of



and



and



Solve problems by multiplying and dividing numbers mentally and up to 4 digits by a one-digit number (two-digit number if multiplying) using a formal written method, including long multiplication or short division (interpret remainders). This includes decimals, scaling by simple fractions and problems involving simple rates.

E.g. Construct an equilateral triangle by making its side 3 times as long.

E.g. The travel agents are giving €140 for every £1. How many euros will I get for £200?

Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3).

E.g. Put these values in order with the smallest first

5^2	3^2	3^3	2^3
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
smallest			largest

Compare, order, add and subtract fractions whose denominators are all multiples of the same number.

E.g. Which is largest, $\frac{2}{3}$ or $\frac{5}{9}$?



Y5 Skills : Maths



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Recognise and write equivalent fractions, mixed numbers and improper fractions, converting from one form to the other. Multiply proper fractions and mixed numbers by whole numbers.

Eg.

$$1\frac{3}{5} \times 4 =$$

Eg.

$$\frac{1}{4} = \frac{\square}{24}$$

Solve problems which require knowing percentage, fraction and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Eg. Richard got 40 marks out of 80 in a test. Sarah got 45%. Who got the better score, Richard or Sarah?
Eg. Find 75% of 360.

Convert between different units of metric measure and imperial units such as inches, pounds and pints.

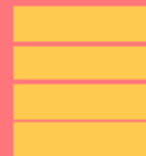
Eg. What would you multiply by to change milligrams into Kilograms?

Use all four operations to solve problems involving measure (including time) using decimal notation, including scaling.

Eg. How much would it cost to carpet a room with a floor area of 35 square metres if it costs £12.99 per square metre?

Measure and calculate the perimeter and area of rectangles, including estimating the area of irregular shapes. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Eg. The area of this square is 36 cm^2 .



The square is cut into quarters to create 4 identical rectangles. What is the perimeter of one of the small rectangles?

Estimate, compare, draw and measure acute, obtuse and reflex angles. Identify angles at a point, one whole turn, at a point on a straight line and $\frac{1}{2}$ turn.

Eg. Calculate the size of angle y in this diagram.



Eg. In this shape, one of the angles is obtuse. Tick the obtuse angle.



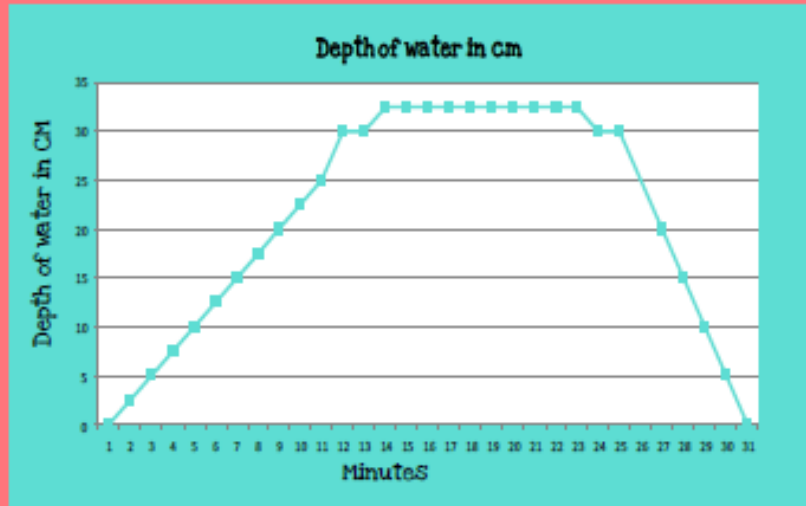
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Complete, read and interpret information in a line graph, tables, including timetables.

Eg. Write a story about this line graph.



Identify, describe and represent a shape following reflection or translation.

Eg. Draw the reflection of the shape in the mirror line.

