

Who's Who?

Teachers

- x Mrs Moon (5M)
- x Mr Elliott (5E)

PPA Teacher

- x Mrs Justice(5M)
- x Miss Pendlebury(5E)

x Support Staff

- x Mrs Ismail
- x Mrs Karolia

Associate Teacher

- x Mrs Mahmood (5E)



Housekeeping

- X Your child will need their book bag, homework diary and home reading book in school every day.
- X Please read with your child for 10 -15 minutes every night and ask lots of questions!
- X We kindly ask that your child does not wear any jewellery or smart watches whilst in school.
- X No extreme haircuts.
- X Please ensure your child brings a fresh bottle of water to school every day.
- X Please ensure that your child comes to school wearing their PE kit every Tuesday and Friday (school jumper, Lammack or plain red t-shirt, plain black leggings or jogging bottoms and trainers).



Reading

- x Children are expected to read **daily** at home and parents should question children in order to ensure their understanding.
- x Please ensure that children complete 'quality' reading of just a small number of pages.
- x If your child doesn't understand a word then please encourage them to check the definition in a dictionary.
- x Children shouldn't 'race' through books, either on their own or with little questioning (there is no benefit to this).
- x Children who read seven times per week every week for a half-term will receive a reward (Lego Readers/Starbooks).

Reading

- x Opportunities to practise reading skills in whole class reading sessions and other areas of curriculum.
- x All of the children will read to adults in school; those who require more support will be heard read in school every day.
- x 3 main reading assessment domains – **language, direct retrieval and inference.**

Examples of questions:

Language:

- X What does the writer mean by 'spread'?
- X What does 'venue' mean?

Direct Retrieval:

- X How many times did the dog bark?
- X On what day of the week did the monster arrive?

Inference:

- X How do you know that James is sorry for what he did?
- X What impressions of the pirates do you get from the story?

If reading becomes a challenge at home

Reading with your child at home can easily become stressful and frustrating if you feel that your child is not learning to read as fast as you expect. We would like all of our children to enjoy reading rather than viewing it as an effort, hard work or something they don't enjoy. To help with this you might:

- offer alternative reading material, e.g. internet, magazines etc;
- read at different times of the day or week;
- share reading activities and interact with the text together;
- share the problem with your child's teacher; we are here to help!

Attainment in reading

Below is a table to help you to understand the 'banding' system that we use at Lammack. We hope that over the school year, the children will progress through the colour bands shown for their year group. Some children may progress beyond these expectations whilst others may need additional support to reach the bands shown. Your child will be reading books that are appropriate to their ability and needs in order for them to make progress. Your child's book band is based on their teacher's continuous assessment and will be changed as and when appropriate.

<u>Year</u>	<u>Book Band</u>
Reception	Lilac, Pink, Red, Yellow, Blue
Year 1	Yellow, Blue, Green, Orange, Turquoise
Year 2	Turquoise, Purple, Gold, White, Lime
Year 3	Lime, Copper, Topaz, Ruby
Year 4	Ruby, Emerald, Sapphire
Year 5	Emerald, Sapphire, Diamond, Pearl
Year 6	Diamond, Pearl, Free Readers

Together we can help your child to develop their reading



"The more you read, the more things that you'll know. The more you learn, the more places you'll go." Dr. Seuss.



Lammack Primary School

Parents' Information Booklet

Year 5 & 6

WORKING TOGETHER

In Years 5 and 6, parents still play a vital role in helping their child learn to read. School and home working in partnership creates the perfect setting for encouraging a love of reading. We appreciate the commitment parents give in helping their children to become confident readers.

This stage is important for your child as a life-long reader. If they are interested now, it is likely that they will continue to enjoy reading and all the benefits that it brings. Through Years 5 and 6, children will still benefit from your help and interest. Confident readers have reached the stage where they no longer wish to read to an adult and want to read silently to themselves. To ensure that the child's reading continues to develop, we encourage you to discuss with your child what they are reading.

