

End of Year Expectations

Assessment Framework for Writing	
Pupil can write for a range of purposes.	
Pupil can organise my writing into paragraphs.	
Pupil can describe settings, characters and atmosphere. <i>E.g. use a range of descriptive techniques e.g., expanded noun phrases, similes/metaphors, personification, and onomatopoeia.</i>	
Pupil can use a range of clause structures and vary their position. <i>e.g., fronted adverbials – Deep in the jungle, a roar erupted.</i> <i>Relative clauses – Jamie, who was the King's hand, attacked the intruder.</i>	
Pupil can use modal verbs to indicate possibility. <i>e.g., might, should, will, must, could, would</i>	
Pupil can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. <i>e.g., but, or, and, so</i>
	Subordinating conjunctions. <i>e.g., although, after, as, when, if, that, even though, because, until, unless, since</i>
	Adverbials. <i>e.g., include when and where the verb happened.</i> <i>As the clock struck midnight, the shadow moved across the graveyard.</i>
	Pronouns to avoid repetition. <i>e.g., Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</i>
Pupil can use tenses correctly and consistently.	
Pupil can use a range of punctuation mostly correctly:	Full stops and capital letters.
	Question marks and exclamation marks.
	Commas in a list.
	Apostrophes for contractions.
	Inverted commas.
	Apostrophes for possession.
	Commas for clauses.
	Commas for fronted adverbials.

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	Brackets, dashes, and commas (parenthesis).
	Commas for clarity.
<p>Pupil can spell most words from the Year 3/4 spelling list:</p> <p><i>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</i></p>	
<p>Pupil spell some words from the Year 5/6 spelling list:</p> <p><i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.</i></p>	
Pupil can use a dictionary to check the spelling of uncommon or more ambitious words.	
Pupil can write neatly and legibly with joined letters.	

Top tips for writing at home:

Encouraging children to hone their writing skills can be both a fun and educational endeavour. Here are some great tips to inspire your children, ensuring they do not only know how to practice writing skills at home but also find joy and satisfaction in the process.

- **Start writing early:** Encourage all forms of writing from a young age. It's okay if stories don't get finished – the key is regular practice and creativity. If your child is struggling to start writing, suggest some creative ways they can start – do they want a new toy? Suggest they write a short paragraph on why they want it and how it's going to bring them joy!
- **Foster a love for reading:** Share books together. [Reading for pleasure](#) can spark your child's imagination and show them the value of stories.
- **Write about what you know:** If creating characters is proving to be challenging, suggest writing about familiar people or even their favourite characters from media. It's a great place to start and practice writing skills, as well as storytelling!

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- **Praise generously:** Celebrate every achievement, big or small. Tailor your encouragement to their individual efforts and progress. Which brings us to the next step!
- **Use rewards effectively:** Clearly define rewards for their writing efforts. This can help motivate them to concentrate and do their best.
- **Keep writing sessions short:** Aim for brief, frequent writing activities. Knowing there's a set time can motivate them to focus and engage more with their writing, encouraging them to practice their writing skills effectively, perhaps focusing on an element they struggle with.

What can you do?

Write a book or film review

Why not try writing a review of a great book, film or TV programme you have read/watched together recently? Learning to write in lots of different formats and styles will put them in good stead for school.

Describe a picture in words

The wonderful thing about this activity is that there are so many resources you can use that are lying around the house! Whether it's a photo of family members, a picture in a magazine or a painting on the wall – ask your child to describe it in words. They could even write a story based on the image.

Describe everyday objects

Point to objects around the house and experiment by getting them to describe them as creatively as possible. This can be great practice for using alliteration, metaphors and similes.

Write a diary or journal

Writing a personal diary not only helps to get children into the habit of writing, but is also a great way of letting out emotions and making sense of their world. The act of writing down their thoughts, feelings and observations each day could help them get more comfortable with writing and connect them with their own ideas.

Create an instruction manual

Maybe it's working the TV or giving instructions on how to bake a cake – mix up their writing practice with different formats.

Pick a word of the week

As a family, choose a word to focus on each week. Then everyone can have a go with using it in their writing in increasingly creative ways. The more peculiar the word – the funnier this activity can be!

