

Year 5 and 6 Reading	Word Reading	Comprehension
Pupils should be taught to:	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>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</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>making comparisons within and across books</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>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</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li><b>understand what they read by:</b> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li><b>understand what they read by:</b> <ul style="list-style-type: none"> <li>asking questions to improve their understanding</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li><b>understand what they read by:</b> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li><b>understand what they read by:</b> <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li><b>understand what they read by:</b> <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li><b>understand what they read by:</b> <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> </li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>participate in discussions about books <b>that are read to them</b> building on their own and others' ideas and challenging views courteously</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>participate in discussions about books <b>they can read for themselves</b>, building on their own and others' ideas and challenging views courteously</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>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</li> </ul>
Pupils should be taught to:		<ul style="list-style-type: none"> <li>provide reasoned justifications for their views.</li> </ul>

Year 5 and 6 Writing	Transcription	Composition	Writing – vocabulary, grammar and punctuation ▪ learning the grammar for years 5 and 6 in English Appendix 2
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> ▪ use further prefixes and suffixes and understand the guidance for adding them	▪ <b>plan their writing by:</b> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	▪ <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> ▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]	▪ <b>plan their writing by:</b> ▪ noting and developing initial ideas, drawing on reading and research where necessary	▪ <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> ▪ using passive verbs to affect the presentation of information in a sentence
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> ▪ continue to distinguish between homophones and other words which are often confused	▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	▪ <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> ▪ using the perfect form of verbs to mark relationships of time and cause
Pupils should be taught to:	<b>Spelling (see English Appendix 1)</b> ▪ 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	▪ <b>draft and write by:</b> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	▪ <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> ▪ using expanded noun phrases to convey complicated information concisely
Pupils should be taught to:	▪ use dictionaries to check the spelling and meaning of words	▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	▪ <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> ▪ using modal verbs or adverbs to indicate degrees of possibility
Pupils should be taught to:	▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	▪ précising longer passages	▪ <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
Pupils should be taught to:	▪ use a thesaurus.	▪ using a wide range of devices to build cohesion within and across paragraphs	▪ <b>indicate grammatical and other features by:</b> ▪ using commas to clarify meaning or avoid ambiguity in writing
Pupils should be taught to:	<b>Handwriting</b> Writing – handwriting and presentation	▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	▪ <b>indicate grammatical and other features by:</b> ▪ using hyphens to avoid ambiguity
Pupils should be taught to:	▪ <b>write legibly, fluently and with increasing speed by:</b> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	▪ <b>evaluate and edit by:</b> ▪ assessing the effectiveness of their own and others’ writing	▪ <b>indicate grammatical and other features by:</b> ▪ using brackets, dashes or commas to indicate parenthesis
Pupils should be taught to:	▪ <b>write legibly, fluently and with increasing speed by:</b> ▪ choosing the writing implement that is best suited for a task.	▪ <b>evaluate and edit by:</b> ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	▪ <b>indicate grammatical and other features by:</b> ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses
Pupils should be taught to:		▪ <b>evaluate and edit by:</b> ▪ ensuring the consistent and correct use of tense throughout a piece of writing	▪ <b>indicate grammatical and other features by:</b> ▪ using a colon to introduce a list
Pupils should be taught to:		▪ <b>evaluate and edit by:</b> ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	▪ <b>indicate grammatical and other features by:</b> ▪ punctuating bullet points consistently
Pupils should be taught to:		▪ proof-read for spelling and punctuation errors	▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
		▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Year 5 Maths	Number and place value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals and percentages)	Measurement	Geometry Properties of Shapes Position and Direction	Statistics
Pupils should be taught to:	<ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li><b>solve number problems and practical problems that involve all these</b></li> </ul>	<ul style="list-style-type: none"> <li><b>add</b> whole numbers with more than 4 digits, including using formal written methods (<b>columnar addition</b>)</li> </ul>	<ul style="list-style-type: none"> <li>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> </ul>	<ul style="list-style-type: none"> <li>compare and order fractions whose denominators are all multiples of the same number</li> </ul>	<ul style="list-style-type: none"> <li>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> </ul>	<ul style="list-style-type: none"> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> </ul>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> </ul>
Pupils should be taught to:	<ul style="list-style-type: none"> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li><b>solve number problems and practical problems that involve all these</b></li> </ul>	<ul style="list-style-type: none"> <li><b>subtract</b> whole numbers with more than 4 digits, including using formal written methods (<b>columnar subtraction</b>)</li> </ul>	<ul style="list-style-type: none"> <li>know and use the vocabulary of prime numbers, prime factors and composite (non- prime) numbers</li> <li>establish whether a number up to 100 is prime and recall prime numbers up to 19</li> </ul>	<ul style="list-style-type: none"> <li>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> </ul>	<ul style="list-style-type: none"> <li>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul>	<ul style="list-style-type: none"> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> </ul>	<ul style="list-style-type: none"> <li>complete, read and interpret information in tables, including timetables.</li> </ul>
Pupils should be taught to:	<ul style="list-style-type: none"> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li><b>solve number problems and practical problems that involve all these</b></li> </ul>	<ul style="list-style-type: none"> <li><b>add</b> numbers mentally with increasingly large numbers</li> </ul>	<ul style="list-style-type: none"> <li>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>]</li> </ul>	<ul style="list-style-type: none"> <li>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> </ul>	<ul style="list-style-type: none"> <li>draw given angles, and measure them in degrees (o)</li> </ul>	
Pupils should be taught to:	<ul style="list-style-type: none"> <li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li><b>solve number problems and practical problems that involve all these</b></li> </ul>	<ul style="list-style-type: none"> <li><b>subtract</b> numbers mentally with increasingly large numbers</li> <li>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>multiply and divide numbers mentally drawing upon known facts</li> <li>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> </ul>	<ul style="list-style-type: none"> <li>identify: angles at a point and one whole turn (total 360o) angles at a point on a straight line and 1/2 a turn (total 180o) other multiples of 90o</li> </ul>	
Pupils should be taught to:	<ul style="list-style-type: none"> <li>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<ul style="list-style-type: none"> <li>solve <b>addition</b> multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> </ul>	<ul style="list-style-type: none"> <li>read and write decimal numbers as fractions [for example, <math>0.71 = 71/100</math>]</li> </ul>	<ul style="list-style-type: none"> <li>estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> </ul>	<ul style="list-style-type: none"> <li>use the properties of rectangles to deduce related facts and find missing lengths and angles</li> </ul>	
Pupils should be taught to:		<ul style="list-style-type: none"> <li>solve <b>subtraction</b> multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>	<ul style="list-style-type: none"> <li>recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</li> </ul>	<ul style="list-style-type: none"> <li>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> </ul>	<ul style="list-style-type: none"> <li>solve problems involving converting between units of time</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul>	
Pupils should be taught to:			<ul style="list-style-type: none"> <li>solve problems involving multiplication and division 4 including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> </ul>	<ul style="list-style-type: none"> <li>round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>read, write, order and compare numbers with up to three decimal places</li> <li>solve problems involving number up to three decimal places</li> <li>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> </ul>	<ul style="list-style-type: none"> <li>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul>	<ul style="list-style-type: none"> <li>identify, describe and represent the position of a shape following a <b>reflection</b> using the appropriate language, and know that the shape has not changed.</li> <li>identify, describe and represent the position of a shape following a <b>translation</b>, using the appropriate language, and know that the shape has not changed.</li> </ul>	
Pupils should be taught to:			<ul style="list-style-type: none"> <li>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul>	<ul style="list-style-type: none"> <li>solve problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>			

