Wellenme सिंग Wear 5 at MPS



The Year 5 Team



Mrs Fraser provides 1:1 support.



Miss Urwin teaches 5U.



Miss Hall teaches 5H.



Miss Ward supports whole class teaching across the year group.



Mrs Elbra-Ramsay teaches 5H.



Mr Coleman provides 1:1 support.



Y5 Timetable

23/24 Timetable

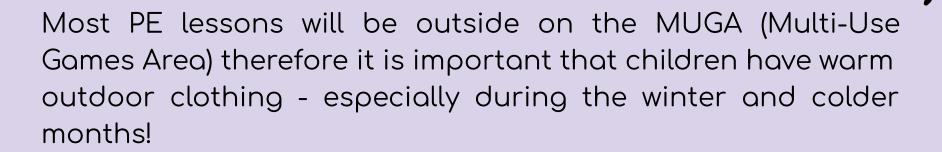
	8:50-9:20	9:20-10:20	10:20-10:35	Break	10:50-11:45	11:45-11:55	Lunch	1:10-1:20	1:20-2:15	Break	2:25-3:25
MON		Maths	Whole-sch ool assembly		Writing				P.E / Philosophy		P.E / Philosophy
TUES		Maths	Class Assembly (PSHE) & readers		Writing	Class Novel		Free reading/ readers	Big Idea		Big Idea
WED	SPAG, arithmetic and readers/ free reading	Music/ Languages	Stars Assembly		Music/ Languages	Novet		reducers	Reading / Library Maths		Reading / Library Maths
THUR S		Maths	Class Assembly (PSHE) & readers		Writing				Big Idea		Big Idea
FRI		P.E / Reading	Whole-sch ool assembly		P.E / Reading				Writing		Reading Buddies





PE

Year 5's PE days are Monday PM and Friday AM.



During PE lessons, long hair needs to be tied up and all jewellery must be removed.



Wednesday Mornings

All Y5 teachers have their PPA time on Wednesday morning and therefore don't teach their classes.

During this time, the children have a French and Music lesson. French is taught by Mrs Lupton and Music is taught by Mrs Hardy.



Mrs Lupton



Mrs Hardy



Homework Expectations in Year 5



Children are expected to complete 10 minutes on TTRockstars over the week. Children will be given class time to go on TTRockstars. This will help with prerequisite skills and efficient recall of times tables.

Children are expected to complete 5 games of Spelling Shed a week on the Spelling rule or evidence spelling practice in another form such as in their homework book.





Children are expected to read 4 times a week at home. Please complete the reading lag. This will aid reading fluency.

There will be a task on MyMaths every week. This is aptional for children but will cover topics which have been taught in class.





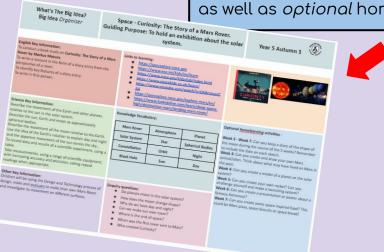
Children have the apportunity to complete optional Big Idea homework which is on their Big Idea Organiser and the school website. This should cover questions, topics and activities which will develop children's learning if they wish to complete it.

Homework will be checked every Friday

Homework

Big Idea Knowledge Organisers

At the beginning of every Big Idea, each child will receive a Big Idea Knowledge Organiser which will outline the Year Group's End Goal/Guiding Purpose/Guiding Question as well as *optional* homework.

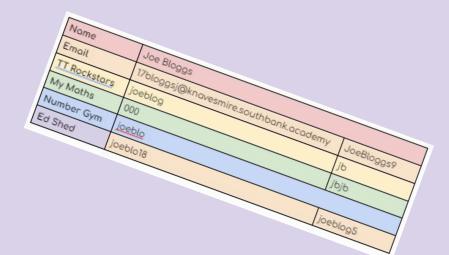




Chromebooks

Children have access to their own Chromebook in class.

