

Welcome to Years 5!

Lifelong learners with open minds

We aim to ensure that all our pupils achieve their full potential and we have high expectations of our children in all aspects of their development.

As a whole school, we are working hard this year on improving our children's positive learning behaviours. Our aim is to improve children's intrinsic motivation and help them to become more resilient and independent in their learning.

Meet the year 5 team

Year Leader: Mrs Thornley

Y5TW Mrs Thornley/ Mrs Wood

Y5G Miss Golding/ Mrs Morgan

Y5R Mrs Roberts/ Miss Falcon

Mrs Howard (Maths)

Meet the year 5 team

In class

Mrs Trott (5TW)

Mrs Sharpe (5R)

Mrs James (5R)

Mrs Hiscutt (5TW)

Miss Hiscutt (5G)

Miss Capocci (5G)

PPA

Mrs Morgan

Mr McBeath

Mrs Rehman

Mrs Wood

Our year group mission statement for year 5

We will always strive to be the best we can be in an amazing learning environment!

We will be respectful, reliable and responsible in Year 5 as we are the role models for the younger year groups.

We will treat everyone with respect and equally, making sure to include everyone.

We will make sure to be empathetic towards others and make a positive impact on the people we are with.

In our year group, we will be honest with ourselves and our friends, thinking about the choices we make in our learning and our relationships.

As Harrison citizens, we aim to work co-operatively together and concentrate on the challenges we face each day.

Will persevere, be resilient and always try our hardest, pushing ourselves with higher level tasks.

As a TEAM, we will aim to excel and be hard-working in the classroom and on the playground.

Attendance

Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97%.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time. If your child had less than 97% attendance, we would urge you to ensure their attendance improves this year.

How Attendance affects GCSE Achievement

% attendance	Percentage achieving 5 A*-C GCSEs
100 – 93.5%	74.3%
93.4 – 92.5%	60.4%
92.4 – 91.5%	53.1%
91.4 – 90%	44.6%
89.9 – 88%	34.7%
Less than 88%	26.7%

Lateness

Children can enter the school playground at 8.40am. They will be sent straight into their classroom.

The doors will be closed at 8.55 - children arriving after this time must enter via the main school office.

Please note that our morning session begins as soon as the children are in class and children missing this time miss out on valuable curriculum time such as maths, handwriting and spelling.

School Uniform

We believe that children who take care and pride in the way they look also take pride in their work. The school encourages all pupils to identify with the school dress code as this engenders a sense of belonging. We ask for parental co-operation in ensuring that pupils are suitably dressed and that high standards regarding school uniform will continue.

Please be aware that in line with our secondary feeder school, extreme hair styles are not encouraged. We would really appreciate your co-operation in this matter.

School uniform consists of these items:

- Grey/black trousers, skirts or a pinafore dress
- Pale blue blouses and shirts
- Pale blue polo t-shirts
- Blue jumpers, cardigans or fleeces
- In summer, children may wear blue and white candy stripe or gingham dresses or grey tailored shorts
- Footwear should be trainers

On PE days, children must wear school jumpers.

Jewellery

No jewellery, apart from watches and sleepers or studs in pierced ears only, should be worn to school.

Jewellery should be removed for all physical education activities and the child must take responsibility for their possessions. We appreciate that this may be difficult for some children and so we recommend they leave earrings and watches at home on P.E. days.

Make-up and nail varnish is not permitted.

PE kits

On the days that your child has PE, please can children come to school in normal school t-shirts, sweatshirts and/or fleeces (they can wear white PE t-shirts if they have them).

Training shoes can be worn every day by everyone.

The only items of clothing that need to be different are black or grey joggers or leggings.

PE Days

Y5T/W - Monday and Tuesday

Y5G - Tuesday and Friday

**Y5R - Tuesday (Swimming) and
Wednesday**

Cloakrooms

To reduce the amount in our cloakrooms and keep everyone safe, we ask you to send your child in with only these items:

1. Lunch box (unless they are having a hot dinner)
2. Water bottle
3. When colder or wet, your child will need to wear a coat to school.
4. Library books on the day for your class.
Monday for Y5R and Friday for Y5TW and Y5G

Please ensure ALL items are clearly labelled.

