

Supporting Your Child in Year 5



Autumn Term 2019

Welcome back. I hope you've had an enjoyable summer holiday and are ready for the year ahead. I am extremely excited about working with the Year 5 and your children again. It is going to be a very busy and hard-working year but I have full confidence that it is going to be a good one.

English

In English this term, there will be a particular focus on the grammar and punctuation side of the curriculum, applying this to our writing within the English lessons. The main focus will be on different word classes, sentence types and clauses and phrases.

We will be using *Titanic Survivor* - written by Stephen Davies - who will in fact be coming into school later in the term to run story writing sessions with the children! In addition to this, we will be doing a lot of cross curricular writing based on the Titanic within our project work, debating who was to blame for the tragedy, writing recounts from 'eye witness' as well as informative pieces of work. The following half term, towards Christmas (yes I know it's still a while away) we will be using *I survived the Eruption of Pompeii* within a lot of our writing.

Support in writing

- Write parts of sentences onto different cards then discuss the different word types e.g. verbs, adjectives etc.
- Rainbow sentences are great. Write each sentence in a different colour. This allows children to see where and when punctuation is needed
- Cross words and hangman are a good way to practice spelling the year 3 and 4 spelling words, or the 5 and 6 spelling words.

Confident writers

- Work on editing skills by unpicking parts of a story and finding synonyms for different words then re-read the section with changes
- Play with sentences, adding clauses to different places within the sentence
- Begin experimenting with different types of punctuation including colons, dashes and brackets

Useful resources to get your children writing

- Topmarks provides children with a lot of games to practice different elements of the grammar and punctuation.
<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
- The Literacy Shed is a fantastic website with a range of different stimulus to encourage children to write. Let your child explore and write a range of different genres. <http://www.literacyshed.com/>
- I also would advise using films that your children enjoy watching. Get them to re-write the story from a different characters point of view, write a diary entry based on one of the events, or even create a movie trailer, using ipads and other technology (something which I am sure a lot of children could do quicker than any of us adults)
- Play games where children tell a story sentence by sentence, swapping with someone each time to make a silly story

In addition to this, there will also be a big push on reading and reading comprehension. We will be carrying out whole class comprehension skills using something called VIPERS. This focuses on Vocabulary, Infer, Predict, Explain, Retrieve and Summarise.

We ask that you support us by listening to your child read whenever possible as this will help support the comprehension work in class. This includes questioning the children as they read to you. There are a variety of different question types you can ask: -

<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Find and explain the meaning of words in context</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • 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..... 	<p style="text-align: center;">Infer</p> <p style="text-align: center;">Make and justify inferences using evidence from the text</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: center;">Predict</p> <p style="text-align: center;">Predict what might happen from the details given and implied.</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Explain</p> <p style="text-align: center;">Explain how content is related and contributes to the meaning as a whole.</p> <ul style="list-style-type: none"> ➢ 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. <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: center;">Retrieve</p> <p style="text-align: center;">Retrieve and record information and identify key details from fiction and non-fiction.</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: center;">Summarise</p> <p style="text-align: center;">Summarise the main ideas from more than one paragraph</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • 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?

- Open ended questions - encourage children to give a range of responses and shows their deeper level of understanding.
- Literal questions - encourage children to recall facts or make simple comprehension where the answer is clearly stated in the text.

- Higher order questions - are excellent to challenge and move able readers on. They encourage children to think beyond what is written in the text.

Maths

The main focus this term will be number, including the four operations, understanding how to use written methods with accuracy. On top of this, we will be having a huge focus on multiplication facts. This is such an important skill and will make other areas of the curriculum a lot easier.

If you want to support your child in some of the work we will be doing, encourage them to practice using the different written methods for the four calculations. Below are examples of the methods we will be using.

Column addition

$$\begin{array}{r} 427 \\ + 363 \\ \hline 790 \\ \text{\scriptsize 1} \end{array}$$

Column Subtraction

$$\begin{array}{r} 8948 \\ - 263 \\ \hline 685 \\ \hline \end{array}$$

Short multiplication

$$\begin{array}{r} 237 \\ \times 4 \\ \hline 948 \\ \text{\scriptsize 1 2} \end{array}$$

Long multiplication

$$\begin{array}{r} 469 \\ \times 32 \\ \hline 1938 \\ 14070 \\ \hline 15008 \end{array}$$

Short division

$$\begin{array}{r} 153 \\ 6 \overline{) 918} \end{array}$$

Other activities you could use to support your child in maths:

- Kaboom - a game which can be used to practice their times tables. Ask your child to show you how to play this game - we started using it last year and the children loved it
- Use computer games working on number facts, multiplication facts and number bonds to strengthen number understanding
- Use counters, cubes and other physical objects to help understanding when calculating

For the confident mathematicians

For those children who are extremely confident with maths, I would advise them to start to use these skills on a mastery level, solving a range of puzzles and problems. The rich, NACE and nctm websites provide a range of different activities.