The children thoroughly enjoy using this technology to enhance their learning across the curriculum. In school, applications such as the Google Suite and Flipgrid to enhance their learning.

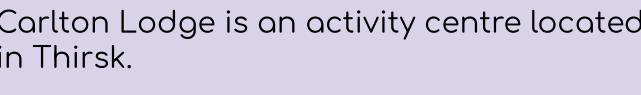






Carlton Lodge

Carlton Lodge is an activity centre located in Thirsk.



This year's dates are: 22nd - 24th May 2024.

The children stay overnight, for 2 nights, and take part in a number of activities over 3 days. More information to follow throughout the year.





Walking Home and Mobile Phones

A member of the Year 5 team must be told if you are allowing your child to walk home - verbal consent or an email is fine.

Mobile phone forms must be completed by parents/carers. Phones are then kept in the teachers drawers which are locked throughout the day.

Expectations

Both classes made their own expectations and rules during their transition period at the end of Year 4.



Key Performance Indicators (KPIs)

Children are assessed in Reading, Writing (including spelling) and Maths.

- The children's reading ability is assessed through Rising Stars assessments, KPIs, reading fluency and VIPERS.
- The children's writing ability is assessed through KPIs and Sentence Type Assessments.
- The children's maths ability is assessed using teacher assessments, based on the *White Rose* assessments, KPIs/ pre-requisite skills and times tables knowledge (up to 12x12).

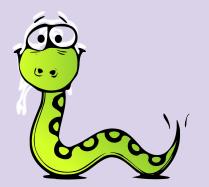
Reading Assessments

Vocabulary	Evaluate the use of the authors' language and explain how it has created an impact on the reader.	Explain	Give reasons for authorial choices.
	Investigate alternative word choices that could be made.		Discuss and evaluate how authors use language, including figurative language,
	Discuss vocabulary used by the author to create effect including figurative language.		considering the impact on the reader.
	Use a thesaurus to find synonyms for a larger variety of words	Retrieval	Confidently skim and scan, and also use the skill of reading before and after to retrieve information.
	Explore the meaning of words in context, confidently using a dictionary.		
Inference	Confidently draw inferences from characters' feelings, thoughts and motives with supporting evidence from the text to justify inferences		Retrieve, record and present information from non-fiction texts.
	Give one or two pieces of evidence to support the point they are making.		Use evidence from across larger sections of text.
	Begin to draw evidence from more than one place across a text.	Sequence/	Summarising the main ideas drawn from more than one
Prediction	Predicting what might happen from details stated and implied.	Summarise	paragraph, page, chapter or the entire text identifying key details to support the main ideas.
	Support predictions with relevant evidence from the text.		Discuss the themes or conventions from a chapter or text.
	Confirm and modify predictions as they read on.		2.55555 and another of text.

Reading Assessments

Vipers heading	Content Domain reference	Content Domain Description			
Vocabulary	20	Give/explain the meaning of words in context			
Infer 2d		Make inference from the text/ explain and justify using evidence from the text.			
Predict 2e		Predict what might happen from the details stated and implied.			
Explain 2f, 2g, 2h,		Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text			
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction			
Summarise	2c	Summarise main ideas from more than one paragraph			

Vocabulary Infer Predict Explain Retrieve Summarise



Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here:

https://www.gov.uk/gov ernment/publications/k ey-stage-2-english-read ing-test-framework

Writing Assessments

Working Towards the Expected Standard							
Date and genre of work:							
Write for a range of purposes							
Use paragraphs	Use paragraphs to organise ideas						
In narratives, de	scribe settings and characters.						
In non-narrative	es, use devices to structure						
Use <i>mostly</i>	capital letters						
correctly:	full stops						
	question marks						
	commas for lists						
	apostrophes for contraction						
	apostrophes for plural						
	possession						
Correctly use fronted adverbials (including the comma after the fronted adverbial)							
Use expanded r	Use expanded noun phrases including						
•	modifying adjectives, nouns and preposition						
phrases							
Correctly use a range of determiners							
spell most words correctly* (year 3 and 4)							
produce legible handwriting							

