

ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY  
AND PRE-SCHOOL



# St Michaels and All Angels Curriculum Evening 2025

Welcome to Year 5

Mrs Piper

# School Values



## Behaviour Principles Written Statement

Our emphasis is on people within the school community taking responsibility for their actions, encouraging good choice-making through establishing high expectations, a focus on learning, as well as acknowledging and understanding actions have consequences whilst recognising and celebrating positive choices. Our policies are deeply rooted in a Restorative Approach.



What are the expectations in  
Year 5 and what do we learn?

# Reading: Meeting Year 5 Expectations

## Year 5 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning

## Year 5 Expectations: Comprehension

- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
- Identify significant ideas, events and characters and discuss their significance
- Learn poems by heart. For example, narrative verse, haiku
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

# Reading: Meeting Year 5 Expectations

## Year 5 Expectations: Comprehension

- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Make predictions from what has been read
- Summarise the main ideas drawn from a text
- Identify the effect of the context on a text. For example, historical or other cultures
- Identify how language, structure and presentation contribute to the meaning of a text

- Express a personal point of view about a text, giving reasons
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text
- Present an oral overview or summary of a text
- Present the author's viewpoint of a text
- Present a personal point of view based on what has been read
- Listen to others' personal point of view
- Explain a personal point of view and give reasons
- Know the difference between fact and opinion
- Use knowledge of structure of text type to find key information
- Use text marking to identify key information in a text
- Make notes from text marking

# Writing:

## Meeting Year 5 Expectations

### Year 5 Expectations: Transcription

- Form verbs with prefixes. For example, dis, de, mis, over and re
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, use, fly
- Understand the general rules for adding prefixes and suffixes above
- Spell some words with 'silent' letters, e.g. knight, psalm, Solemn
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

### Year 5 Expectations: Composition

- Know the audience for and purpose of the writing
- Use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways
- Use sentence starters to highlight the main idea
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader
- Use stylistic devices to create effects in writing. For example – simile, metaphor, personification
- Add well-chosen detail to interest the reader
- Summarise a paragraph or event
- Organise writing into paragraphs to show different information or events

# Writing:

## Meeting Year 5 Expectations

### Year 5 Expectations: Composition

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis

- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing
- Distinguish between the formal and informal spoken and written language
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

# Spelling:

## Year 5/6 Word List: Words across the curriculum

English	Maths	Science	Geography	Music	History
correspond dictionary language persuade sincerely signature	average forty symbol twelfth	conscious environment equipment muscle physical shoulder stomach system temperature	environment existence foreign lightning neighbour	rhyme rhythm	ancient foreign government parliament privilege sacrifice soldier system
<b>Roles</b>	<b>Unstressed vowels</b>	<b>Spoken Language</b>	<b>Learning Related</b>	<b>Rare GPCs</b>	
amateur committee profession secretary soldier	cemetery desperate definite individual restaurant temperature vegetable	communicate criticise exaggerate explanation interrupt pronunciation relevant suggest	achieve excellent thorough individual	bruise guarantee immediately queue vehicle yacht	

# Maths:

## 'Must Dos' by the end of Year 5

### Number

- Read, write and order numbers to 1,000,000
- Count on and back in steps of 100, 1,000, 10,000 up to 1,000,000
- Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000
- Estimate and calculate additions involving 2, 3-digit numbers (to nearest 10)
- Estimate and calculate subtractions involving 2, 3-digit numbers (to nearest 10)
- Estimate and calculate multiplications involving a 2-digit and a 3-digit numbers (to nearest 10)
- Estimate and calculate divisions of a 3-digit number by a 1-digit number (to nearest 10)
- Add 3, 5-digit numbers using column addition
- Subtract one 5-digit number from another, using column subtraction
- **Rapid Recall:** Mentally add a 2-digit number to a 3-digit number
- **Rapid Recall:** Mentally add a 1000s number to a 5-digit number
- **Rapid Recall:** Mentally subtract a 2-digit number from a 3 or 4-digit number
- **Rapid Recall:** Mentally subtract a 1000s number from a 5-digit number
- Know all factors that make up numbers to 100
- Recognise all prime numbers to 100
- Multiply a 4-digit number by a 2-digit number using formal methods
- Divide a 4-digit number by a 1-digit number (with remainders)
- Multiply numbers by 10, 100 and 1,000

# Maths:

## 'Must Dos' by the end of Year 5

### Number

- Divide number by 10, 100 and 1,000
- Recognise and use square numbers and square roots
- Know and use the symbols  $(^2)$ ,  $(^3)$  and  $(\sqrt{\quad})$  accurately
- Fractions: Compare and order fractions whose denominators are multiples of the same number
- Convert mixed numbers to improper fractions and visa versa
- Add and subtract fractions with the same denominator
- Multiple proper fractions and mixed fractions by whole numbers

### Number

- Decimal Fractions: Read and write decimal numbers as fractions (up to hundredths)
- Round decimals with two decimal places to nearest whole number and one decimal place
- Read, write, order and compare decimal numbers with up to three decimal places
- Percentages: Recognise the % symbol
- Understand that percentage is measured as part of 100
- Solve problems which require knowing percentage and decimal value of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$  and  $\frac{4}{5}$

# Maths:

## 'Must Dos' by the end of Year 5

### Shape and measures

- Measure angles in degrees
- Draw a given angle accurately
- Know and use reflex angles
- Construct shapes from given dimensions
- Identify 3D shapes from 2D representations
- Identify, describe and represent the position of a shape following reflection and translation

### Shape and Measures

- Add, subtract, multiply and divide units of measure (using decimal notation)
- Understand and use basic equivalence between metric and common imperial units
- Calculate, estimate and compare areas of squares and rectangles using cm squared ( $\text{cm}^2$ ) and metre squared ( $\text{m}^2$ )
- Recognise volume in practical contexts

# PSHCE

- During the Summer Term we will be looking at ways of keeping ourselves healthy.
- This will include looking at sensitive topics such as drugs and how these can affect the body.
- We will also talk about consent and what this means.
- Furthermore, there will be lessons on puberty and how the body changes as we get older.

