



How to help at home – Year 5

Reading

- Practise reading aloud on a daily basis, focusing on tone and intonation.
- Can your child read fluently?
- Are they able to decode unfamiliar words and work out the meaning by the context of the text, or by looking it up in the dictionary?
- When reading - ask questions that retrieve information from the text / questions where you have to read through the lines for feelings, thoughts, motives as well as talking about the impact of the author's language choices. (See below for useful questions and descriptions).

Writing

- Practise spelling common high frequency words and learn the spellings updated weekly on the year 5 blog.
- Practise the year 5/6 spelling expectations (see below for a set of words) Can you use and write these in a sentence?
- Can you complete an extended piece of writing using the correct features? E.g. write a diary, a story, a newspaper article, a letter, a poem, instructions, an information text, a recount, a myth, a play script, a traditional tale? (See below).
- Check for correct use of punctuation throughout a piece of writing e.g. capital letter, full stops, commas...
- Can you link your ideas using time conjunctions? E.g. next, then, after a while... (see below).
- Practise handwriting consistently using the cursive script (see below).

Maths

- Learn all times tables up to 12x12 – these can be learnt off by heart / through online games / through quizzes – make it fun!
<http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
- Learn related division facts up to 12x12.
- Practise addition and subtraction calculations using 4/5 digits.
- Practise converting between different units of measure e.g. hour-minute / km-m / cm-m / cm-mm (see below).
- Practise number bond knowledge first up to 20, then up to 100, then 1000.
- Practise telling the time to the nearest minute on both an analogue and digital clock.
- Learn the names and other properties of 2D shapes, including the difference between regular and irregular shapes.

KS2 Reading Prompts

Parents often wonder how they can help to develop the reading skills of children who are already fluent readers. The best way is to continue to share books with your child, regularly listening to them read, sometimes reading to or with them, but also discussing books read in increasing depth. To become good reader's, children need to develop skills in seven key areas and it can be useful to think about these when reading with your child.

Decoding: this is the skill that parents are generally most familiar with, and deals with the varying strategies used by children to make sense of the words on the page. Even fluent readers can be stumped by an unfamiliar word, and it is useful at these times to discuss the range of strategies used to make a sensible guess.

Retrieval and recall: early readers need to develop this skill, in order to locate important information and to retell stories and describe events.

Inference: reading between the lines. Encouraging children to make inferences based on clues in the text and their understanding of the context of the book will help them to develop this important skill.

Structure and organisation: as children read a wider range of text types, they need to be able to comment on the features of each and how they are organised. Discussing the presentation of the text, e.g. the use of subtitles to assist reading of a non-fiction text, and the author's reason for organising the text in this way will support children's development in this area. Making links between the *purpose* of the text and its *organisation* is a useful place to start.

Language: specifically, thinking about the language choices made by writers, their possible reasons for making those choices and the effect the choices have on the reader. Discussing alternative choices and their effects can be a good way to begin discussion about the author's language and an opportunity to develop vocabulary generally.

Purpose and viewpoint: Who is the narrator of this story? What does the writer of this biography feel about his/her subject? Children need to understand that writers write for a purpose, and to be able to recognise that this will have an impact on the way a text is written. Newspapers and advertisements are perfect examples of this and can lead to lots of lively discussions.

Making links: as adults, we are constantly making links between ideas and experiences. Good readers connect with the book they are reading and link it with real life experiences or with other books they have read and stories heard. They may also link it with films; and with the context in which they were written. A child reading 'Goodnight Mister Tom', for example, will need to place the story within the context that it was written to fully understand it. They might also link it with other stories read, such as 'Friend or Foe' or 'Carrie's War'.

Useful Questions

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy?
- What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?

Of course, it doesn't have to be you asking the questions. Why not turn the tables and let your child ask you about your reading material? You do not have to ask all of these questions every time you read but maybe choose a few each time.

The greatest encouragement for your child is to see you - their most influential role model – reading!

