

2016-2017
Learning guide for Year 5 & 6



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End of Year 6 Learning Expectations

The following pages show what a child finishing Year 6 should be demonstrating in order to show that they are working at the expected standard.

Year 6 Reading

Working at the expected standard the pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Year 6 Writing

Working at the expected standard the pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action.
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs.
- using passive and modal verbs mostly appropriately.
- using a wide range of clause structures, sometimes varying their position within the sentence.
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly*
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard the pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.
- selecting verb forms for meaning and effect.
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

*(year 5 and 6 spelling list – see list in homework planners)

A glossary of writing terms can be found on page 9.

Year 6 Mathematics

Working at the expected standard:

- The pupil can demonstrate an understanding of place value, including large numbers and decimals.

(e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9$?; $28.13 = 28 + 0.1 + 0.03$).

- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation.

(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$)

- The pupil can use formal methods to solve multi-step problems.

(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).

- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.

(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake).

- The pupil can calculate using fractions, decimals or percentages.

(e.g. knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$; 15% of 60 ; $11/2 + 3/4$; $7/9$ of 108 ; 0.8×70).

- The pupil can substitute values into a simple formula to solve problems.

(e.g. perimeter of a rectangle or area of a triangle).

- The pupil can calculate with measures.

(e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).

- The pupil can use mathematical reasoning to find missing angles.

(e.g. the missing angle in an isosceles triangle when one of the angles is given)

End of Year 5 Learning Expectations

The following pages show what a child finishing Year 5 should be demonstrating in order to show that they are working at the expected standard.

Year 5 Reading

Working at the expected standard the pupil can:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing.
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Retrieve, record and present information from non-fiction. This statement will be evidenced from increasingly challenging books.
- Provide reasoned justifications for their views. This statement will be evidenced from increasingly challenging books.
- Understand what they read by: predicting what might happen from details stated and implied. This statement will be evidenced from increasingly challenging books.

Year 5 Writing

Working at the expected standard the pupil can:

- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.
- Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.
- Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy.
- Use the perfect form of verbs to mark relationships of time and cause.
- Use adverbials of time, place and number.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- Brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity.
- Proof-read for spelling and punctuation errors.

Year 5 Mathematics

Working at the expected standard the pupil can:

- Count forwards and backwards with positive and negative whole numbers, including through zero.
- Read and write numbers to at least 1 000 000 and determine the value of each digit.
- Order and compare numbers to at least 1 000 000.
- Solve calculation problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction).
- Read and write decimal numbers as fractions.
- Compare and order fractions whose denominators are all multiples of the same number.
- Solve problems which require knowing key percentage and decimal equivalents.
- Convert between different units of metric measure.
- Measure and calculate the perimeter of composite rectilinear shapes.
- Draw given angles, and measure them in degrees and draw shapes with sides measured to the nearest millimetre.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Interpret more complex tables, including timetables.
- Complete tables, including timetables

Reading

In year 5 & 6 children are expected to take full ownership over their reading. They are responsible for reading regularly at home and recording these times in their homework planners.

Children should bring home their books each night along with their planners. We ask for any reading which is done at home to be recorded in this so we can keep track of how often a child is reading.

Children who are on the reading scheme or bridge books will be heard read as often as possible in school by an adult. All children will be heard read by teaching staff as part of their work in English.

Any support you are able to provide with reading at home is very much appreciated as it can have a huge impact upon your child's development and the progress they are able to make. Asking questions about the text during reading is also extremely important in developing your child's comprehension ability.

Homework

Homework tasks will be set to underpin the learning that has taken place that week or which is due to take place the following week. It is important that children complete the homework as it will provide them the opportunity to either consolidate their learning or have prior understanding before learning a new concept in maths and literacy.

Children will also be expected to be able to discuss their homework with adults and other pupils during lesson time.

The following tasks should be completed on a weekly basis:

- One maths and one Literacy task (max 30 minutes each)
- Spellings and times tables practice.

Planners

All children are given a homework planner at the beginning of the Autumn Term. Children are actively encouraged to use it every day to help them become more organised in keeping track of their homework and project deadlines in preparation for secondary school. To ensure regular awareness of homework tasks and communication between home and school, parents and carers are asked to sign the book on a weekly basis.

Glossary of Key Writing Terms

Adverb - a word which modifies a verb, which means that it tells you how, when, where or why something is being done.

Adverbials/ adverbial phrases - a group of words that function in the same way as a single adverb e.g. The parcel arrived a few days ago. After the play, the family went for a meal.

Clause - a group of words forming part of a sentence or a whole (simple) sentence It contains a subject (noun) and verb e.g. Hilary yawned.

Conjunction - a type of connective ('connective' is an umbrella term for any word that connects bits of text). Co-ordinating connectives include the words and, but and so; subordinating connectives include the words because, if and until.

Expanded noun phrase - a group of words in a sentence that function like a noun. They expand the noun and give the information in a more economical way e.g. The small black cat with the yellow eyes The athletic footballer in the blue strip A soaring, impressive tree spread its massive limbs into the sky

Parenthesis (brackets) - we use parentheses to enclose information that can be left out. The information in the parentheses is **not essential** to the meaning of the original sentence. it is given as additional, or extra, information. E.g. Sam (the boy from the school) helped me with my homework.

Phrase - a group of words that form a unit of meaning or replace one word e.g. in a hurry, half an hour ago.

Prepositions – a word that shows the relationship between two other nearby words. We use prepositions to explain where things are in time or space. E.g. in, on, around, above, near, underneath, alongside, of and for.

Preposition phrase - A prepositional phrase is a phrase that starts with a preposition and ends with noun (or a pronoun). e.g. from London

Pronoun – There are several kinds of pronoun which often replace a noun or noun phrase to avoid repetition. *Personal pronouns*: I, me, he, him, she, her, we, us, they, them, it *Possessive pronouns*: mine, yours, hers, ours, theirs, its *Reflexive pronouns*: myself, herself, themselves.

Verbs – a 'doing' word. E.g. to eat, to walk, to talk etc. Depending on the way in which you word a sentence, a verb can be either **active** or **passive**.

When the verb is active, the subject of the verb is doing the action, e.g. : France *beat* Brazil in the final.

When the verb is passive, the subject undergoes the action rather than doing it. e.g. Brazil *was beaten* in the final

Modal verb The modal verbs are:

- can/could
- will/would
- shall/should
- may/might
- must/ought

They are also called auxiliary verbs and are used to help the main verb. e.g. I could go to the beach this afternoon. You must finish your homework before bed.