

YEAR 5/6

Word Reading

Pupils will be taught to:
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- Pupils will be taught to:
- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 - understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

	Transcription	Handwriting	Composition	Vocabulary, Grammar, Punctuation
	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ learning the grammar for years 5 and 6 in English Appendix 2 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.



Year 5 - I Can Objectives Tick Sheet

	I can...	✓	Date
Number and Place Value	Count forwards and backwards in steps of 1,000 and 100,000 from any number up to 1,000,000		
	Round any number up to 1,000,000 to the nearest 100,000, 10,000, 1000, 100 and 10		
	Read Roman numerals to 1000(M) and recognise years written in Roman numerals		
	Solve number problems and practical problems that involve all these aspects		
	Read, write and compare numbers to at least 1,000,000		
	Understand negative numbers in context and count backwards and forwards with positive and negative numbers		
+ and -	Mentally add and subtract any 2 and 3-digit numbers		
	Add and subtract any 1000s number from any 5-digit number		
	Use rounding to check answers		
	Solve addition and subtraction multi-step problems		
x and ÷	Identify multiples and be able to find all factor pairs		
	Recognise and use squared and cubed numbers and the correct notation		
	Work out if a number is prime up to 100 and recall prime numbers up to 19		
	Solve problems where larger numbers are used by decomposing them into their factors		
	Multiply numbers up to 4-digits by a 1-digit and 2-digit number using an efficient written method		
	Divide numbers up to 4-digits by a 1-digit number using short division written method		
	Solve problems including scaling by simple fractions and problems involving simple rates		
	Solve problems using all four operations		
Fractions	Multiply and divide whole numbers and decimals by 10, 100 and 1000		
	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25		

	I can...	✓	Date
Fractions	Read, write, order, compare and round decimals		
	Compare and order fractions whose denominators are all multiples of the same number		
	Add and subtract fractions with the same denominator and related fractions; write mathematical statements >1 as a mixed number		
	Multiply proper fractions and mixed numbers by whole numbers up to 10, supported by materials and diagrams		
	Recognise the percent symbol (%) and understand it relates to 'number of parts per hundred'		
	Measures	Convert metric to common imperial units and imperial to metric	
Measure and calculate the perimeter of composite rectilinear shapes in cm and m			
Calculate and compare the areas of squares and rectangles using square centimetres and square metres and estimate the area of irregular shapes			
Convert between different units of metric measure and estimate volume			
Shape	Draw given angles and compare and estimate different types of angles		
	State and use the properties of a rectangle (including squares) to deduce related facts		
	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles		
	Identify multiples of 90° ; angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°); angles at a point and one whole turn (total 360°); reflex angles and compare different angles		
Data	Identify, describe and represent the position of a shape following a reflection or translation in all four quadrants and know that the shape has not changed		
	Solve problems using information presented in line graphs		
	Interpret information in tables and timetables		