

Year 5 Planning Grid – Literacy Year 5

Reading :

Word reading

Pupils should be taught to:
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

reading books that are structured in different ways and reading for a range of purposes
increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

recommending books that they have read to their peers, giving reasons for their choices

identifying and discussing themes and conventions in and across a wide range of writing

making comparisons within and across books

learning a wider range of poetry by heart

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

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

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

Writing transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

use further prefixes and suffixes and understand the guidance for adding them

spell some words with 'silent' letters [for example, knight, psalm, solemn]

continue to distinguish between homophones and other words which are often confused

use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

use dictionaries to check the spelling and meaning of words

use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus.

Reading

Writing
(Transcription)

Handwriting

Speaking &
Listening

Writing
(Composition)

Handwriting
Handwriting and presentation
Pupils should be taught to:
write legibly, fluently and with increasing speed by:
choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
choosing the writing implement that is best suited for a task

Writing vocabulary, grammar and punctuation
Writing – vocabulary, grammar and punctuation

Pupils should be taught to:
develop their understanding of the concepts set out in English Appendix 2 by:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

using passive verbs to affect the presentation of information in a sentence

using the perfect form of verbs to mark relationships of time and cause

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

learning the grammar for years 5 and 6 in English Appendix 2

indicating grammatical and other features by:
using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Writing Composition

Plan their writing by:

identifying the audience for and purpose of the writing,

selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

selecting appropriate grammar and vocabulary,

understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Year 5 Planning Grid – Mathematics Year 5

Mathematics

Count, read and write numbers
 count in multiples of 6, 7, 9, 25 and 1000
 count backwards through zero to include negative numbers
 Compare, order, more or less
 find 1000 more or less than a given number order and compare numbers
 beyond 1000 identify, represent and estimate numbers using different representations
 Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.
 Place Value and rounding
 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) round any number to the nearest 10, 100 or 1000
 They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.
 They connect estimation and rounding numbers to the use of measuring instruments.
 Solving problems
 solve number and practical problems that involve all of the above and with increasingly large positive numbers
 Roman numerals
 read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
 Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.
 Number bonds
 See Year 1 & Year 2 expectations
 Written statements /methods
 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
 Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1).
 Inverses and checking
 estimate and use inverse operations to check answers to a calculation
 Solve problems
 solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number multiplication and division

Understanding and x
 Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations eg. $2 \times 6 \times 5 = 10 \times 6 = 60$.
 Number facts
 recall multiplication and division facts for multiplication tables up to 12×12 Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.
 Mental calculation
 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
 recognise and use factor pairs and commutativity in mental calculations Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$).
 Written statements /methods
 multiply two-digit and three-digit numbers by a one-digit number using formal written layout Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1).
 Solve problems
 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
 Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.

Number and place value

Number – multiplication and division

Measurement

Geometry-properties and shape

Statistics

- Measurement
- Measure, estimate, choose measuring devices, standard units of measure: length, mass, capacity, temperature
- estimate, compare and calculate different measures, including money in pounds and pence
- Pupils build on their understanding of place value and decimal notation to record metric measures, including money.
- Conversion of units and equivalences
- Convert between different units of measure (for example, kilometre to metre; hour to minute)
- They use multiplication to convert from larger to smaller units.
- Time
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- Tell the time
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- Money
- estimate, compare and calculate different measures, including money in pounds and pence
- Pupils build on their understanding of place value and decimal notation to record metric measures, including money.
- Perimeter, area, surface, area, volume
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.
- They relate area to arrays and multiplication.

Geometry-properties of shape
 2D and 3D shapes
 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
 Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).
 Angles
 identify acute and obtuse angles and compare and order angles up to two right angles by size
 Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.
 Symmetry
 identify lines of symmetry in 2-D shapes presented in different orientations
 complete a simple symmetric figure with respect to a specific line of symmetry.
 Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.
 Geometry-position and direction
 describe positions on a 2-D grid as coordinates in the first quadrant
 describe movements between positions as translations of a given unit to the left/right and up/down
 plot specified points and draw sides to complete a given polygon.
 Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate-plotting ICT tools

Fractions of objects, shapes and quantities
 Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions. Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities.
 Link fractions, decimals and division
 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
 Pupils should connect hundredths to tenths and place value and decimal measure. They extend the use of the number line to connect fractions, numbers and measures. Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths.
 Pupils' understanding of the number system & decimal place value is extended at this stage to tenths & then hundredths. This includes relating the decimal notation to division of whole number by 10 & later 100.
 Compare, order and find equivalence of fractions, decimals and percentages.
 Recognise and show, using diagrams, families of common equivalent fractions.
 Recognise and write decimal equivalents of any number of tenths or hundredths.
 Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
 Compare numbers with the same number of decimal places up to two decimal places.
 Round decimals with one decimal place to the nearest whole number.
 Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$).
 Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways e.g. on number lines.
 Count in fraction steps Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
 They practise counting using simple fractions and decimals, both forwards and backwards.
 Addition, subtraction and multiplication & division of fractions and decimals
 Add and subtract fractions with the same denominator. Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.
 Problem solving
 Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
 Solve simple measure and money problems involving fractions and decimals to two decimal places.