Children of this age like to collect facts and, whilst they are doing this, they are improving their reading. Joke books and poetry books may be appreciated - they can be dipped into occasionally. You might give your child a subscription to a magazine that reflects their interests. There are also junior supplements in some newspapers - 'First News' is a newspaper dedicated to children. The other side of reading is getting into and enjoying a good children's novel. Libraries, book shops and school can help you with selection, but at this stage it is mainly your child who will choose.

Try to help your child to discover the 'wide world of reading' and to enjoy texts of all kinds. Don't restrict your child's reading materials to only books. It is good for children to read a wide variety of texts. It is also important that children see adults around them reading for a variety of purposes. This gives the message that reading is important in our lives.

What can I do to help my child?

It is crucial for readers to develop their understanding of the messages the authors give in books, to extend their reading and share their enjoyment of the text. On the next page are some ideas and questions that you can extend to suit individual needs.

About the text

Describe in your own words...

From the information, can you write a set of instructions for...?

Can you give some examples to support your ideas?

About the organisation of the text

How do headings help you when you scan the text? What do they tell you?

What else do you do to help you to scan the text efficiently?

How can you distinguish between formal and informal writing?

Give two features that are typical of this type of text (diary/report/letter etc).

About the writer's use of language

Why has the author used this phrase/feature?

How has the author shown you how this character is feeling?

In this part of the text, why did the author use an exclamation mark/italics/capital letters/bold type etc?

What is the author's style? What features help you to identify this?

About the writer's viewpoint

How do you think the writer wants you to feel about the character? What makes you think this?

Which article or letter would most make you change your mind?

Whose viewpoint is being presented here?

How does the text relate to other texts, cultures or historical traditions?

Which other stories deal with similar issues (e.g. social, moral, cultural)?

What would the author have needed to research before writing the text?

What are the features of this setting (e.g. language, environment, attitudes etc)?

Writing

- x We have high expectations in terms of the quality of children's presentation in all of their work, including homework.
- x We are continuing our drive on correct pen grip and handwriting. By Year 5, **all children should be joining their handwriting.**
- x We present gold, silver and bronze certificates when children reach specific standards in their handwriting (*please see the example of gold handwriting*).
- x Regular teacher assessments take place.

Handwriting

You are braver than you believe, stronger than you seem and smarter than you think.

Spelling

Forty, accompany, muscle, programme, yacht.

Handwriting

Be the change that you wish to see in the world.

Be the change that you wish to see in the world.

Be the change that you wish to see in the world.

Spelling

1. excellent "That ^{sp / work} work is excellent." The teacher

Year 5 Expectations: Composition (continued)

- Distinguish between the language of speech and writing.
- Distinguish between formal and informal language.

Year 5 Exceeding Expectations: Writing

- Use paragraphs to show changes in time, place and events in a story.
- Use changes in time and place to guide the reader through the text.
- Use paragraphs to organise information logically and structure a non-fiction text effectively.
- Sustain and develop ideas within a paragraph.
- Start a paragraph with a sentence that makes the main idea clear.
- End a text with reference to the opening.
- Re-order sentences to create impact on the reader.
- Use well thought-out, detailed description (e.g. the enormous mansion at the end of the narrow lane).
- Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses.
- Use speech effectively and punctuate it accurately.

A phoneme is the smallest unit of sound. This chart shows all the phonemes used when speaking English.

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boat	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Lammack Primary

School



End of year

expectations

exbctarous

Year 5

Writing

This booklet has been produced as an aid to help you and your child with the skills that are required this year, these are the expectations for the end of year. In class, we will be working towards these goals throughout the year and would appreciate your help and support in doing this. These skills would be useful to refer to when supporting your child with their homework. Thank you.

Transcription: representation of language in written form (handwriting, spelling)

Composition: the mechanics of writing (language knowledge, organisation, grammar)

Writing

Year 5 Expectations: Transcription

- Form verbs with prefixes following appropriate rules (e.g. displace, misunderstand, overrun).
- Following appropriate rules, change nouns or adjectives into verbs by adding a suffix (e.g. alienate, finalise).
- Spell some words with 'silent' letters (e.g. knight, solemn).
- Distinguish between homophones (words that sound the same but differ in meaning or spelling) and other words which are often confused.
- Spell commonly misspelt words.
- Use the first three or four letters of a word to check spelling, meaning or both in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Develop a personal style of handwriting by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choose writing equipment best suited to a task (e.g. quick notes, letters).