Breaktimes

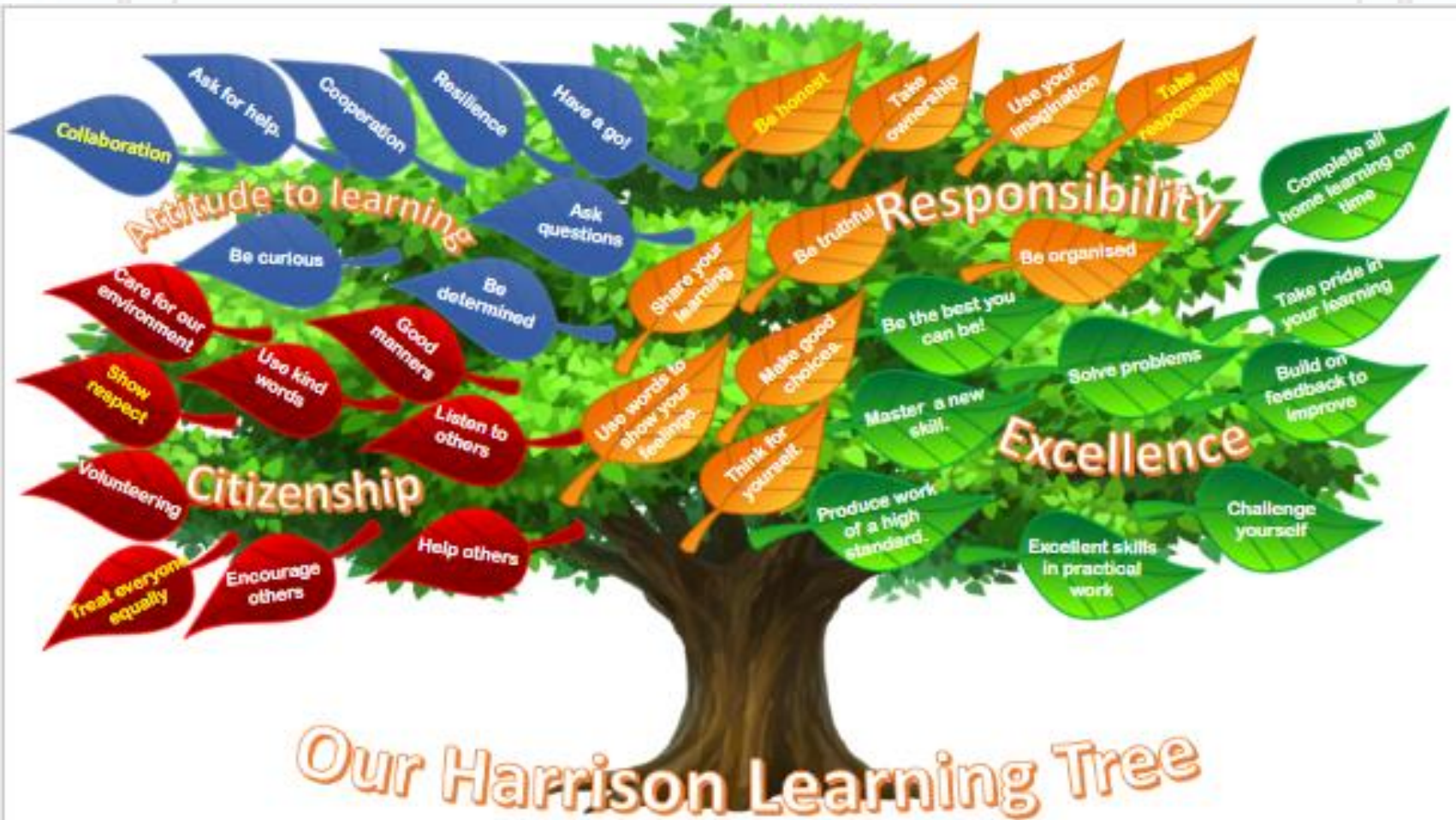
Healthy Eating

Fruit, vegetables, cheese, cream crackers, bread, etc may be eaten at school break time.

Nut Allergies

Please note we have children with severe allergic reactions to nuts presently attending Harrison Primary School. We therefore ask all parents to ensure no nuts or nut products are included in lunch boxes or as break time snacks.

Behaviour policy
This document available on our school website.



Rewards - Merit point system

At Harrison, we award merit points for positive learning behaviour, falling into the 4 strands of **Citizenship**, **Attitude to learning**, **Responsibility** and **Excellence**.

Children collect merit points on their merit card or chart to work towards their bronze, silver, gold, platinum and head teacher's award certificates.

Each week, one child will be selected from each class for a leaf for exceptional work, effort, attitude or citizenship.

Citizenship: (red)

Use kind words.
Be a good friend.
Show good manners.
Show respect to others.
Make our school a better place.
Volunteer.
Look after our environment.
Help others .
Encourage others.
Recognising the rights of others.
Listen to others.
Contribute to our community.

