

Year 5 Parent Handbook

Dear Parent / Carers,

Welcome to year 5! We hope you had all come to Year 5 refreshed and ready to learn because we have an exciting time ahead of us. The purpose of this booklet is to introduce you to life in year 5 and explain our processes and expectations. Firstly let us introduce you to the year 5 team:

The Year 5 teachers: Mrs Curran, Mr Langdon and Miss Cummins



Our wonderful Year 5 Learning Support Team: Miss Hedges, Mrs Helyar, and Mrs Bowler

They will work alongside pupils in class whilst also running SEN intervention programmes for children.



We are also lucky to have a very experienced PPA team who will teach our classes on a Wednesday morning in the following classes.

Mrs Townsend	5SC
Miss Stevenson	5MC
Mrs Picken	5JL

As teachers, we operate an open door approach, where we welcome you to come and share successes and concerns regarding your child. We are always available on the school playground at the end of each day; alternatively you may be able to catch us before school by reporting to the school office first. You can also contact us via the phone by leaving a message in the office and we will endeavour to quickly return the call.

Throughout the year, there will be many opportunities for you as parents to join us in the classroom or on trips. We really welcome and appreciate help in class so if you are available and willing to spend time with us on a regular basis please let your child's teacher know. This may be listening to children read, supporting us with Guided Reading, helping in class or joining us on class trips. We will contact you when your support is required.

There will be opportunities to meet with your child's class teacher in the Autumn term to discuss your child's progress or talk through any concerns that you have.

Physical Education

In year 5 all classes do PE on the same days – During the Autumn term we have a coach to support the children's learning on a Friday afternoon for outdoor PE. Monday is our indoor PE. 5SC will be swimming in the Autumn term which will replace outdoor PE.

Please ensure your child brings their PE kit to each session. Their kits should consist of white T-shirts, and dark shorts. As the weather gets colder, your child will need a tracksuit for outdoor PE, this should also be in darker colours. Ideal footwear for PE would be trainers for outdoor wear as these have better grip and plimsolls for indoor PE; alternatively they should go barefoot in the hall.

We do not have spare PE kit in school and therefore, children without kit will be expected to observe the session and take evaluative notes on the activities. If for any reason your child is unable to take part in a PE session, please provide a letter of explanation. Due to health and safety we recommend that children do not come into school wearing earrings on their PE days as children are not permitted to wear jewellery for PE activities.

Home learning

The purpose of home learning is to consolidate and enhance children's learning at school. It is also important to develop a regular routine at home which will support your child's growing independence and organisational skills as they progress through Primary school and into Secondary school. Tasks are set based on work carried out in class and, although we always appreciate your support and encouragement with home learning, pupils should have the suitable skills to complete tasks on their own.

We will differentiate home learning tasks as necessary so that all children will be able to complete the task independently. Should your child find home learning tasks difficult to complete at home or require resources from school please encourage them to ask their class teacher. Alternatively, if you have concerns about your child accessing the homework, please discuss this with your child's class teacher so that alternative arrangements can be made.

Home learning is set every Thursday and collected every Tuesday. Tasks are intended to last up to 1 hour plus 15 minutes daily reading. *These times could be broken down into 2 or 3 separate sessions.* Home learning should not take longer than this. Parents should sign and comment if homework is **not completed** in the given time.

If your child does not hand in their home learning on a Tuesday they must inform their teacher who will then allow them to hand it in on Wednesday. If a child's home learning is not handed in on the Wednesday morning they will be invited (and expected) to stay in on Friday lunch time during home work club and complete the task.

To ensure your child produces a high standard of home learning, we would be grateful if you could provide the following home learning kit:

- Pencil
- Ruler
- Colouring pencils
- Pencil sharpener
- Rubber
- Scissors
- Glue stick.



Your child may complete home learning in pencil or a fibre tip pen (**not biro please**). A high standard of presentation is important in pupils work, therefore we would appreciate it if you could remind your child to take pride in their work and present their work to the same standards we would expect at school.

The following ideas are possible activities you could do with your child to support classroom subjects:

Maths

- Quick fire questions to assist mental calculation strategies in addition and subtraction.
- Providing a set of questions for your child to practice their written methods in the 4 operations (+ - x ÷)
- Let them count up the cost of a trip to the supermarket (or use a calculator!)
- Mathematics web site which consists of lots of games as well as learning activities

Practising times tables

It is very important your child regularly practises their times tables as without a strong knowledge of these, their mathematical skills suffer. Therefore, we ask that you encourage your child to practise them frequently. It is also important that pupils know their times tables in random order, therefore copying out tables in order is not of much benefit. To make learning fun, try the following activities:

- Singing times tables songs (CD's available from supermarkets)
- Fun quizzes
- Quick fire questions when they aren't expecting them
- Story telling / problem solving (I.e. 4 wheels on a car, 3 cars altogether how many wheels?)
- 9 x table finger game (ask teacher for details)
- Snap- question and answer

English -Reading

Reading is an important life skill that all pupils need to further develop. There are clear benefits from reading a variety of texts such as developing pupils' vocabulary and understanding of various genres they will be expected to write. When reading with your child, talk to them about the book and ask them questions about their reading. Encourage them to develop their understanding by asking them questions or getting them to complete certain activities:

- How did the character feel when ... happened? Use evidence from the text to explain your thinking.
- Have your child try describing things with interesting adjectives (this will help story writing).
- Can they spot interesting sentences or linguistic features the author has used?