Year 5 Expectations: Composition

- Know the purpose of a piece of writing and the intended audience.
- Use the appropriate features and structures of different text types.
- Use appropriate grammar and vocabulary for particular text types.
- Start sentences in different ways.
- Start sentences in a way that highlights the main idea.
- Develop characters through action and speech.
- Display a point of view through commenting on characters or events.
- Show how grammar and vocabulary choices have an impact on the reader.
- Choose vocabulary that engages and impacts on the reader.
- Use stylistic devices, such as simile, metaphor or personification, for effect.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph or event.
- Organise writing into paragraphs to show different information or events.
- Link ideas within paragraphs.
- Use modal verbs or adverbs to show likelihood or possibility (e.g. might, will, definitely).
- Use clauses beginning with who, which, where, when, whose or that.
- Use commas to clarify meaning in writing.
- Use brackets, dashes or commas to indicate additional information.
- Assess the effectiveness of their own and others' writing.
- Use vocabulary, grammar and punctuation to add effect and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Use correct subject and verb when using singular and plural.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, considering expression, volume and movement, so that the meaning is clear.

Writing AWOL

- X Writing assessment grid (AWOL)
- X Red = Working Towards the Year 5 Level
- X Amber = Working At the Expected Year 5 Level
- X Green = Working Above the Year 5 Level

- X Your child must achieve all of the targets on each section before they can move onto the next section (*e.g. must achieve all working towards targets before they can be assessed for working at expected level*).



Year 5 Writing Assessment

Working toward the expected standard

- To write for a range of purposes and audiences
- To select appropriate grammar and vocabulary to match the purpose
- To describe the setting, characters and atmosphere with an awareness of the reader
- To use organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining
- To create paragraphs that are usually suitably linked (this may not be accurate)
- To proof read their work and others to assess and make necessary corrections
- To use the full range of punctuation from preceding year groups = Capital letters (Y1), Exclamation marks (Y1), Question marks (Y2), Commas in a list (Y2), Apostrophes for contraction (Y2), Apostrophes for singular and plural possession (Y3 and 4), Commas to demarcate clauses (Y4), Commas after fronted adverbials (Y4).
- To begin to experiment with relative clauses using: who, which, that
- To convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
- To spell some words from Y5/6 word (between 0-20) and most words from year 3/4+word list (80%+)
- To use the following homophones correctly: to, too, two, there, their, they're
- To use joined handwriting with letters of a consistent size

Working at the expected standard

- To write for a range of purposes and audiences confidently select appropriate grammar and vocabulary to match the purpose
- To use the following subordinating conjunctions correctly: however, moreover, as a result of, due to the fact that, in order to
- To use adverbs to indicate degrees of possibility e.g. perhaps, surely
- To use modal verbs to indicate degrees of possibility (might, should, would, may, might shall, will, ought, can, could)
- To describe the setting, characters and atmosphere to consistently engage the reader
- To begin to use dialogue to convey character and action with increasing confidence
- To begin to proof read and edit longer passages by removing unwanted repetition
- To use commas to clarify meaning with increasing accuracy
- Use devices to build cohesion within a paragraph consistently and accurately including adverbials of time, appropriate use of pronouns and correct use of tense
- To use relative clauses with relative pronoun (where, when, whose, who, that, which)
- To use the following punctuation to show parenthesis

Brackets
Dashes
Commas
- To spell many words from Y5/6 word (21-50) and all words from the Year 2/ 4 word list
- To spell many complex homophones (80% of the ones used)
- To begin to develop own style of cursive handwriting