Attitude to learning (blue)

Resilience - stick at a task even when it is hard.
Have a go!
Determination - concentrate on your work and avoid distractions.
Curiosity- ask questions to help you understand.
Motivation - try to be the best you can be.
Challenge yourself.
Cooperation - work well with other people.
Learn from your mistakes.
Ask for help.

Responsibility (yellow)

Organise yourself.
Listen carefully to instructions.
Think for yourself and make the right choices
Share your ideas with others.
Reflect upon your learning.
Use your imagination in every subject.
Be truthful and reliable.
Take pride in your learning.
Take ownership of your own learning.
Use words to show how you are feeling.

Excellence (green)

Build on feedback and improve your work.
Demonstrate you can meet your targets.
Complete all home learning on time.
Produce work of a high standard.
Show excellent skills in practical work.
Master a new skill.
Solve problems and meet new challenges.

Home learning in year 5 and 6

Homework will be handed out on a Friday to be handed in the following Wednesday.

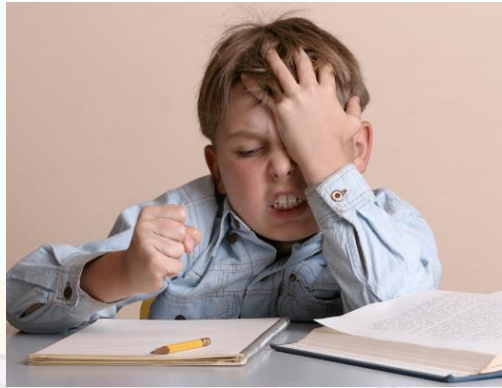
- SPAG worksheet (Spelling, Punctuation and Grammar)
- Daily Spellings (Not all in one go!)
- A maths task (set by your child's maths teacher)

Children will self-mark their work each week so they can see what their next steps are. We will check this, give positive verbal feedback and award merit points.

- Once a year, they will get a longer, topic-based project.

It is expected that all children regularly continue to ...

- practise **times tables** to improve recall speed (new test from government).
- **Read every day** - essential to ensure children continue to have a love of books, build on their stamina, develop their vocabulary and continue to improve their English/life skills.



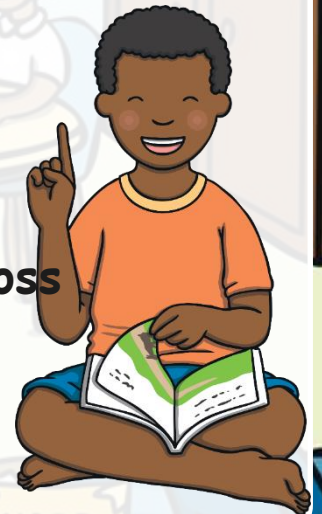
Homework should not be a battle. If your child has any problems, please ask them to come and chat with us about what they do not understand before it is due in. We will help them and they can achieve.

Homework club is held on a Tuesday lunchtime in Y5R.

Reading Targets in Year 5 and 6

To be able to read fluently, accurately and confidently

- Clarify (ask questions, discuss)
- Monitor and summarise (fact/opinion, recognise key points and ideas, summarise and explain in own words)
- Select and retrieve (skim/scan, find and copy)
- Respond and explain (points of view, comparisons, reasoned justification)
- Inference (draw inferences about characters thoughts and feelings, justify and explain using text evidence)
- Language for effect (explain how author's choice of language, structure and presentation contribute to meaning, impact on reader)
- Themes and conventions (different purposes for reading, common themes across books, make links across range of books)



Reading Targets in Year 5.

Year 5 I can check the book makes sense to me by discussing my understanding and exploring the meaning of new words using my contextual knowledge.

Year 5 I ask pertinent and helpful questions to improve my understanding of a text.

Year 5 I can explain and discuss my understanding of what I have read including through formal presentations and debates, maintaining a focus in the topic.

Year 5 I can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.

Year 5 I can make predictions and express opinions, explain and justifying these with reference to the text based on my knowledge of the text.

Year 5 I use text features to help me locate the information I need e.g. contents, index, subheadings

Year 5 I can skim and scan efficiently for vocab, key ideas and facts on both the printed page and screen.

Year 5 I can refer accurately to elements from across the text to support predictions and opinions.

Year 5 I am beginning to make links between the author's use of language and the inferences drawn.

Year 5 I can identify how the language, structure and presentation contribute to the meaning giving relevant examples to illustrate.

Year 5 I can discuss and evaluate the intended impact of the language used with reference to the text.

Year 5 I understand and am beginning to use technical terms to discuss language effects e.g simile, metaphor, personification, with reference to the text.

