Year 5

Core Subjects

Year 5 Writing Toolkit

coordinating conjunctions

Connects two main clauses.

for, and, nor, but, or, so, yet

inverted commas

Inverted commas are used to indicate direct speech

"Did you hear that noise?" whispered Sam.

apostrophe for possession

the girl's eyes (shows singular possession)

the girls' eyes (shows plural possession)

apostrophe for contraction

Apostrophes shows where the letters would be if the word was written in full.

cannot can't

subordinating conjunctions

Connects a subordinate clause to a main clause

as if, because, unless, since, even if, when, whenever, wherever, whereas, while, rather than, until

parenthesis

We can use brackets ( ), dashes – or commas , to add additional information into the main clause.

After lunch (around 1pm) we will finish our history lesson.

expanded noun phrases

Adds additional detail to the noun by adding adjectives or by explaining where the noun is.

beautiful, blue sky

The adjectives must not be synonyms and must have a comma to separate them.

the fox in the playground

the strict maths teacher with curly hair

modal verbs

Express the certainty, ability, or obligation of other verbs.

will, would, may, might, can, could, must, ought to, shall, should

relative clause

Uses a relative pronoun (who, whom, whose, which, that) to add additional information.

The book, that I borrowed from the library, is due back tomorrow.

fronted adverbials

Used at the start of a sentence to describe manner, time or place. Must be followed by a comma.

In the early morning, they began their thrilling adventure.

With great caution, he removed the top layer.

Startled, unnerved, terrified, he cowered in the corner of the room.

Brimming with excitement, she jumped out of bed eager to start her day.

narrative point of view

1st person: I, we, me, my, mine, our, ours

2nd person: you, your yours

3rd person: he, his, him, she, her, hers, it, its, their, theirs

pronouns

Using pronouns avoids repetition of the noun and helps cohesion

She waved to him.
His mother is over there.
This will be an overnight visit.

Let's bake Grandpa.
Let's bake, Grandpa.
I like cooking dogs and flowers.
I like cooking, dogs and flowers.

Contraction – She **wouldn't** do that. **It's** in the classroom.
Possession – The **moon's** light shone brightly. Violently, the **trees'** branches thrashed around in the wind.

Speaker first: "Wait for me!" shouted Sarah.
Reporting clause first: John whispered, "It's time to go."
Split speech: "I don't know," she replied, "where it is."

The dog, itching like mad, had fleas all over it.
Children, fighting for their lives, were struggling to find adequate food.

Now listen. I need you to understand that….
Scared, frightened, terrified, he cowered in the corner of the room.

Mr Smith loves Mr Smith's plants.
Mr Smith loved his plants.

Maybe you could show me where it is. I **will** find out anyway. I **might** even search for it myself.

Dashes (short and descriptive)
The best class in the school – 6K – have won the attendance award.
My favourite team – Coventry City – won their game yesterday.
Brackets (extended extra information)
Mo raced to the finish line (he had never been more determined to come first).
Unicef rights (article 20) outlines that the Government will help unaccompanied refugees.
Commas (relative clause beginning with relative pronoun – that, who, whom, whose, which)
Mr Ali's children, **whose** Lego pieces were lost, cried when they couldn't build the toy helicopter.
The sentence should still make sense if the extra information is removed.

Jack**, who didn't want to eat his dinner,** cried until he went to bed.
The shop**, that was across the road,** sold Hubba Bubba.

Year 5

- Use apostrophes for contraction/possessive apostrophe with plural and singular nouns mostly correctly.
- Use inverted commas and other speech punctuation to indicate direct speech.
- Use commas to clarify meaning or avoid ambiguity.
- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis:
  - Brackets
  - Dashes
  - Commas
- Link clauses in sentences using a range of subordinating and coordinating conjunctions.
- Use relative clauses beginning with who, which and that to add detail and description
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Use fronted adverbials with commas to vary sentence structure

Coordinating Conjunctions

for, and, nor, but, or, yet, so

F.A.N.B.O.Y.S.



Subordinating Conjunctions

after	even though
although	every time
as	if
as far as	in order that
as if	since
as long as	so
as soon as	so that
as though	than
because	though
before	unless
even if	until
when	whenever
where	whereas
wherever	while

Correlative Conjunctions

either…or
not only…but (also)
neither…nor
both…and
whether…or
just as…so
the…the
as…as
as much…as
no sooner… than
rather…than

Time - After the clock struck midnight…
Place – In the middle of the deep, dark hole…
Number – Firstly, secondly, after…

After much hesitation, the child leapt into the abyss and hoped for the best**.**
When he finally opened his eyes, he realised it wasn't as bad as he first thought.

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based from the details given or implied. 	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
Example questions • What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

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TIMES TABLES

THE KEY TO MATHS SUCCESS

1x	2x	3x	4x	5x	6x
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5	6 × 1 = 6
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10	6 × 2 = 12
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15	6 × 3 = 18
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20	6 × 4 = 24
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20	5 × 5 = 25	6 × 5 = 30
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24	5 × 6 = 30	6 × 6 = 36
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28	5 × 7 = 35	6 × 7 = 42
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32	5 × 8 = 40	6 × 8 = 48
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36	5 × 9 = 45	6 × 9 = 54
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40	5 × 10 = 50	6 × 10 = 60

7x	8x	9x	10x	11x	12x
7 × 1 = 7	8 × 1 = 8	9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
7 × 2 = 14	8 × 2 = 16	9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
7 × 3 = 21	8 × 3 = 24	9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
7 × 4 = 28	8 × 4 = 32	9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
7 × 5 = 35	8 × 5 = 40	9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
7 × 6 = 42	8 × 6 = 48	9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
7 × 7 = 49	8 × 7 = 56	9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
7 × 8 = 56	8 × 8 = 64	9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
7 × 9 = 63	8 × 9 = 72	9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
7 × 10 = 70	8 × 10 = 80	9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120



PRACTICE EVERY DAY
AND YOU WILL SUCCEED!