The school library allows your child to borrow 2 books at once. It is recommended pupils borrow 1 fiction and 1 non fiction book, leaving one at school and taking one home to read.



Please encourage your child to regularly return their library book. Your child is expected to read for 15 minutes 5 times a week. As your child is now in the upper school, we encourage them to take responsibility in maintaining their own reading record and bring it in every day. Your child is expected to maintain their reading journal, recording what they have read, when and how long for. Please could you sign your child's reading journal weekly. If your child is having difficulty reading at home, please write a note to us in the journal for us to follow up and support at school.

In order to support your child with his/her reading, here are a few questions which you could use to ask your child as they are reading their book.

Questions to prompt discussion:

About the book

What can you tell about the book by looking at the front cover and reading the 'blurb'?

What genre is the book? How do you know? i.e. Science fiction, Adventure...

How are pictures used to help to tell the story? What other features are used in the book? i.e. contents page, glossary...

The plot and characters

What main events have happened in the story so far?

What do you think will happen as the story unfolds?

What would you like to happen next? Why?

What do you know about the main character(s)?

What do you like/dislike about them? Why is this?

Why do the characters act in a particular way?

How might you act if you were in a similar situation?

Which character would you like to be? Why?

How the book is written

Why has the author chosen specific words? How are they effective?

Which words could you 'borrow' to use in your own writing?

Which words are a bit boring and could be replaced with more powerful words?

How is description used to describe characters and settings?

How does the author use long or short sentences for different effects?

What connecting words does the author use to join ideas in a sentence?

How does the author use dialogue to show a character's actions and personality?

When are exclamation marks used? What effect do these have?

Evaluate the book

Is the author trying to communicate a message? If so what is it?

What do you think the author thinks of his characters?

Do you admire or dislike any of the characters? Why is this?

Would you like to read more books by this author? Why?

Who would you recommend this book to?

Spellings

Pupils' spelling ability varies and is an important focus area for the year group. As a consequence we intend to teach spellings every week based on a National Curriculum expectations, topic, high frequency spellings or a common spelling rule or pattern (children will be given a suggested list of words to practise). In year 5, we encourage you to support the learning of spellings at home through a range of activities that recognise different learning styles and makes them more fun.



1. Write the word in bright colours, underlining, highlighting or changing colour for the difficult parts.

E.g. library = library colourful = colourful February = February

2. Sound the word out aloud, emphasising the difficult part that cannot be heard.

(To add a bit of fun say the tricky part in a funny voice!)

E.g. Interesting = Int-er-est-ing Wednesday = wed -nes-day

3. Spell the word in the air or draw it on someone's back. You may even like to use a torch to project it on the wall, or could trace it in sand. This will help your child remember the shape of word when writing it, please make sure the letters are joined.

4. Write mnemonics for difficult words (where each letter forms a word that makes a sentence)

E.g. **BECAUSE** = **B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants

5. Look, Cover, Say, Write, Check – this involves looking at the word, covering the word, saying it aloud to hear the phonemes, write it out clearly, then check it against the original spelling. (Checking is an important part of the spelling process, so that children are able to identify the commonly mis-spelt parts)

6. Write sentences with spelling words. This will ensure they understand the word and can use it correctly, whilst developing their vocabulary.

E.g. Victorian: Not all **Victorian** people had an education.

Children can also access 'Spelladrome' at home which has lots of activities to complete. We may sometimes set this as a home learning task so if your child does not have access to the internet at home they will be given the opportunity to complete the tasks on a Monday lunchtime.

Uniform:

We are very pleased to see such smart children in their lovely new uniforms. School uniforms should consist of a white polo T-Shirt or collared shirt, dark grey or black trousers or skirt and red school sweatshirts or cardigans. All clothing should be clearly marked with your child's full name; these should be checked regularly because laundry markers do fade.

Each day your child will need to bring with them:

- Water bottle (bottles of spring water are available in the office for 20p) please remind your children to bring it home for washing each night and ensure it is named.
- Reading book and reading journal
- Pencil case (optional)
- At break times your child may eat a healthy snack. These should be fresh or dried fruit and vegetables.



Important dates for this term are as follows:

Wednesdays – from 12th September –Swimming 5SC

Thursday 27th September - East Dene Information evening 6.30pm

Thursday 11th October - Open classrooms 4-5:30pm

Monday 22nd - Friday 26th October – Half Term

Monday 29th October- Inservice Training day

Tuesday 30th October–Ashmolean visit, Oxford- Ancient Egypt topic

W/b 5th November and 12th November – Bike ability training begins

You will be notified nearer the time about your children's training.

Wednesday 21st November – Parents' Evening

Thursday 22nd November – Parents' Evening

November – Planetarium visits Sarisbury (TBC)- Science topic

We thank you for your continued support and look forward to what promises to be a successful Autumn term! If you can give up any of your time to support in class, please let speak to one of the members of staff below.

Kind Regards

The Year 5 Team

Mrs Curran
Year Group Leader

Miss Cummins

Mr Langdon