



Year 5 Homework Guide for Parents 2023-24

Day	Year 5
Monday	Spellings
Tuesday	Comprehension
Wednesday	Mathletics
Thursday	Mental Maths (TTRockstars)
Friday	English-Long Write

Reading

New City believes that reading for pleasure is critical for your child. Studies have repeatedly shown the significance of reading in supporting children to become confident, well-rounded and aspirational learners. **It is critical that every child reads every day.** Pupils at New City are expected to read for a minimum of 10 minutes per day and evidence this by recording what they have read in a reading journal. In years 5 and 6, reading can be done with an adult or independently. We encourage all parents to engage children in conversations about what they are reading to help foster a love for reading that develops at the child grows. Reading journals should be brought into school each day to be checked by the class teacher. Pupils are given the opportunity to choose books for home reading from a selection in their classroom and from the school library. They are able to choose from a variety of fiction and non-fiction texts and class teachers will support pupils to make appropriate choices if they are struggling to find material they enjoy. Books from school are signed out by the pupil. Once a book has been read, this can be swapped for a new one.

Spellings

Spellings are set out by the national curriculum which are adopted by every school in the country. These aim to move children away from phonetic decoding and towards an accurate way of spelling. Children will follow one spelling rule per week in their English lessons. The spellings then sent home on a Monday will reflect this rule. Please continue to practice these spellings at home. Children may need to use a dictionary to find the meaning of a word if it is new or unfamiliar. Using spelling words in full sentences is an important way of learning the word in addition to the 'look, cover, write, check' method.

Comprehension

Every Tuesday, the children will receive a comprehension piece to read and answer questions on. Comprehension skills are taught every week at school and the children can build upon these reading skills at home. Please continue to support your child with their reading at home.

Grammar

Grammar tasks are also set on a Tuesday for pupils to complete in their purple homework books. This task is aligned with the grammar topic that pupils are studying in school that week. Completing this task is critical in supporting children to learn and be able to apply specific grammar rules and features. Grammar tasks are normally handed out at the end of the school day on a piece of paper that can be slipped or stuck into the homework book.

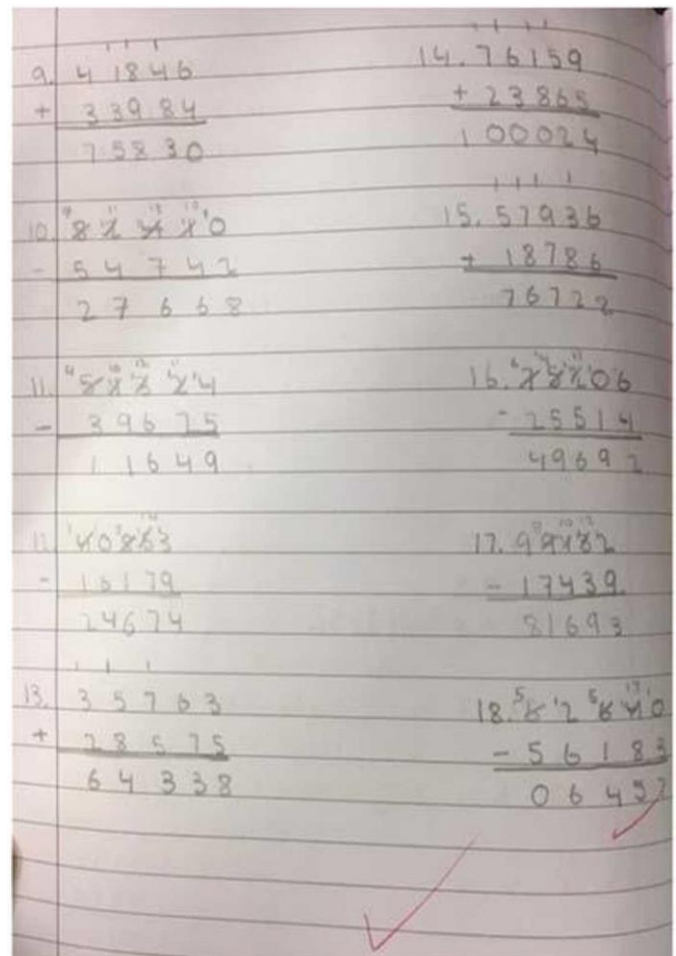
Mathletics



We use Mathletics as an online resource to help consolidate your child's learning in mathematics. Mathletics can be accessed online at <http://uk.mathletics.com/> or you can download their app on any tablet or mobile phone. Mathletics homework will be set by your child's class teacher on a weekly basis. Every child has been given their own individual login and password which can be found in the front cover of the purple homework book. The learning that has been set on Mathletics will either link directly to the topic being considered in class or will be an area that the class teacher has identified as requiring consolidation.

