

How can I help my child?

The most important thing is to take an interest in what your child is learning. The half termly curriculum newsletters will let you know the topics that each class are covering. Helping children with reading, spelling and maths from a young age is vital.

Reading - We cannot overstate the importance of reading at all ages. If your child is a reluctant reader, try to encourage a love of books by reading to him/her yourself and taking him/her to the library. Too many children reach an adequate level in the Infants only to drop behind in the Juniors through lack of practice. Children need to read a wide range of texts by different authors including non-fiction. It is important that ALL children read every night.

Spelling – Children have a list of spellings to learn. These come from the national curriculum or from words they are struggling to spell in their writing.

Writing—Children are given a piece of writing homework every fortnight. We expect this to be completed at the same standard of content and presentation as their class work.

Maths – Children have a piece of Maths work to complete every fortnight. They also need to learn their times tables up to 12 x 12 (including the corresponding division facts). They need to be able to recall them very quickly even when mixed up.



A Parent's Guide to Year 5

Your child will be assessed against the objectives of the new National Curriculum for the year group they are in.

We will be reporting to you at parents' evening and in end of year reports that they are / have:

'Working towards the expectations for their year group'
'Mostly achieved the expectations for their year group' or
'Achieved the expectations for their year group'.

The DfE expects that most children will end the year having achieved the expectation for their year group. These expectations have increased with the introduction of the new curriculum and due to the number of objectives the children need to be assessed against, they will be meeting this expectation only at the very end of the year. As children work towards these year group objectives over the course of the whole year, most children will be 'Working towards the expectations for their year group' during at least the autumn term, if not for much of the spring term too. The table overleaf will give you some idea of some of the objectives for your child's year group.

Reading (Objectives for Y5 & 6)	Writing (Objectives for Y5 & 6)	Maths (Y5)
<p>Pupils should be taught to: Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p> <p>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.</p> <p>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.</p>	<p>Spelling: Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters. 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.</p> <p>Handwriting and presentation: Write legibly, fluently and with increasing speed.</p> <p>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. Draft and Write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and selecting the appropriate register.</p> <p>Grammar: 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 relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit . Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. 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. 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. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Compare and order fractions whose denominators are all multiples of the same number . Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams . Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places.</p>