



Year 5 Core Learning

Find out more about what your child will be learning during their time in Year 5.

<http://www.stmarysrcprimaryrichmond.co.uk/>

Reading

In the upper junior years, we build on children's competence in reading and begin to tackle the more 'hidden' elements of reading, thinking about ways in which authors construct texts, and unpicking the complexities of texts. They will also start to use quotations and evidence from texts they have read to explain their understanding.

Although your child may no longer be keen to read aloud, you can still support their reading at home by encouraging them to be reading regularly, and discussing their reading with them.

Skills your child will be working towards during Years 5 and 6:

Retrieve, record and present information from non-fiction texts

Apply retrieval, recording & presentation skills across the curriculum

Use growing knowledge of how words are created (root words/prefixes and suffixes) to read and to understand reading

Identify and discuss themes and conventions in a wider range of texts

Read fluently from a range of texts (including those structured in different ways and written for a range of purposes)

Check that reading makes sense by talking about understanding and exploring the meaning of words in context (needs to include complete texts)

Ask questions to improve understanding of more challenging texts

Show positive attitude to reading by listening to and discussing an increasingly wide range of different types of texts

Explain and justify views by referring back to the text

Draw inferences and justify them from the text

Make predictions based on details stated and implied

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Compare characters, consider different accounts of the same event and discuss viewpoints (of authors and of fictional characters) within a text and across more than one text

Learn and perform a range of poetry

Prepare for, and take part in, formal presentations and debates, providing reasoned justifications for views

Writing

During Year 5, children begin to take more control over their writing, using a range of techniques – including use of their grammar knowledge – to engage the reader in their stories and other texts. They edit and improve their work by considering how they can better achieve the effect they desire, whether that's to entertain, inform or persuade.

Skills your child will be working towards during Year 5:

Spell words on the Y3/4 list

Spell some words on the Y5/ 6 list

Convert nouns or adjectives into verbs using suffixes and prefixes as appropriate to the spelling rules (-ise, -ate, -ify)

Use a dictionary/ thesaurus to check the spelling and meaning of words

Spell words with silent letters and recognise which homophone to use to correctly match context

Write legibly and fluently using a style of handwriting appropriate to the task (letters, digits, punctuation)

Show understanding of audience and purpose for writing by selecting vocabulary, grammar and organisational devices which fit the task

Describe settings, characters and atmosphere and include a balance of dialogue and action

Evaluate and edit my writing, making changes to vocabulary, grammar and punctuation to enhance the effect on the reader and clarify meaning

Proof read to correct spelling, grammar and punctuation errors

Use a range of cohesive devices within and across paragraphs

Use some variation in sentence structures e.g. embedded clauses/ sub conjunction starters

Begin to use prepositions/adverbials/expanded noun phrases to add detail and precision

Use the correct subject / verb agreement when using singular and plural forms of a word

Use relative clauses beginning with who, which, where, when, whose, that

Use a range of adverbs or modal verbs to indicate degrees of possibility e.g. could, would, should, perhaps, surely

Use brackets, dashes or commas to show parenthesis

Use the full range of punctuation taught in previous years

Mathematics

During Year 5, the children will start to tackle more complex mathematics, such as through larger multiplication & division problems, and tackling some challenges with fractions of all sizes. It will be vital that they have good knowledge of their times tables, so if they're not yet confident, plenty of practice will serve them well.

Skills your child will be working towards during Year 5:

Read, write, order and compare numbers to at least 1,000,000

Read Roman Numerals up to 1000 and recognise years written this way

Interpret negative numbers, count forwards and backwards with positive and negative whole numbers, including through zero

Add and subtract whole numbers with more than four digits, and up to 3 decimal places, using written column methods

Add and subtract numbers mentally including large numbers

Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers.

Use knowledge of factors and multiples to solve problems

Use knowledge of squares and cubes to solve problems.

Solve problems including scaling by simple fractions and solve problems involving simple rates.

Multiply numbers up to four digits by a one or two-digit number using a formal written method, including long multiplication

Divide numbers up to four digits by a one-digit number using a formal written method of short division and interpret remainders

Compare and order fractions whose denominators are all multiples of the same number

Add and subtract fractions whose denominators are multiples of the same number

Read and write decimal numbers as fractions e.g. $0.71 = 71/100$

Read, write, order and compare numbers with up to 3 decimal places

Solve problems which need me to use percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{5}$ and $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Multiply proper fractions and mixed numbers by whole numbers

Recognise and use thousandths and understand how they relate to tenths, hundredths and decimal equivalents

Recognise the % symbol and know that it means 'number of parts per hundred' and write percentages as a fraction with one hundred as the denominator and as a decimal