Write a poem, song or a play

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For little creatives, or for children who view writing as 'boring', writing practice can be disguised in the form of creating a poem, song or play. The motivation can be performing their piece once it's finished!

Write letters

Letter writing is an important skill. If they are passionate about a social issue, you could encourage them to write a powerful letter to their MP. Or you could try setting them up with a pen pal in another country for a culture exchange. If that's out of reach, writing letters to friends, family or even imaginary strangers works too.

Write together

Why not try writing a story together – one paragraph at a time. This can also be a fun game for them to play with friends, especially when the story escalates into a wild and wacky adventure! Think the consequences game but with writing instead of pictures.

Everyday writing

Task your child with being your 'writer' for the day. Be it shopping lists, reminders or emails – giving them a sense of responsibility can help to motivate them to write.

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Assessment Framework for Maths
Number and Place Value
Pupil can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
Pupil can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
Pupil can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0.
Pupil can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
Pupil can solve number problems and practical problems that involve all of the above.
Pupil can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
Addition and Subtraction
Pupil can add whole numbers with more than 4 digits, including using formal written methods (columnar addition).
Pupil can subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction).
Pupil can add and subtract numbers mentally with increasingly large numbers.
Pupil can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Pupil can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiplication and Division
Pupil can identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.
Pupil knows and can use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
Pupil can establish whether a number up to 100 is prime and recall prime numbers up to 19.
Pupil can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
Pupil can multiply and divide numbers mentally, drawing upon known facts.
Pupil can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
Pupil can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.
Pupil can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
Pupil can solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.
Pupil can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
Pupil can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Fractions (including decimals and percentages)
Pupil can compare and order fractions whose denominators are all multiples of the same number.

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Pupil can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	
Pupil can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$].	
Pupil can add and subtract fractions with the same denominator, and denominators that are multiples of the same number.	
Pupil can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	
Pupil can read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$].	
Pupil can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	
Pupil can round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.	
Pupil can read, write, order and compare numbers with up to 3 decimal places.	
Pupil can solve problems involving numbers up to 3 decimal places.	
Pupil can recognise the percent symbol (%) and understand that percent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction.	
Pupil can 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.	
Measurement	
Pupil can convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].	
Pupil can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	
Pupil can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	
Pupil can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm ²) and square metres (m ²), and estimate the area of irregular shapes.	
Pupil can estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water].	
Pupil can solve problems involving converting between units of time.	
Pupil can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	
Geometry: Properties of Shapes	
Pupil can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	
Pupil can know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.	
Pupil can draw given angles and measure them in degrees (°).	
Pupil can use the properties of rectangles to deduce related facts and find missing lengths and angles.	
Pupil can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	
Pupil can identify:	angles at a point and 1 whole turn (total 360°);

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	angles at a point on a straight line and half a turn (total 180°);
	other multiples of 90°
Geometry: Position and Direction	
Pupil can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	
Statistics	
Pupil can solve comparison, sum and difference problems using information presented in a line graph.	
Pupil can complete, read and interpret information in tables, including timetables.	

Top tips for maths at home:

Regular practice of key facts can make all the difference. Here is a bank of quick-fire recall games that can be played to support children's mental fluency.

Rock, paper...product (multiply) - This game is a little like rock, paper, scissors. Two or three can play and each person starts with both hands behind their back. Take it in turns to chant "one, two, show." On the word "show," everyone shows their hands, holding up between 1 and 10 fingers. The first person to say the product wins a point.

Fizz buzz - Choose a multiplication table to focus on. Count from one, taking it in turns, then say fizz when you come across a multiple of your chosen number (e.g. for $5x$ table – 1,2,3,4, fizz,6,7,8,9 fizz...) Then add another multiple, e.g. $3x$ for which you say buzz. (1, 2, buzz, 4, fizz, buzz, 7, 8, buzz, fizz...)

What's my number/shape? - This is a great game for practising maths vocabulary. Choose a number or shape and make a list of 5 clues for a partner who must guess the number or shape.

