

Year 5 Programme of Study

Reading – word reading

Pupils will be taught to

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

Reading – 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
 - making comparisons within and across books
 - 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
 - identifying and discussing themes and conventions in and across a wide range of writing
 - learning a wide 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
 - recommending books that they have read to their peers, giving reasons for their choices
- 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
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - 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
 - 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
- 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

Writing – transcription

Spelling

Pupils will be taught to:

- spell some words with 'silent' letters: for example knight, psalm, solemn
- continue to distinguish between homophones and other words which are often confused (for example led/lead, farther/father, aloud/allowed)
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (for example using known spelling of ordinary to help spell extraordinary, ordinarily)
- use further prefixes and suffixes and understand the guidelines for adding them (for example applicable, adorable)
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Handwriting

Pupils will be taught to:

- write legibly, fluently and with increasing speed by:
 - 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

Writing - composition

Pupils will be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 - noting and developing initial ideas, drawing on reading and research where necessary
- draft and write by:
 - using a wide range of devices to build cohesion within and across paragraphs
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - précising longer passages (for example identify key points from the passage and reformulate them in their own words)
 - using further organisational and presentational devices to structure text and to guide the reader (for example headings, bullet points, underlining)
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to grammar, vocabulary 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 (for example I was/We were)
- proof-read for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – vocabulary, grammar and punctuation

Pupils will be taught to:

- use a thesaurus
- develop their understanding of concepts by:
 - using expanded noun phrases to convey complicated information concisely
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. For example- The song (**that**) I like is being played on Radio Cornwall; The woman **who** moved in next door has a daughter my age; The boy **whose** cast you signed broke his leg playing rugby.
 - using modal verbs or adverbs to indicate degrees of possibility. For example- there might be ... it could be ... we may be ...sometimes... possibly...occasionally.
 - using the perfect form of verbs to mark relationships of time and cause. For example - She has gone on holiday (and is not yet back, or we would write she went on holiday), The coach has left without you (because you have just arrived late).
- convert nouns or adjectives into verbs using suffixes: (for example -ate; -ise; -fy)
- use verb prefixes: (for example dis-, de-, mis-, over-, re-)
- use devices to build cohesion, including adverbials of time, place and number. For example- linking ideas within and across paragraphs using later, nearby, secondly.
- use brackets, dashes or commas to indicate parenthesis
- use commas to clarify meaning or avoid ambiguity

Mathematics

Pupils will be taught to:

- Read and write numbers to 1, 000, 000
- Tell the number that a digit stands for in numbers up to 1 000 000
- Count forwards or backwards in steps of powers of 10
- Round numbers to the nearest 10, 100, 1000, 10 000 and 100 000
- Add within 1 000 000
- Subtract within 1 000 000
- Find multiples
- Find Factors
- Find Common Factors
- Find prime numbers
- Find square and cubed numbers
- Multiply by 10, 100, 1000
- Multiply 2-Digit and 3-Digit Numbers by a single Digit
- Multiply 4-Digit Numbers
- Multiply a 2 Digit Number by a 2-Digit Number
- Multiply a 3-Digit Number by a 2-Digit Number
- Divide by 10, 100, 1000
- Divide 3-Digit and 4-Digit Numbers
- Divide with Remainders
- Solve word problems involving all four operations
- Read line graphs
- Read Tables
- Write improper Fractions and Mixed Numbers
- Find Equivalent Fractions
- Compare and Order Fractions
- Add and Subtract Fractions
- Multiply Fractions by Whole Numbers
- Multiply Mixed Numbers
- Read and write decimal numbers as fractions
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Solve problems involving number up to three decimal places
- Recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred'
- Write percentages as a fraction with denominator 100, and as a decimal
- 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 fractions with a denominator of a multiple of 10 or 25
- Identify 3-D shapes
- know angles are measured in degrees
- Estimate and compare acute, obtuse and reflex angles
- Draw and measure given angles
- identify:
 - angles at a point and one whole turn (total 360o)
 - angles at a point on a straight line
 - $\frac{1}{2}$ a turn (total 180o)
 - other multiples of 90
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons
- Identify, describe and represent the position of a shape following a reflection or translation
- Convert between different units of metric measure

- Understand and use approximate equivalences between metric units and common imperial units
- Measure and calculate the perimeter of composite shapes in centimetres and metres
- Solve problems involving converting between units of time
- Calculate and compare the area of rectangles and estimate the area of irregular shapes
- Estimate volume and capacity