UPPER KEY STAGE 2 | YEARS 5–6: HOW WE DO WRITTEN MATHS

A clear guide to the written methods children build from Year 5 into Year 6.

PLACE-VALUE COLOUR KEY

Ones · Tens · Hundreds · Thousands · Ten-thousands

1 COLUMN ADDITION

24,568 + 7,895 = 32,463

Ten-thousands	Thousands	Hundreds	Tens	Ones
2	4	5	6	8
	7	8	9	5
3	2	4	6	3
①	①	①	①	
	2+0+1=3	4+7=11 exchange	5+8+1=14 exchange	6+9+1=16 exchange	8+5=13 exchange

Align the digits by place value. Add from the ones column.
Exchange when a column totals 10 or more.

2 COLUMN SUBTRACTION

40,002 – 18,756 = 21,246

Ten-thousands	Thousands	Hundreds	Tens	Ones
	regroup 1 ten thousand as 10 thousands	regroup 1 thousand as 10 hundreds	regroup 1 hundred as 10 tens	
	3 10	10	10	
	~~4~~	~~0~~	~~0~~	~~0~~ 2
–	1	8	7	5 6
	2	1	2	4 6

Regroup across zeroes when needed. The total value stays unchanged.
Subtract from the ones column, working left when you need to exchange.

3 FORMAL COLUMN MULTIPLICATION

Optional two-digit illustration: 124 × 26 = 3,224

Thousands	Hundreds	Tens	Ones	
	1	2	4	
		2	6	
		7	4	← 124 × 6 = 744 (ones)
+	2	4	8	0 ← 124 × 20 = 2,480 (tens)
	3	2	2	4

Multiply by the ones, then by the tens.
Keep place value aligned and add the partial products.

4 DIVISION

SHORT DIVISION

615 ÷ 5 = 123

```
  1 2 3
5 ) 6 1 5
  - 5
    1 1
  - 1 0
      1 5
    - 1 5
        0
```

Share into equal groups.
If a digit cannot be divided exactly, regroup its place-value amount with the next digit.

LONG-DIVISION OVERVIEW

2,544 ÷ 12 = 212

```
    2 1 2          → groups of 12
12 ) 2,5 4 4
   - 2 4
     0 1           subtract groups
       ↓
    2 1            → bring down/ regroup the next place-value amount
12 ) 2,5 4 4
   - 2 4
     0 1 4
   - 1 2
       2 4
       ↓
    2 1 2          → repeat until everything has been grouped
12 ) 2,5 4 4
   - 2 4
     0 1 4
   - 1 2
       2 4
   - 2 4
       0 0 0
```

Work out how many groups of 12 fit, subtract, then regroup the next place-value amount.

REMINDERS: WHAT HAPPENS NEXT?

A remainder may be written as a whole number remainder, as a fraction, or rounded appropriately — it depends on the context.

r 2 | more | about 123

DECIMALS REMINDER

Keep decimal points aligned for addition and subtraction. Use place-value understanding to keep each digit in the correct column.

1	2	•	3	4
+	3	•	8	7
1	6	•	2	1

HOW PARENTS CAN HELP

1. Ask children to explain each step.
2. Estimate first.
3. Check with the inverse operation.
4. Use place-value counters or a quick sketch if stuck.

POLICY PROGRESSION

YEAR 5: column methods beyond 4 digits • up to 4-digit × 1- or 2-digit • short division by 1 digit

YEAR 6: multi-digit × 2-digit • long division by 2-digit

YEAR 5 MATHS KNOWLEDGE ORGANISER

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19…
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36…
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24…
square numbers	the result when a number has been multiplied by itself	25 (5^2 = 5x5) 49 (7^2 = 7x7)
cube numbers	the result when a number has been multiplied by itself 3 times	8 (2^3 = 2x2x2) 27 (3^3 = 3x3x3)

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

Measurement conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31
1 year = 365 days (≈ 52 weeks) Leap year = 366 days	

1 **cent**imetre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($^5/_8$) mile
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Fractions, decimals & percentages

$^1/_{100}$	0.01	1%	÷ 100
$^1/_{20}$	0.05	5%	÷ 20
$^1/_{10}$	0.1	10%	÷ 10
$^1/_5$	0.2	20%	÷ 5
¼	0.25	25%	÷ 4
½	0.5	50%	÷ 2
¾	0.75	75%	÷ 4, x3
1	1	100%	÷ 1

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	>180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

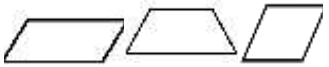
polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles **not** same

Types of triangle



scalene equilateral isosceles

Types of quadrilateral



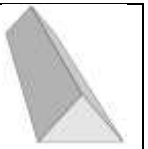
parallelogram trapezium rhombus

AREA

is the amount of space inside a 2D shape usually measured in cm^2 or m^2.

Area of a triangle = (base x height) ÷ 2
Area of a parallelogram = base x height
(Height = perpendicular height)

3D shapes

	 square-based pyramid	 triangular-based pyramid	 triangular prism
faces (the flat sides)	**5**	**4**	**5**
edges	**8**	**6**	**9**
vertices (the points where the edges meet)	**5**	**4**	**6**

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid = length x width x height

Shape vocabulary

perimeter = measure around the edge

horizontal line

vertical line

parallel lines

perpendicular lines (at right angles)

- vertex/ vertices
- edge (curved or flat)
- area
- volume

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4. (Because 4 + 5 + 3 + 4 = 16, and 16 ÷ 4 = 4)