Number of the day - Choose a number then ask some questions about it. What is 100 more than your number? What is the value of the hundreds? How many to the next multiple of 10? What's the number rounded to the nearest 100?

Bingo - List 6 numbers from a chosen times table(s). The parent calls out multiplication questions and the child checks to see if they have the answer. This can be easily updated for addition/subtraction/division as well.

Memory - Using a pack of playing cards, choose two cards at random. Multiply them together. Try picking 3 cards to multiply. Or select 8 cards and quickly add them up. Start at 100, pick a card and subtract it then pick another and subtract that too.

How much is your name worth? - Give each letter of the alphabet a value e.g. A=1p, B=2p, all the way to Z=26p. Then work out the value of your name so MIKE would be $13p+9p+11p+5p=38p$. Who has the most expensive name? How much more? Which celebrity has the most expensive name? What is the longest name you could buy for £1? Is there a name worth exactly £1?

All about measures - Match different units of measures e.g. grams to kilograms and millimetres to centimetres. Measure the items around the house. Discuss and compare the measurements on food labels. What different units of measures can you find?

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Telling the time - What is the time on the clock? How many minutes until the next hour? Can you tell the time on digital and analogue? Match 12hr and 24hr clocks. Read and discuss timetables. Create your own time problems e.g. I had breakfast at 7:25am and a snack 3 hours and 15 minutes later. What time did I have my snack?

Using Times Table Rockstars - This online game can be used to promote fluency with times tables. Children have a login and can earn a different rock status.

MyMaths - Your child will be given a log in for MyMaths.co.uk and weekly maths homework will be set on there that links to their learning in class

Online Games - There are a variety of online games and apps that children can play to help with their Maths facts. Links to these can be found on our school website.

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Reading

I can read with increasing fluency and can read the majority of the year 5/6 exception words.	
I am able to identify a full range of prefixes and suffixes and use these to help me understand the meaning of unfamiliar words.	
I can maintain a positive attitude to reading and understanding of what I have read by:	when reading out loud, considering how my intonation, tone and volume could be changed for different audiences.
	making comparisons between familiar books.
	reading a wider range of genres with different structures and purposes for pleasure.
I can understand what I have read by:	explaining how language can give the reader certain impressions about the text.
	asking questions about a familiar text.
	drawing simple inferences and inferring characters' feelings, thoughts and actions, whilst justifying these with evidence.
	making plausible predictions, based on details stated and implied, and starting to use evidence from the text to support these.
I can identify statements of fact and opinion.	
I can retrieve, record and present information from texts to other readers in informal notes and formal presentations.	
I can participate in discussions about books which are read to me and those that I can read for myself.	

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Tips for reading at home:

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages. It can be any sort of book that they enjoy from graphic novels to chapter books or blogs! it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

Go to the library for a fun place to pick books from – Ash Library has a wide variety of books and interactive games. If they don't have a book your child wants you can order them in free from other libraries.

Show them that you're a reader too – talk about things you've read and why you've enjoyed them. Talk about different times that you might need to read (cooking, directions, instructions). You could use what you've read to show how it works in real life: For example. Try cooking a recipe you've read together. Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

If you want to help their comprehension along here are some useful questions you can ask as they read:

- *Where does the story take place?
- * When did the story take place?
- * What did s/he/it look like?
- * Who was s/he/it? * Where did s/he/it live?
- * Who are the characters in the book?
- * Where in the book would you find...?
- * What happened in the story? *
- * Through whose eyes is the story told?
- * Which part of the story best describes the setting?
- * What words and/or phrases do this?
- * What part of the story do you like best?

If your child finds a word difficult:

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Ask them to sound the word out to break it down to help

Ask them to read the rest of the sentence. Can they work out the word? Я

Can they see any root words, prefixes or suffixes that will help them understand the word and its meaning?

Correcting mistakes:

Can your child see any familiar words within the word?

If the mistake makes sense, let your child continue until the end of the sentence and go back and ask your child “What word is that?”

If the mistake does not make sense, allow your child to self-correct and then re-read what has been read and ask, “Does that make sense?”

Finally, if the meaning is not clear, look at the word and find similar sounds such as ‘s’ at the beginning and ‘ing’ at the end.