

A Booklet for Year Five Parents

End of Year Expectations- Social and English



Salford Primary School
A Booklet for Year Five Parents

These are the things our Year Five children are expected to show at all times throughout the year.

SOCIAL

- To always follow the golden rules at all times.
- To have the confidence to take educated risks and understand that you can learn through mistakes.
- To listen respectfully to the opinions of others even if they differ from our own.
- To individually take responsibility for a task within a group.
- To be able to work within a group.
- To appreciate the learning styles of others.
- To understand and respect others' personal boundaries.
- To begin to set a positive example for others to follow.

ENGLISH

These illustrate what most children are expected to achieve by the end of Year 5. However, some children may need consolidation of earlier objectives, or structured support to help them achieve aspects of these, therefore greater focus will be given here. Some children will have exceeded these targets, and will be working to more challenging objectives, deepening their understanding and application skills.

Speaking and Listening

- To develop ideas and feelings through sustained speaking turns
- To organise talk to help the listener, with overall structure evident
- To adapt language and non-verbal features to suit content and audience
- To respond to the speaker's main ideas, developing them through generally relevant comments and suggestions
- To attempt different roles and responsibilities in pairs or groups
- To show understanding of characters or situations
- To adapt speech, gesture, and movement
- To create roles and scenarios
- To recognise and comment on different ways that meaning can be expressed in own and others' talk
- To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Writing

- To further prefixes and suffixes and understand the guidelines for adding them
- To spell some words with 'silent' letters, e.g. knight, psalm, solemn
- Continue to distinguish between homophones and other words which are often confused
- To use dictionaries to check spelling and meaning of words
- To use the first three or four letters of a word to look up words in a dictionary, to check spelling, meaning or both of these.
- To use a thesaurus.

To write legibly, fluently, with increasing speed and personal style.

Be able to choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters

Be able to choose the writing implement that is best suited for a task (e.g. quick notes, letters).

To proof-read work for spelling and punctuation errors

To perform own work using appropriate intonation and volume

Understand how spoken language can be represented in writing

To use commas to clarify meaning or avoid ambiguity in writing

To be able to use hyphens to avoid ambiguity

To use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

Reading

To maintain positive attitudes to reading and understanding of what they read by reading a wide range of books, discussing similar themes occurring across stories and expressing preferences and building on prior knowledge.

To ensure that pupils are taught the technical and other terms needed for discussing what they hear and read, such as *metaphor*, *simile*, *analogy*, *imagery*, *style*, and *effect*.

To discuss how authors use language, including figurative language, in the books they read, and considering the impact on the reader

To learn a range of poetry by heart

To distinguish between statements of fact and opinion

To retrieve, record and present information from non-fiction

To participate in conversations about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic under discussion

To ask questions to improve their understanding of what they have read.

Tips and ideas for Supporting English at home. For more ideas please see our English section on the school website <http://www.salford.bathnes.sch.uk/curriculum>

Speaking and Listening

Discuss their day with them when you see them after school

Try to have a family meal together as often as possible

Encourage your child to talk about their views and interests with others, include what is going on in the news into your discussions (the BBC Newsround site is an excellent stimulus) and have simple debates about what you find.

Ask them about their homework and get involved with it

Switch off television and laptops well before bedtime: chat or read a bedtime story together instead

Play family games together, like Charades, Chinese Whispers and Articulate

Read books and poetry aloud together

Re-tell familiar stories and have fun making up your own

Writing

Play word-building games to develop descriptive vocabulary such as Boggle, Scrabble, Bananagrams, Guess Who, 'What am I?' (one person thinks of something to describe. They give clues by describing it, without saying its name. Other players have to guess what it is with as few clues as possible.)

Encourage your child to create their own comic strip. What style should they use to tell your story? Should it be a cartoon style with script underneath or in speech bubbles? Should the stories be in plain writing with some illustrations around the edges?

Read books to, and with, them that are at a higher level than their own reading to expose them to ambitious vocabulary and complex sentence structure.

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'.

Suggest three unrelated things—for example, a train, a princess, and a basketball—and encourage your child to write a story that includes all of them.

Let your child see you being a model writer but also let them see that you are not perfect! Checking, making changes and editing what you write are a natural part of writing

Encourage children to make up their own riddles to which you have to guess the answer. It doesn't have to be complex – just simple ones, such as "What is blue and over your head?" (answer being the sky) will serve to stretch their imaginations.

You could encourage children to make up a 'Horrid History' or 'Horrid Science' style story of their own.

As with early writers be aware of occasions when children can be involved in writing – shopping lists, cards, phone messages, notes to friends, invitations to family occasions, emailing friends, blogging, texting (be aware of e-safety).

Help your child write a letter to their favourite author. Details can be found on the internet.

Provide your child with a comfortable place to work and exciting writing materials. A dictionary or spell check on a computer would also be useful.

Spellings

Produce a crossword puzzle together using the words on a spelling list (you will need a blank grid and dictionary for this).

When your child has learned their spelling words and is confident they know them, write them down in a muddled fashion and then set your child the challenge of unmuddling them e.g. onhisaf = fashion.

Make a word search using the spelling words and ask your child to do the same. When you have both finished making your word searches, swap them over and see if you can find the hidden words.

Let your child use Scrabble tiles to spell the words. Then ask them to add up the score for each word. Which word is worth the most points? The least? Bananagrams and Scrabble are great for practising spelling.

Challenge your child to find all their words in the dictionary. You might like to set them a time limit or have a race between you as to who can find each word the fastest.

Get children to use their spelling words to form the 'skeleton' on which they create a short story, such as; Once upon a time in a gloomy castle there lived a beautiful princess etc, etc.

Play Word ladders- see below (plenty of online games available too)

A word ladder is a sequence of words formed by changing just one letter each time from the previous word. eg CAT - COT - DOT - DOG

Reading

Please see our comprehensive reading section on the school website:

<http://www.salford.bathnes.sch.uk/reading/>

Continue to get your child to read aloud sometimes and keep reading to them too.

Encourage your child to read stories, poetry, plays and all kinds of information texts. They also need to be able to choose the kinds of books that they enjoy.

Some children are more tuned into magazines, information texts of all kinds and comics. They need opportunities for this kind of reading at home. You might give your child a subscription to a magazine that reflects his/her interests (e.g. fanzine ones). There are also junior supplements in many newspapers.

Join the local library.

If they really like or dislike a book, encourage them to identify why. Is it the story line or the characters? Who is their favourite character in the book? Perhaps the story goes too slow or too quick for them?

Use recipes to cook together.

Research on the internet together. You could look at team websites, or find their favourite author or TV programme and find out more about them.

In reading, you might think about an encyclopaedia, book of records etc. Many children of this age like collecting facts and they are improving their reading at the same time. Joke books, verses and poetry books may also be appreciated – they can be dipped into at odd moments.

Recorded books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own. They can also be borrowed from libraries.

Check your child really understands the book by asking them to relate the story to you.

Encourage reading to younger members of the family.

A good dictionary and thesaurus are useful to have to hand for doing homework or for browsing through.