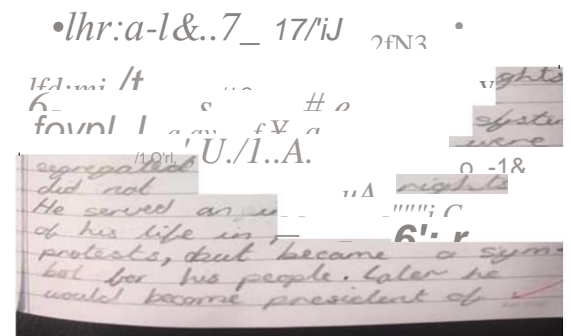
Mental Maths

Mental maths is hugely important for developing children's mathematical skills and confidence. On a Thursday, children are expected to spend some time on Times Table Rockstars to help with their mathematical fluency. There will be additional homework sent home for children who are unable to access Times Table Rockstars or for those who need further support with their learn in g. You can find Times Table Rockstars at <https://trockstars.com>. When selecting a school, you need to select: New City Primary School, LONDON



Long Write

Friday's Long Write homework aims to give the children some additional practice with their stamina in writing, their handwriting and applying their grammatical skills. The work will be an extension of the learning in the classroom and is to be done independently. The more that pupils read, the more rewarding they find creative writing. It is critical that home reading also continues over the weekend when the long write is set; reading should take place every day of the week.



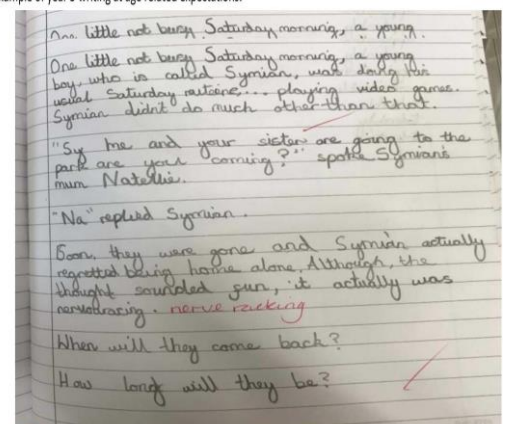
End of Year Expectations

Writing

By the end of year 5, children should be able to consistently and independently:

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers - judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs, e.g. perhaps: might, should, will
- Use the following to indicate parenthesis:
 - brackets
 - dashes
 - comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating ai
- Use verb phrases to create subtle differences, e.g. she began to run.

Example of year 5 writing at age related expectations:



- Consistently organise into paragraphs
- Link ideas across paragraphs using adverbials of time, place and number.
- Write legibly, fluently and with increasing speed.

Spellings

In Year 5, the children will revise previous spelling work taught in years 3 and 4. They will also be introduced to the new spelling rules below so that by the end of year 6, children should have learnt and applied the following spelling rules consistently and independently:

Rule	Examples
Endings which sound like /fas/ spelt -cious or -tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /Jal/	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent innocence, decent decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in -able and -ible Words ending in -ably and -ibly	adorable/ adorably (adoration), applicable/ applicably (application), considerable/ considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/ incredibly, sensible/sensibly

Adding suffixes beginning with vowel letters to words ending in -fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	deceive, conceive, receive, perceive, ceiling

<p>Words containing the letter-string ough</p>	<p>ought, bought, thought, nought, brought, foughtrough, tough, enough, cough, though, alt hough, dough through, thorough, borough plough, bough</p>
<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	<p>doubt, island, lamb, solemn, thistle, knight</p>
<p>Homophones and other words that are often confused</p>	<p>advice/advise device/devise/licence/license pract ice/ practise prophecy/prophesy</p> <p>farther: further father: a male parent</p> <p>guessed: past tense of the verb guess guest: visitor</p> <p>heard: past tense of the verb hear herd: a group of animals</p> <p>led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon</p> <p>mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb ' pass'(e.g. I passed him in the road)</p> <p>precede: go in front of or before proceed: go on</p>

This is the National Curriculum list of spellings for years 5 and 6 that all children are expected to know by the end of year 6.