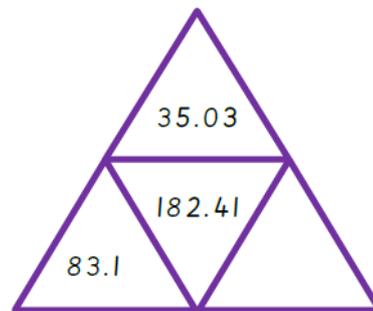
Encourage your child to create problems which involve working systematically. Get them to create problems for you to solve.



Jerry

I'm thinking of a number. I divide it by 36, multiply by 28, add 1979 and subtract 6853. The answer is 2294.

What is my number?



They also need to develop their ability to reason. Use problems to encourage them to prove a theory right or wrong. Other techniques I use for this include...prove it; always, sometimes and never true and odd one out.

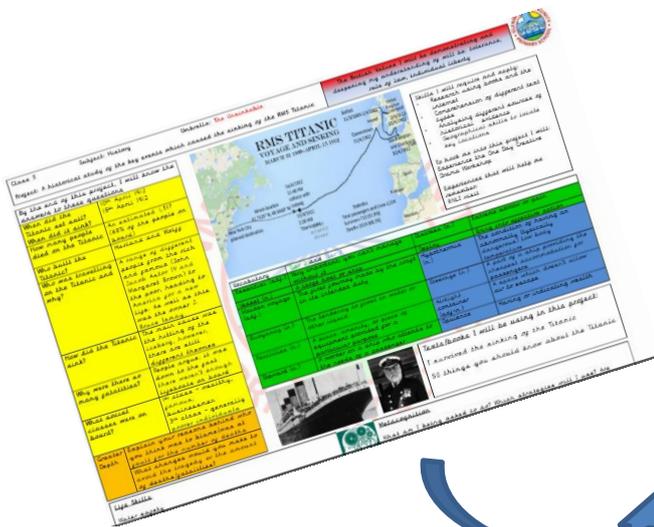
Finally, encourage children to find mistakes in calculations and give advice on how the mistake could be corrected.

Curriculum

We are extremely excited about our curriculum this year...we have made some changes and think we have a lot to look forward too. You will already have heard - I hope - about the first week back at school 'Aliens have landed'. This was a great start to the year!

We now run projects - and our first one this term is 'The Unsinkable'. You will be sent home our Knowledge Organisers

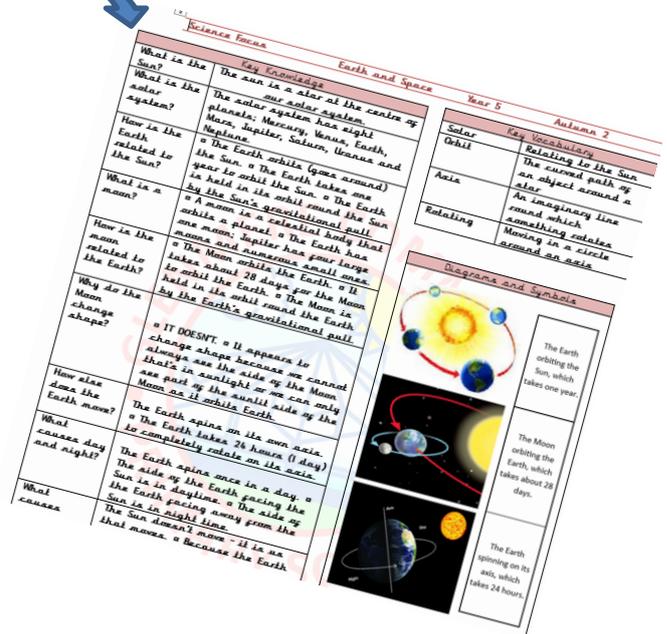
and all our lessons will be based upon this. The start of the unit will be introduced in a way to get children 'hooked' into their learning. The class will be learning about the different classes of people on board, how they lived, what caused the Titanic to sink and who was to blame for the number of deaths. We have also arranged for the author of our book in class to run a session with the class - very exciting. The second half term will be 'Extreme Earth' where we



have included some Virtual Reality to see and experience the life of a volcano. We will learn more about how the earth forms and how it has impacted on extreme earth.