New Curriculum Spelling List Years 5 and 6

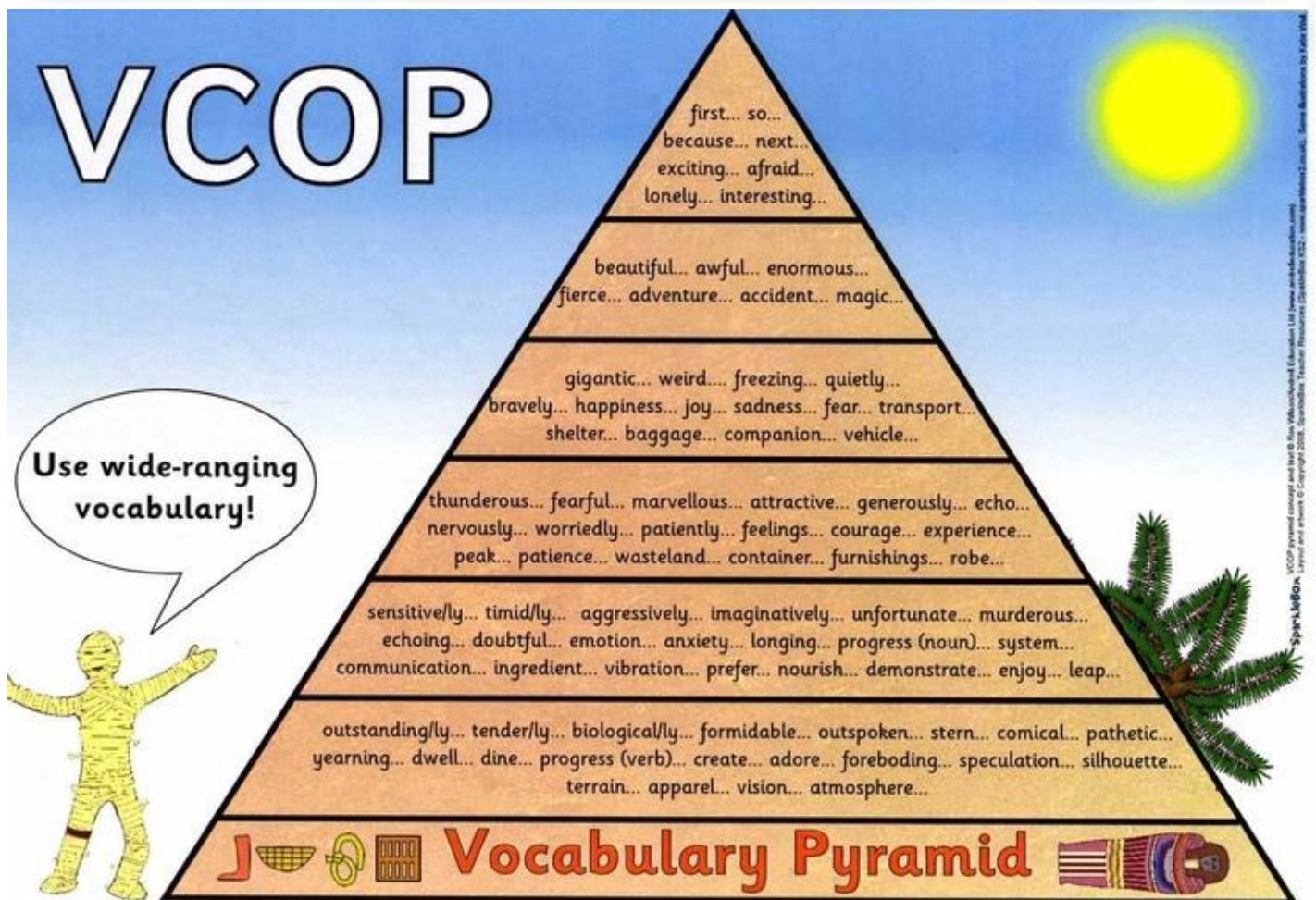
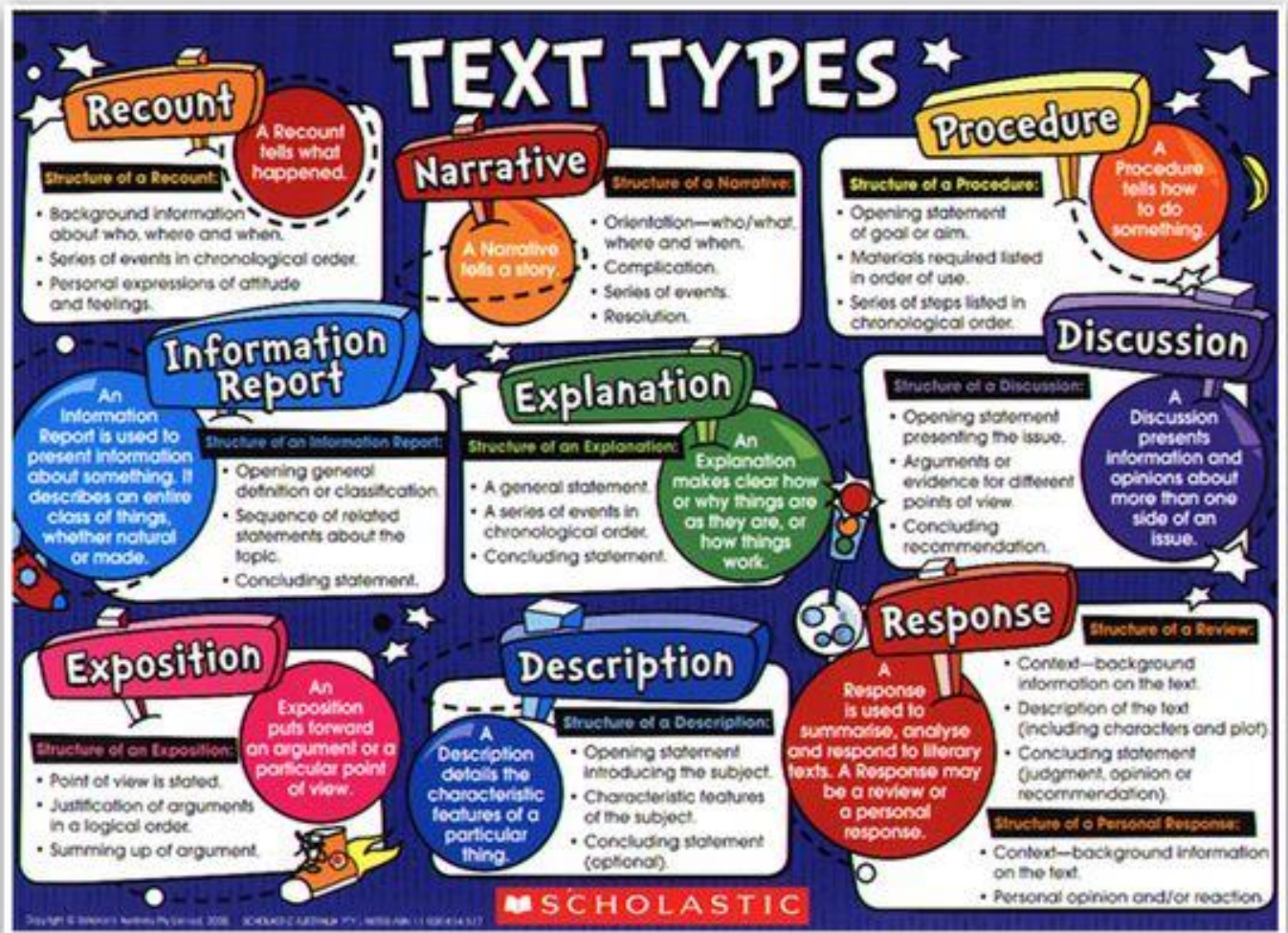
accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur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