Year 5 I can identify the themes in a wide range of writing e.g heroism or loss across a range of texts.

Year 5 I can identify how presentational and organisational choices vary according to the form and purpose of the writing.

Year 5 I discuss and evaluate the intended impact of the language used with reference to the text.

Year 5 I can distinguish between statements of fact and opinion.

Year 5 I can identify the main points taken from more than one paragraph and can summarise them, identifying the key details that support the main idea.

Year 5 I can summarise main ideas in a series of sentences from more than one place using own key words and key details from the text that support the main ideas.

Year 5 I can participate in discussions about books that are read, building on my own and others ideas and can challenge views courteously.

Year 5 I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Year 5 I can make simple links between texts, their audience, purpose, time and culture drawing on a good knowledge of authors.

Year 5 I can consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters.

Year 5 I can explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Year 5 I can explain and justify comparisons within and between books with reference to key details.

Year 5 I can make comparisons within and across books by comparing information, characters or events within and between texts.

Year 5 I can provide reasoned justification for my views.

Year 5 I can retrieve, record and present information from non-fiction and make notes using quotation and reference to the text.

Year 5 I can extract information from the text and make notes using own words, key vocab and other references to the text.

Year 5 I read books that are structured in different ways and now there are different purposes for reading. For example: reference books for information and poetry for entertainment.

Year 5 I can use my knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words.



Writing and SPAG

Year 5 I can add extra detail to my writing using technical vocab, emotive language and vivid vocabulary.

Year 5 I can attempt to make links between my paragraphs.

Year 5 I can begin to use Point Evidence Explanation to structure my paragraphs.

Year 5 I can choose the correct tense for the task and keep it the same throughout my writing.

Year 5 I can ensure my sentences are grammatically correct: subjects and verbs agree, tense and person are correct.

Year 5 I can ensure my writing is balanced between action and dialogue, facts and comments.

Year 5 I can identify the audience for my writing and choose a suitable style of writing for the task.

Year 5 I can join my handwriting when appropriate so that it is clear.

Year 5 I can link my paragraphs using adverbials of time (Later, finally, After that) Place (nearby, next to, underneath) and sequence (first, secondly)

Year 5 I can make sure my letters are correctly formed and a consistent size.

Year 5 I can organise my ideas into paragraphs to structure my writing.

Year 5 I can pose rhetorical questions, which are answered in the sentences that follow.

Year 5 I can sequence my paragraphs in a sensible and logical way.

Year 5 I can suggest improvements that I will make to my own writing and edit and improve my vocab, grammar and punctuation.

Year 5 I can use brackets or commas to add extra information to a sentence. (parenthesis)

Year 5 I can use different sentence structures to vary my writing: simple, complex and compound sentences.

Writing and SPAG continued

Year 5 I can use modal verbs to express possibility such as: could, should, would, might, may etc

Year 5 I can use question marks, commas, exclamation marks, colons (introduce lists), speech marks and apostrophes for possession.

Year 5 I can use subordinating conjunctions at the beginning and within my sentences. Such as: although, because, until, since, so, unless, before etc

Year 5 I can use a wider range of conjunctions to create cohesion, extend my sentences and link my ideas.

Year 5 I can use commas to clarify meaning.

Year 5 I use relative clauses to add relevant detail using relative pronouns -who, whom, whose, that and which. For example: The lady, who was my next door neighbour, asked to borrow a cup of sugar.

Year 5 I can apply previously taught spelling rules from year 3/4 (eg suffixes -ly, -tion, -sion), prefixes (ir-,re--, super--, auto--), homophones (which/witch, their/they're/there)

Year 5 I can spell most of the words from the 5/6 spelling word list correctly.

Year 5 I can spell words from the statutory year 3/4 spelling list.

Year 5 I can suggest possibilities using adverbs: perhaps, surely.

Year 5 I can use prefixes to modify verbs. dis, mis, re, over

Year 5 I can use suffixes to change root words correctly eg. designate, classify, criticise.

Writing Levels

Your child will be set writing targets continuously when teachers mark their work weekly. The children will always know their next steps in writing so you can ask them, however, we will report this information to you at parents evenings and through reports.

Pen Licence

This year, we are encouraging the children to take greater pride in their work and greater responsibility with their presentation.

End of Year 6 government handwriting expectations are high therefore year 5 and 6 children are being encouraged to gain their pen licence.

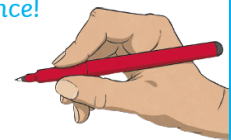
Pen Licence

Congratulations to _____

for earning your pen licence!



Well Done!