# Assessment

Progress monitored each term:

NFER assessments in reading, maths and SPAG

Writing assessments



# Communication

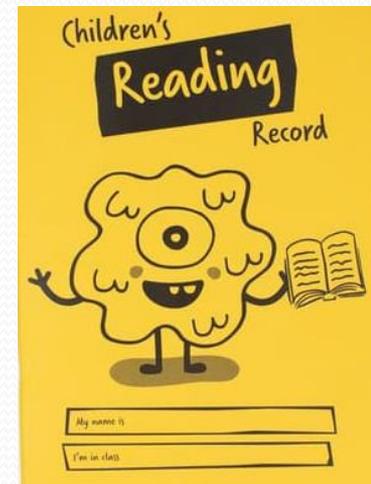
If you have any questions for your class teacher, please call the school office to arrange a time to speak.

# Learning at Home

- Our home learning has been thoughtfully designed to ensure that it is effective and fun.
- The focus is on practising key skills (reading, spelling and times tables).
- Teachers closely link homework to children's current learning to ensure it is accessible and relevant to all.

- Reading at home

Your child will be sent home with a reading book matched to their reading level. It is important that they are listened to read regularly and we ask you do this at least 3 x per week. Reading records should be signed to log this.



\*It is important these books are looked after as we are unable to replace lost or damaged books\*

- Spelling Shed



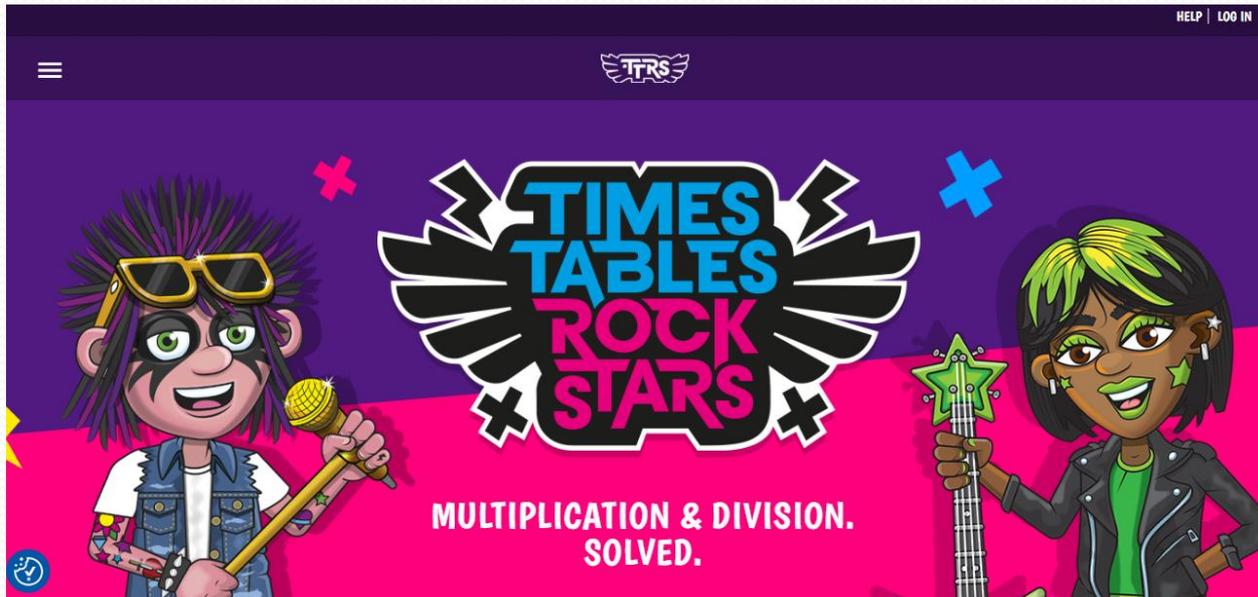
**Spelling Practice**

- Spelling Bee**  
The original Spelling Shed game!
- Penalty Spell-out**  
Score goals and spell words!
- Hungry Horses**  
Feed the horses!
- Shed Load**  
Load the bee hives on the truck!

**Word Games**

- Missing Word**  
Can you spell the missing word?
- Definitions**  
Match the words with the definitions!

- Times Table Rockstars



The **MORE** that you **READ**,  
 the more **THINGS** you will **KNOW**.  
 The **MORE** you **LEARN**,  
 the more **PLACES** you'll **GO!**  
 ~ Dr. Seuss

## WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Oney and Freeman, 1992.)

**WANT TO BE A BETTER READER? SIMPLY READ.**