Your child will be taught the appropriate spelling rules and patterns for these words. They may also appear in spelling lists for homework, however please encourage and support your child in learning these words throughout the year

Word list - years 5 and 6

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

Reading

By the end of YEARS, children should be able to:

- Summarise main points of an argument or discussion within their reading and make up own mind about issues .
- Compare between two texts.
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event .
- Draw inferences and justify with evidence from the text .
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a s ntence.
- Use more than one source when carrying out research.

- Create a set of notes to summarise what has been read.

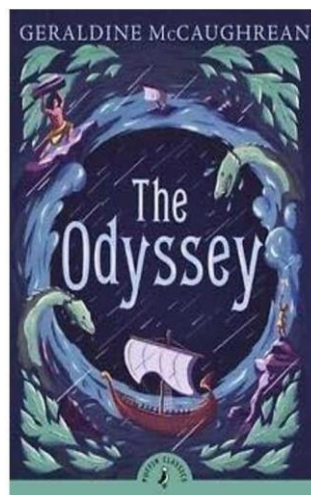
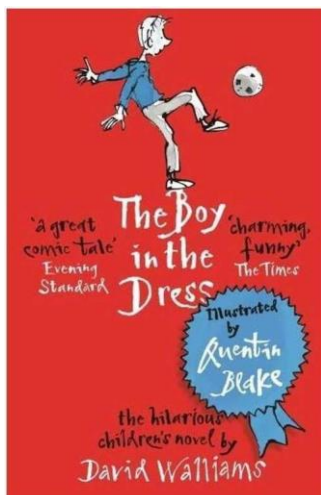
At New City, pupils participate in daily shared reading sessions. These are designed to engage pupils to reading, develop their love for reading and give them the space to explore texts that will challenge them and allow them to formulate and ask questions with peers and teachers. Every term, the children read a text together, involve themselves in class discussions and answer simple and complex questions.

The texts read in year 5 include:

The Boy in the Striped

Pyjamas The Odyssey

The Boy in the Dress



The Boy

in

JOHN BOY 'E

Maths

By the end of year 5, children should be able to consistently, independently and using a range of methods:

- Count forwards and backward with positive and negative numbers through zero.
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.
- Compare and order numbers up to 1,000,000.
 - Compare and order numbers with 3 decimal places.
- Read Roman numerals to 1,000.
- Identify all multiples and factors, including finding all factor pairs.
- Use known tables to derive other number facts.
- Recall prime numbers up to 19.
- Recognise and use square numbers and cube numbers.
- Recognise place value of any number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.
- Round decimals with 2 decimal places to nearest whole number and 1 decimal place.
- Add and subtract numbers with more than 4-digits using formal written method.
- Use rounding to check answers .
- Multiply:
 - o 4-digits by 1-digit/ 2-DIGIT
- Divide :
 - o Up to 4-digits by 1-digit
- Multiply & divide:
 - o Whole numbers & decimals by 10, 100 and 1,000
- Recognise and use thousandths.
- Recognise mixed numbers and improper fractions and convert from one to another.

- Multiply proper fractions and mixed numbers by whole numbers.
- Identify and write equivalent fractions.
- Solve time problems using timetables and converting between different units of time.

Expectations for times tables for each year group:	
Year 1	Count in multiples of 2,5 and 10. Recall and use doubles of all numbers to10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplicationtables,including recognisingodd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplicationtables.
Year4	Recall multiplication and division facts for multiplication tablesup to 12 x 12.
Year 5	Revision of all times tablesand division facts up to12 x 12.
Year 6	Revision of all times tablesand division facts up to12 x 12.

Marking of Homework

As homework is completed at home, teachers do not have the opportunity to offer children 'in the moment' feedback as would happen in the classroom. Homework is therefore acknowledge marked in a homework register in school. Marking in homework books themselves is minimal. If a child has struggled to comp let e a homework- task they are encouraged to speak with the class teacher. If a child continues to not complete homework, a letter will be sent home and arrangements made to discuss this with parents. Completing homework is a critical part of your child's progress.