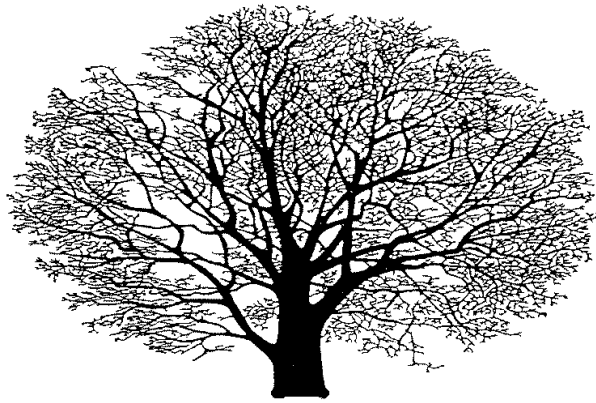


**High Hesket CE
Primary School**



**Parent's Information
Booklet**

Year 5

General information:

From September 2015, a new National Curriculum became statutory for all year groups. Each year group has a list of key objectives that the children are expected to achieve by the **end** of the academic year. The children will then be assessed against these year group expectations and it will be determined whether the children are working at one of the three stages below:

- **Working towards** the expected standard for their year group.
- **Working within** the expected standard for their year group.
- **Working at greater depth** within the expected standard for their year group.

*The national expectation will be that most children are working at the middle stage (**working within**) by the end of the academic year.*

Within this booklet, we have aimed to outline the following:

1. Suggestions for websites and questions to help your child at home.
2. The end of year expectations for your child's year group in English and Maths.
3. Our whole school calculation policy to show the calculation methods that are focussed on in each individual year group.
4. A glossary of key grammar terms that the children should be familiar with by the end of the academic year.
5. The list of common spelling words that your child is currently working on.

We hope that this information is of use. Please feel free to contact your class teacher if you would like any further information.

Year 5/6 statutory spelling list:

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

Useful websites:

www.edshed.com

www.ttrockstars.com

www.curriculumvisions.co.uk

Questions to ask your child when reading:

- 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?
- 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?
- When do you think this book was written? How do you know?
- 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.
- Would you like to read another book by this author? Why/ why not?

Glossary of English terms:

These are some terms that the children will learn in Year 5, additional to their previous learning which will be recapped:

Relative Pronoun:

Relative pronouns (e.g. who, which, where, that, when) introduce a relative clause. They refer back to a noun or clause that we already know.

Relative Clause:

A relative clause is a special type of subordinate clause which adds extra information to another noun or clause eg.

- James, who always does his homework, was doing very well in class. **This extra clause tells us more about James.**
- All of the chocolate pudding was gone by the time I made it to lunch, which really upset me. **This refers to the whole previous clause about chocolate pudding.**

Parenthesis:

We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the additional information from the main sentence e.g.

- Miss McDermott (my teacher) works in Year 5.
- The product of 4 and 9 — 36 — is a square number.
- Michael, who sits next to me in class, is brilliant at art.

Modal Verb

Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. Some common modal verbs are:

will, shall, should, can, might, could...

Ambiguity/Ambiguous

If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often, you can solve this problem by reordering the sentence or using more precise punctuation, like a comma e.g.

- I rode my horse wearing red pyjamas. **Is it the horse that is wearing pyjamas?**
- Instead, we can write: I rode my horse, wearing red pyjamas or
- Wearing red pyjamas, I rode my horse.

Cohesion

A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use **cohesive devices**, such as conjunctions, adverbials and determiners, to achieve cohesion.