



*Year Five
End of Year
Expectations*



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Message from the Head of Primary

The information you will find documented in this booklet forms the expectations against which your child will be assessed for reading, writing and maths. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge the extent to which your child has met each expectation throughout the year.

Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

Secure

- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Make sustained, confident contributions giving reasons or explaining why something interests them; adding details to interest the listener
- Use some of the features of Standard English when speaking in a formal situation
- Listen and respond to ideas of others making relevant comments and asking questions
- Adopt roles in different contexts in Talk/Drama for Writing activities; using particular techniques for specific purposes
- Orally perform fiction and non-fiction texts through Talk/Drama for Writing, with greater expression and intonation
- Comment constructively on plays and performances, discussing effects and how they are achieved

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Fluently and effortlessly read and recite a range of age appropriate texts
- Demonstrates use of textual cues to adapt tone, volume and intonation when reading aloud
- Recite and know by heart a range of texts using talk for writing techniques

Comprehension

- Begin to draw together inferences to support a more detailed analysis of character and events
- Ask and develop questions in order to gain an increasingly sophisticated understanding of the texts that are read to them
- Engage in discussion about their reading, asking and answering questions about ideas arising from the text
- Discuss writer's viewpoint, giving reasons why they agree or disagree

Structure and Language

- Develop comments on writer's choices of language, form or structural features and how they guide the reader
- Make increasingly sophisticated comparisons within and across different texts, by expressing opinions about how writers' choices affect the reader
- Identify similarities and differences between an increasing range of texts

WRITING EXPECTATIONS

Children will be able to...

- Identify similarities and differences between an increasing range of texts

Planning

- Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing (including dialogue)
- Develop initial ideas, drawing on reading and research
- Select the correct features of the genre and understand how to apply them to impact the audience and purpose
- Capture ideas using a variety of planning formats

Drafting

- Write consistently in a legible, fluent, cursive style speedily and at length.

Composition

- Select appropriate grammar, punctuation and vocabulary, understanding how such choices can change and enhance meaning e.g. alliteration, onomatopoeia, metaphor, simile, direct speech, commas
- In narratives, use adventurous and ambitious vocabulary to create settings, characters and plots
- In non-narrative contexts, use further organisational and presentational devices to structure text and to guide the reader e.g. paragraph, subheadings, captions, glossary
- Use a wide range of devices to build cohesion within and across paragraphs; such as varying sentence length and word order to sustain interest
- Progressively build a varied and rich vocabulary (should be words which are usually used by a child that age)
- Use an increasing range of sentence structures; such as subordinating clauses or organising clauses before and after the main verb

Editing – Spelling, Punctuation and Grammar

- Evaluate and edit own and others' writing to make appropriate changes to enhance effects and clarify meaning
- Proof-read to ensure accuracy of spelling, punctuation sentence structure, grammar and clarity
- Can spell a majority of the words on the Year 5 and 6 word list
- Be confident and accurate spellers and usually only make mistakes in irregular words e.g. psychic, sophisticated, anxious, dialogue, sphinx, rhyme, etcetera

Handwriting

- Write in a legible flowing cursive style: showing accuracy and consistent letter formation in alignment with age/year group related expectations

MATHS EXPECTATIONS

Number and Place Value

- Read, write, round, order, compare numbers to at least 1,000,000; determine value of digits. Count in steps of powers of 10.
- Interpret negative numbers in context; count forwards and backwards through zero.

Number - Addition, Subtraction Multiplication and Division

- Use efficient written methods of addition and subtraction for whole numbers with more than 4 digits; extend to numbers with 2 decimal places.
- Use a range of mental methods of computation, including with larger numbers; use rounding and estimation to check answers.
- Quick recall of multiplication and division facts for multiplication table up to 12 x 12.
- Use understanding of place value and known facts to multiply and divide whole numbers and decimals by 10, 100 and 1000.
- Use written methods of short multiplication and division including remainders.
- Use written methods to multiply up to 4-digit by two-digit numbers.
- Recognise and describe number patterns, and relationships including multiple, factor, square, cube and prime numbers.
- Solve problems, including multi-step problems, involving addition, subtraction, multiplication and division and combinations of these.

Number - Fractions (Including Decimals and Percentages)

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions and decimals including tenths and hundredths.
- Recognise and convert mixed numbers and improper fractions.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply mixed numbers and proper fractions by whole numbers using support materials.
- Round decimals with two decimal places to nearest whole number and tenth.
- Recognise thousandths and read, write and order decimals to three places.
- Recognise and understand percent (%).
- Solve problems involving decimal and percent equivalents of $\frac{1}{2}$, $\frac{1}{4}$, and fractions with a denominator of 5, and multiples of 10 or 25.

Measurement

- Estimate volume and capacity.
- Measure and calculate the perimeter of compound shapes in cm, m.
- Calculate and compare the area of rectangles and squares in cm^2 , m^2 . Estimate area of irregular shapes.
- Solve problems involving measures and converting between units of time using the 4 operations.

Geometry - Properties of Shapes / Position and Direction

- Make 3D mathematical models by linking given faces or edges and identify from 2-D representations.
- Draw common 2D shapes in different orientations on grids including regular and irregular polygons.
- Reflect and translate simple shapes in the first quadrant.
- Estimate, compare and draw given angles including reflex angles and measure them in degrees.
- Find missing lengths and angles of regular shapes.

Statistics

- Collect and record discrete and continuous data in tables, including grouped data and timetables.
- Construct and interpret simple line graphs and solve problems relating to these.