Working at Greater Depth within the expected standard

- To consistently produce sustained and accurate writing from different narrative and nonfiction genres with appropriate structure
- To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning
- To regularly use integrated dialogue to move the story on
- To use the following subordinating conjunctions: as a consequence, consequently
- To consistently use commas to clarify meaning (to separate clauses/parenthesis) and avoid ambiguity (when the comma changes the meaning of a sentence e.g. let's eat Grandma/let's eat, Grandma)
- To consistently use a wide range of words/phrases to link paragraphs with and across to aid cohesion
- To use modal verbs correctly to express probability/certainty
- To begin to use semi-colons between clauses
- Spell most words correctly from the year 5 and 6 word list (80%+)
- To maintain a developed style of handwriting

Spelling

- x Spelling patterns will be taught during English lessons.
- x Children will be given spellings both to learn and to use in context. These will include the spellings from the Year 3/4 word list and the year 5/6 word list.
- x Please ensure that your child is learning the spelling patterns and that they are prepared to be tested every Wednesday.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

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

Mathematics

- ❑ The curriculum is very challenging with an emphasis on place value and number;
- ❑ Deeper understanding of mathematical concepts, reasoning and vocabulary;
- ❑ All children need to know **all** their times tables to 12 x 12;
- ❑ They should be able to recognise other number facts based on their knowledge of the times tables (e.g. $72 \div 12 = 6$).
- ❑ Times tables will be tested every Wednesday.
- ❑ T.T.R.S. - passwords will be issued. Look out for regular tournaments.
- ❑ Correct number formation.

06.09.23

1.0 - Partitioning

A. $9,382 = 9000 + 300 + \underline{80} + 2 \checkmark$

B. $5,044 = 5000 + \underline{40} + 4 \checkmark$

C. $2000 + 300 + 4 = \underline{2,304} \checkmark$

D. $9,384 = 9000 + 30 + 80 + 4 \checkmark$

E. $8,029 = 8000 + 20 + 9 \checkmark$

F. $2,030 = 2000 + 20 + 10 \checkmark$

G. $3,899 = 3000 + 800 + 90 + 9 \checkmark$

which one is the odd one out explain why? Explain why.

$3,000 + 70 + 8 \checkmark$

^{*}
This is the odd one out because the rest equal to $3,708 \checkmark$

Year 5 Exceeding Expectations:

- Understand numbers well beyond 1,000,000 and their connection to distances to planets; history and geography.
- Divide whole numbers (up to 4 digits) by 2-digit numbers, using preferred methods.
- Use rounding as a strategy for quickly estimating answers before calculating.
- Link working across zero for positive and negative numbers to working out time between BC and AD in history.
- Recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100.
- Calculate number problems using algebra (e.g. $2x - 3 = 5$).
- Use knowledge of measurement to create plans of areas around school (e.g. a classroom, the field, outside play areas etc.).
- Relate imperial measures still used regularly to their metric equivalents (e.g. miles/km and lbs/kg).
- Use a range of timetables to work out journey times around the world (e.g. 'How long would it take to reach the rainforests in the Amazon?')
- Collect data for a personal project and present information in a format of their choice (e.g. charts, graphs or tables).

Lammack Primary School



End of
year
expectations

Year 5

Mathematics

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Year 5 Expectations: Number

- Count forwards and backwards in steps of power 10 (10, 100, 1000, 10000 etc.) for any given number up to 1,000,000.
- Recognise and use thousandths and relate them to tenths, hundreds and decimal equivalents.
- Recognise mixed numbers (a whole number and a fraction, e.g. $2\frac{1}{4}$) and improper fractions (where the numerator is greater than the denominator (e.g. $\frac{6}{4}$) and convert from one to the other.
- Read and write decimal numbers as fractions (e.g. $0.47 = \frac{47}{100}$).
- Recognise the per cent symbol (%) and understand that per cent relates to the number of parts per hundred.
- Write percentages as a fraction with denominator 100, and as a decimal.
- Compare and add fractions whose denominators are multiples of the same number.
- Multiply and divide mentally using times tables up to 12×12 .
- Divide numbers up to 4-digits by 1-digit numbers.
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.

- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3).
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
- Multiply and divide whole numbers and decimals by 10, 100 and 1000.
- Multiply numbers up to 4-digits by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers.
- Solve problems involving multiplication and division, where large numbers are used, by finding their factors.
- Solve addition and subtraction problems with more than one step, deciding which operations and methods to use and why.
- Solve problems involving 3 decimal places and problems which require knowledge of percentages and decimal equivalents.

Year 5 Expectations: Measurement, Geometry and Statistics

- Know angles are measured in degrees.
- Estimate and compare acute; obtuse and reflex angles.
- Draw given angles and measure them in degrees ($^{\circ}$).
- Convert between different units of metric measures and estimate volume and capacity.
- Measure and calculate, in centimetres and metres, the perimeter of shapes with straight sides.
- Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2).
- Solve comparison, sum and difference problems using

Examples of Questions

1. Sabrina, Eric and Jamie are set a challenge. Sabrina takes 129.49 seconds to complete the challenge. Eric takes 209.67 seconds longer than Sabrina. Jamie takes 118.065 seconds less than Eric.

- a) How long did Jamie take to complete the challenge?
- b) How long did they take in total?

2. Alice has 251,768 songs on her music player. Boris has 252,356 and Samir has 252,294.

- a) Who has the largest number of songs?
- b) If Alice adds 1000 songs to her collection, Samir adds 100 and Boris adds 10, who has the second largest number of songs now?

x Remi has $\frac{4}{5}$ of a fruit cake and $\frac{3}{4}$ of a sponge cake.
How much cake does he have in total?

Give your answer as

a) an improper fraction

b) a mixed number.

x Enter the equivalent fractions and decimals in this table:

Percentage	35%	48%	78%
Fraction			
Decimal			

Topics

Autumn - 'To Infinity and Beyond.'

Spring - 'I'm an Evacuee! Get me out of here!'

Summer - 'Walk Like an Egyptian.'

- x Topic launches will take place each term, with educational visits later in the year.
- x Termly curriculum newsletter.
- x Class Assemblies.

Assessments

- x Children will be teacher-assessed in reading, writing and mathematics on an on-going basis throughout the year;
- x Children will have a termly test in mathematics, grammar/punctuation, spelling and reading.
- x If required, interventions and booster groups will be put in place to further support your child.



Homework

- x All children will receive reading and mathematics homework on a Wednesday.
- x Completed homework should be brought to school on the following Wednesday.
- x Times tables, reading and spellings.
- x All homework is expected to be of a high standard. Comprehensions and grammar homework must be completed in blue pen and mathematics in pencil.

Behaviour

- X We have high expectations of children's behaviour in school, both inside and outside of the classroom. Children are rewarded with golden time on Fridays, if they have kept all of their time throughout the week.
- X Please ensure that you sign your child's homework diary each week as this is where you will find records of your child's weekly spelling, times table and mental arithmetic scores. This is also where any losses of Golden Time will be noted.
- X If a child loses 30 minutes of their golden time, then a meeting will be arranged between the class teacher and the parent. If there is no meaningful change in your child's behaviour, this will be escalated to a meeting with the assistant head teacher and then the deputy and headteacher.
- X For behaviour at lunchtimes, we have a strike system in place, which will also be recorded in their homework diary.

General Information

- X No extended leave – fines - ‘Every Day Matters’.
- X **Children who are not collected on time** will be sent to after school club where a charge will be issued.
- X Any change to usual home time collection, please go through the office.
- X Homework diaries excellent means of communication.
- X Informal meetings after school if required.
- X In first instance, contact class teacher with any issues.
- X Please contact the office with any urgent messages.

Teacher Emails

X moon@lammack.blackburn.sch.uk

X elliott@lammack.blackburn.sch.uk

Keeping warm and dry

- x Windows will be open for ventilation and children will be going outside at break and lunch times, regardless of the weather. Please consider layers of clothing and ensure children have appropriate coats.

Personal Hygiene

- x Please ensure that your child wears deodorant if required. If you would like your child to bring in a roll on deodorant then this can be kept in their tray.

Thank you for listening!

x Any questions?

x Please take the year group expectation booklets and handouts with you.