Date _____ Signed _____

Working at age related expectations year 5

Jamie
Friday 16th March 2018
How to make a dream for a boy or girl who loves gaming

I can write a set of instructions using imperative verbs and abstract nouns you will need the following:

- A dreamer
- A colour of your choice
- A dollop of determination
- A cup of victory
- A pinch of ^{courage} ~~courage~~
- A sprinkle of bravery

To begin your magical gaming dream, you will need to add a pinch of ^{courage} ~~courage~~ and a sprinkle of ^{bravery} ~~bravery~~. This will make sure you are not scared ^{when} ~~to~~ playing your ^{games} ~~games~~. Now, to make the room you will game in, you need to add the colour you want it to be ⁱⁿ ~~in~~ the mixture.

Next, take a picture of the things you want in your dream and print them out (they have to be in colour for this to work). When you ~~had~~ have done this, add them into the mixture and stir thoroughly. Finally, add a dollop of determination and a cup of victory and your mixture is now ready to ~~drink~~ ~~drink~~ before you go to bed night night. [;]

* Range of conjunctions ~~not~~ not achieved

V = second person
V = present tense
V = time conjunctions
V = imperative verbs

3 Please underline when self assessing as shown so as not to disrupt marking.

* Why have you only written 3 steps? Our target was at least 6? Make sure you challenge yourself further next time.

Working at age related expectations year 6

How to make a human.

To create each human ^{soul} you ~~use~~ a wide range of emotions ^{must} with ~~have to~~ be gathered: happiness, anger, fear, bad experiences, ~~jealousy~~ ^{friendship}, love and humour.

1) I initially, ^{cautiously} ^{gill} ^{up} ^{measure} a cauldron $\frac{1}{2}$ of the way up (1000ml) with concentrated happiness - make sure this is high-quality otherwise the human's feelings will seem artificial, making it unable to take anything seriously.

2) Next, rapidly drop in a couple of handfuls of anger, ^{be harsh - this is a great} ensure that they have been thoroughly pounded and most importantly be wary not to overdose or the being will become aggressive, leading it to ^{become} ~~become~~ unapproachable and unable to make friends.

3) Once the mixture has been concocted into a ~~red~~ ^{vivid} pink, continue stirring

Annotations: Hugs, little little, opener, adverb, imperative, force you on using, adverb

until all the lumps have dissolved. Once this is completed, add in roughly ~~50ml~~ ^{100ml} of year-¹⁰ ~~be~~ ^{be} cautious to sprinkle in the correct dose or the human soul will either be too big for its boots or a coward who never does anything.

4) Following this, ^{time comparison} let the eight teaspoons of bad experiences simmer at a low heat; ^{50ml color} swiftly pour the ~~syn~~ ^{paste} into the once it has become a ^{vibrant} ~~green~~ colour. Follow this step carefully or the person will never learn from its mistakes and make the same, dumb mistakes repeatedly.

5) After allowing the mixture to rest for an hour, rapidly crumble a small block of responsibly-sourced friendship. This is a very important quality due to the fact it will help develop friends who could help in the robot rebellion!

6) Consequently, with a cautious manner, slice a ^{hundred} ~~100~~ piece of love and melt it in

Annotations: Time comparison, 50ml color

Spelling

Individual target lists (taken from the medium frequency word lists set by the NC or compulsory word lists for KS2 set by the NC). Some children will have spelling intervention.

We should see them being applied in their writing.

Any age-appropriate misspelt words from their independent work will be added to their personal spelling list each week.

Mid-term assessments will be used to ensure children are embedding spellings/using rules and mnemonics to help them and not just learning for weekly test.

By end of year 6, children are expected to identify own spelling errors and correct them.

New Curriculum Spelling List Years 5 and 6



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

Maths

Year 5

Maths groups are split 4 ways

All 4 groups cover the same curriculum and are planned for together to ensure consistency.

The groups are differentiated by the pace at which the children are able to move on and by the amount of adult support available.

Children can move between groups according to their needs.

Emphasis is on visuals and modelling to help secure learning.

Parents meetings

- Our system for meeting with parents will be finalised nearer the time.
- In November, these slots are allocated for us to discuss your child's learning and we encourage your children to attend too, if possible.
- However, please do not wait until these evenings if you have any concerns or worries. Please contact the school office to make an appointment for a phone call sooner so we can address issues quickly and can keep to time on parents eve.

A few last things...

- If you (or another family member) are able to volunteer to hear readers regularly, please contact your class teacher via school email with your availability.
- If you have any questions, please feel free to message the office and ask for one of us to call you back.

Thank you.