



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

# Year Five End of Year Expectations

[www.bsbsanlitun.com](http://www.bsbsanlitun.com)

## Message from the Principal

The information you will find documented in this booklet forms the expectations that your child will be assessed against 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 how far 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

### Meeting

- 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

Teachers will share your child's progress with you at Parent Consultations and at the 'Primary Progress Report Meeting', which will take place in the middle of the academic year.

The End of Year Report will state the overall bands that your child has achieved.

# READING EXPECTATIONS

## Decoding and Sight Reading

- Apply knowledge of root words to read and understand the meaning of unfamiliar words.
- Read fluently by recognising punctuation and text structure.

## Comprehension

- Read and use texts that have different structures, themes and purposes, identifying specific features.
- Make comparisons between books of a similar theme, structure and style including giving personal opinions.
- Read a variety of texts aloud using appropriate intonation, tone and volume (including performance poetry).
- Make inferences and draw conclusions about characters' feelings, thoughts and actions.
- Make inferences on the writer's perspective from clues in the text.
- Make predictions based on what is stated and implied.
- Summarise the main ideas from more than one paragraph of a text.
- Comment on how a writer uses different styles and language features.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Use context clues to understand unfamiliar vocabulary.

# WRITING EXPECTATIONS

## Spelling

- Spell words with silent letters, prefixes (over-, de-, re-), suffixes (-cious, -ate, -ise, -ify, -en, -ful, -ive, -al), homophones and near homophones, and letter strings (ough) correctly.
- Use the first three or four letters of a word to check the spelling and/or meaning in a dictionary.
- Use a thesaurus to find synonyms of words.

## Handwriting and Presentation

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

## Composition

- Identify the audience and purpose of the writing, considering how this affects presentation and language.
- Plan independent writing in note-form, based upon the structure, vocabulary and grammar of similar texts, using prior reading and research to develop ideas.
- Select advanced grammar and punctuation, and understand how it can change or enhance meaning.
- Select appropriate, ambitious vocabulary and understand how it can change or enhance meaning.
- In narrative, describe settings, characters and atmosphere, using knowledge of how authors have developed characters and settings when reading.
- Use dialogue to build characters and advance the action.
- In non-narrative, use structural and organisational devices such as headings, sub-headings, columns, bullet points and tables, and know the effect on the reader.
- Use devices to link ideas and create cohesion between paragraphs: time conjunctions, transitional phrases and adverbials of time, place or manner.
- Proof-read to check for spelling and punctuation errors.
- Comment on the effectiveness of own and other's writing.
- Self and peer assess vocabulary, grammar and punctuation, and then propose changes to enhance meaning.
- Increasing accuracy in subject/verb agreement when writing between singular or plural.
- Mostly accurate use of tenses.

## Vocabulary, Grammar and Punctuation

- Use the perfect form of verbs to mark relationships of time and cause.
- Use commas to separate clauses and avoid ambiguity.
- Use brackets, dashes and commas for parenthesis.
- Use expanded noun phrases to convey complicated information consisely.
- Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) or an omitted relative pronoun.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, could).
- Understand and use grammatical Year 5 terms when discussing writing.

# 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 - Calculation Using Four Operations

- 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 tables up to  $12 \times 12$ .
- 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  $\text{cm}^2$ ,  $\text{m}^2$ . 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 2D 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.