Science

For science we also have Knowledge Organisers. The first half term is 'forces' where children will learn about gravity, water and air resistance as well as levers and pulleys. A lot of this will involve practical activities and there will be a big focus on fair testing. The second part of the term is 'Earth and Space' and the science behind it, including learning about the sun, Earth and moon and how they relate to each other as well as day and night and how the Earth moves - plus more.



Personal Growth

Our personal growth is completely new to Glenmere. Our first theme is 'Garden to Plate'. The aim of this is to work on developing children's life skills so here we will be developing skills in relation to growing food and cooking healthy recipes so it will be very hands on (possibly a little messy) but a great session. Then later in the term will be peace and conflict - linked nicely with Remembrance day - developing our own skills with how to deal with conflict in everyday life.

If you want to encourage your child to research linked to our projects, science or personal growth they could do some of the following activities:

- Create a power point based on an element of the curriculum,
- Make a presentation,
- Make a 3d model of planet Earth, the Titanic, a Volcano
- Grow some vegetables in the garden
- Use the vegetables to cook
- Research about the reasons for the number of deaths on the Titanic
- Create a parachute to test air resistance, try dropping it from different heights (safely)
- Create a fact file
- Create an information text

Year 5 have Basketball Tuesday, Swimming Wednesday and Tennis on Thursday. Children will need to ensure they have football boots and shin pads as well as needing a darker t-shirt for outdoor PE and then the Glenmere sport PE T-shirt. A small reminder that during PE sessions, hair needs to be tied back and all jewellery must be removed, including earrings.

Homework

Like last year, children will be given homework on a regular basis. The school have invested in the same homework books.

Work from these books will be given on a regular basis and it will be based upon the work we are covering in class. The additional homework is aimed to help the children prepare for the amount of homework given in year 6. We do, however, understand that children have clubs after school and do still value these. These books will remain in school unless they have been given work to complete from them. If children find it difficult and would like support, I will happily run through it with children during lunchtimes. There will be rewards on a weekly basis for those who complete their homework.

I also understand that some elements of the Year 5 curriculum can be challenging so if there are any elements you are unsure on and I haven't mention them in this letter, please do not hesitate to come and speak to me.

Spelling and Timetables

A lot of this will be taught within school. Spelling we will be teaching specific spelling rule/patterns in regular lessons. Children may sometimes come home with spellings from these lessons but majority of spelling and spelling tests will be done in school time.

Multiplication facts will be covered using the '33 club'. These work on children achieving different levels. Time will be given for them to complete as many questions as possible. Once they achieve this 3 times they become a member of the 33, 44, 55, 66, 77, 88, or 99 club. The aim is to be a member of all the clubs. As children head towards 77, they will be expected to know their division facts too. The aim will be to have as many of year 5 as possible in all these clubs by the end of the year.

Reading

You will have received a letter explaining some of the changes in reading books across the school. Your child will now be given a book banded book all the way up to year 6 - hopefully they have already shared their new book with you. As well as this, children will also be given the chance to read a book of their own choice - this is called their 'Reading for Pleasure' book. A change has been

made to our reading reward scheme too. Now every time a child reads and gets an adults comment in their reading record, they will receive a point. As a class, these points will be tallied up and shared weekly in assembly. Classes will compete for a reward at the end of each term. Class with the most points gets a prize. So let's see if we can be one of the classes to get a prize!

Recommending Reading Books

As your child grows in confidence with their reading, it is essential that they are given the opportunity to read a wide variety of book. Below of some of my favourites for Year Six children.

- Kensuke's Kingdom by Michael Morpurgo
- Journey to Johannesburg by Beverley Naidoo
- The Lion, The Witch and The Wardrobe by C.S Lewis
- The Invention of Hugo Cabret by Brain Selznick
- Artemis Fowl by Eoin Colger
- All the David Walliams Books
- Holes by Louis Sachar
- The Considine Curse by Terry Jones

For children who find reading challenging at times, Diary of a Wimpy Kid Doodle Yourself is a great book for getting them engaged as it is a mixture of reading and drawing.

If you have any queries, please do not hesitate to come and speak with me at the start or end of the school day.

Many thanks,
Mrs Carton