Working At the Expected Standard							
Write for a range of purposes, using the appropriate							
language for each genre							
Describe settings, characters and atmosphere							
Select age-appropr	iate	modal verbs					
vocabulary and gra	mmatical						
structure that refle	cts what						
the genre requires i	including:	contracted forms					
Use cohesive devices to an age appropriate level							
(pronouns, conjunctions, adverbials)							
Correct verb tenses							
Use <i>mostly</i>	ommas						
correctly:	commas for clarity						
	punctuation for parenthesis						
Use some	semi-color	ıs					
correctly:	dashes						
	colons						
hyphens							
spell some words c	orrectly* (ye	ear 5 and 6) and use a					
dictionary to check	dictionary to check unfamiliar words						
Legible, joined handwriting							

Working at Greater Depth

Use **dialogue** to convey character and advance the action.

Select vocabulary and grammatical structure that reflects what the genre requires (including modal verbs, passive verbs and contracted forms)

Use cohesive devices to a Year 6 level, writing texts that have cohesion throughout

Begin to **different levels of formality**, particularly through grammar and vocabulary, at an age appropriate level

Writing Assessments

Glossary	Example of sentence type
Simple (SS)	Main clause with a subject, a verb and – usually – an object.
Compound (CO)	Two clauses joined by a coordinating conjunction.
3 Adjectives (3A)	Three adjectives in a list using a comma and a conjunction.
3 Verbs (3V)	Three verbs in a list using a comma and a conjunction.
Where Opener (WO)	Fronted adverbial of place, main clause.
When Opener (WO)	Fronted adverbial of time, main clause.
How Opener (HO)	Adverb, main clause.
Short Sentence (SS)	Subject and verb.
Embedded Clause (EC/SLS)	A main clause with a relative clause embedded between the subject and the verb.
Complex (CX)	Subordinating conjunction to introduce a subordinate clause, main clause.
Verb Opener (VO)	Continuous/progressive verb, main clause.

Empty Sentence (ES?)	Rhetorical question.
+ing to speech (+ing)	Direct speech, reporting clause with a continuous/progressive verb.
Adjective Starter (AS)	Adjective for a noun phrase to introduce a main clause.
Colon in a list (:)	Independent clause: items in a list.
Some; others (;)	Independent clause; independent clause that contradicts.

Writing (spelling) Assessments

Year 3 and Year 4 Common Exception Words

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

Year 5 and Year 6 Common Exception Words

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

Common exception words are a group of words that appear commonly in both texts and spoken language, but which can't be decoded using normal phonics rules.

In order to be working towards the expected standard, children must be able to spell most Year 3 and Year 4 Common Exception Words correctly.

In order to be working at the expected standard, children must be able to spell some Year 5 and year 6 Common Exception Words correctly.

Maths Assessments

- 1) Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit
- 2) Round any number up to 100,000,000 to the nearest 10, 100, 1000, 10, 000 and 100,000.
- 3) Identify multiples and factors (including finding all factor pairs of a number, and common factors of two numbers)
- 4) Know all multiplication and division facts up to 12x. (Year 4 expectations)
- 5) Establish whether a number up to 100 is prime and recall prime numbers up to 19
- 6) Recognise and use square and cube numbers.
- 7) Counts forwards and backwards with positive and negative whole numbers including through zero
- 8) Converts between different units of metric measure
- 9) Practise mental calculations with increasingly large numbers. E.g.12 462 2300 = 10 162
- 10) Reads and writes decimal numbers as fractions e.g. 0.71 = 71/100
- 11) Know equivalent % and fractions of 0.5, 0.25, 0.1, 0.01, 0.75, 0.2

Any questions?

We, The Year 5 Team, are always happy to help so please do come and find us on the playground if you have any questions or queries at all.