Connectives

connectives are used to link one sentence to another or to extend a sentence



and...	if...	in addition to...
then...	although...	contrary to...
next...	also...	fortunately...
after...	contrary to...	unfortunately...
when...	however...	happily...
finally...	nevertheless...	as a result...
so...	as well as...	consequently...
first...	despite...	just then...
last...	besides...	sadly...
because...	so as to...	therefore...
but...	even though...	for this reason...
while...	soon...	I felt as...
with...	subsequently...	moreover...





a b c d e f g h i j k
l m n o p q r s t u
v w x y z

Measurement

Metric

The metric system is used throughout the entire world.

Capacity

Capacity measures the amount an object can hold.



1,000 milliliters = 1 liter
(about the volume of $2\frac{3}{4}$ cans of a soft drink)

1,000 liters = 1 kiloliter
(the volume of water used in about $6\frac{1}{2}$ loads of laundry)

Length and Distance

Length is the measurement of an object, and distance is the measurement between two places.

10 millimeters = 1 centimeter
(about the diameter of a AAA battery)

100 centimeters = 1 meter
(about the distance from floor to door knob)

1,000 meters = 1 kilometer
(about the length of seven city blocks)



I think it's 23 kilometers as the crow flies.

A

B

Weight

Weight measures the heaviness of something.

1,000 milligrams = 1 gram
(about the weight of a paperclip)

1,000 grams = 1 kilogram
(about the weight of a bag of pasta)

1,000 kilograms = 1 metric ton
(about the weight of a sub-compact car)

1,000 clips = 1 bag

1,000 bags = 1 car

CENTIMETERS