



Year 5 objectives

The following targets are the end of year expectations for children. All the objectives will be worked on throughout the year and will be the focus of direct teaching. We recognise that all children are individuals and we will support all children to ensure that they can make the best possible progress against these expectations. Any extra support you can provide in helping your child to achieve these is greatly valued and if you have any further questions about how best to support your child, please speak to the class teacher.

Reading

Word Reading

- I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Comprehension

- I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.
- I can write or give a detailed book review including reasons why I would recommend the book.
- I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
- I can prepare poems and plays to read aloud and perform.
- I can change my voice when reading aloud to sound more interesting and to make the meaning clear.
- I can understand what I am reading by checking the book makes sense and finding the meaning of new words.
- I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.
- I can predict what might happen in increasingly complex texts by using evidence from the text.
- I can tell the difference between statements of fact and opinion.
- I can find and write down facts and information from non-fiction texts

Writing

Vocabulary, Grammar & Punctuation

- I can understand verb prefixes.
- I can add information to my sentences using relative clauses starting with who, which, where, when, whose, that or by missing out the pronoun.
- I can indicate degrees of possibility using adverbs.
- I can use devices to build cohesion within a paragraph.
- I can link ideas across paragraphs using adverbials of time.
- I can use brackets and can also use dashes or commas for the same purpose.
- I can use commas to make my writing clear to the reader.

Spelling

- I can spell word endings which sound like 'shus' spelt -cious or -tious.
- I can spell word endings which sound like 'shil' spelt -cial or -tial.
- I can spell words ending in -ant, ance/ancy, -ent, -ence/ency.
- I can spell words ending in -able and -ible, also -ably and -ibly.
- I can spell words containing the letter string 'ough'.
- I can spell words with 'silent' letters.

Handwriting

- I can write increasingly legibly, fluently and with increasing speed

Maths

- To recall quickly table facts to 12 x 12 and use them to multiply by 10 and 100 e.g. $70 \times 30 = 2,100$
- To recall quickly division facts to 12 x 12 and use them to divide a pair of multiples of 10 and 100 e.g. $240 \text{ divided by } 40 = 60$
- Double numbers with 1 decimal place
- Halve numbers with 1 decimal place
- Identify pairs of factors of all 2-digit whole numbers e.g. the factors of 16 = 1×16 , 2×8 and 4×4
- Recognise decimal / fraction/ percentage equivalence for simple fractions e.g. $1/10 = 10\% = 0.1$
- Round a 7-digit number to the nearest 10, 100 or 1,000
- Round any number with up to 2 decimal places to the nearest whole number
- To know prime numbers up to 19
- Multiply and divide a whole number up to 1 decimal place by 10, 100 and 1,000 e.g. $23.6 \times 10 = 236$
- Identify common multiples of whole numbers e.g. 30 and 60 have common multiples of 2, 3, 5, 6, 10, 15 and 30