

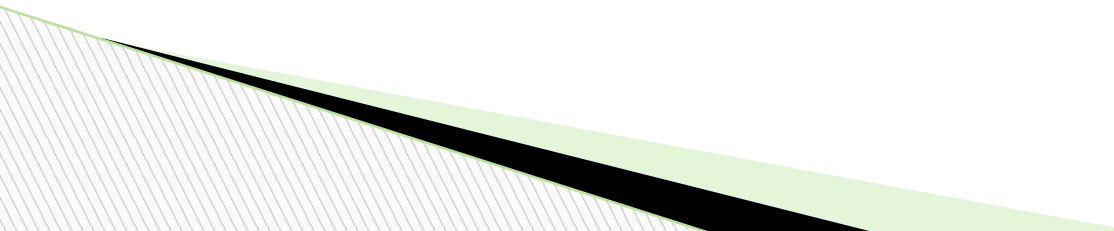
SUPPORTING YOUR CHILD AT HOME



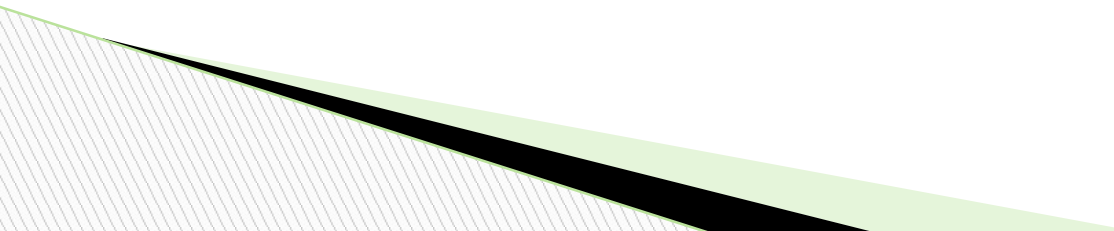
Year 5 and 6
2025-26

Mr Dalton
UKS2 Phase Leader

AIMS

- To give you some ideas of ways to support / develop further learning at home.
 - To emphasise the importance of working as a team (child, parent/carer and teacher).
- 

IN THIS PRESENTATION

- Year 5 and 6
 - Reading
 - Writing
 - Spelling
 - Maths
 - Behaviour/Expectations – “The Wavendon Gate Way”
 - Homework
- 

UKS2 TEAMS



5A – Mrs Birch

5B – Mrs Carter

HLTA – Mrs Boseley

TA – Miss Deria

6A – Mr Weatherburn

6B – Mr Dalton

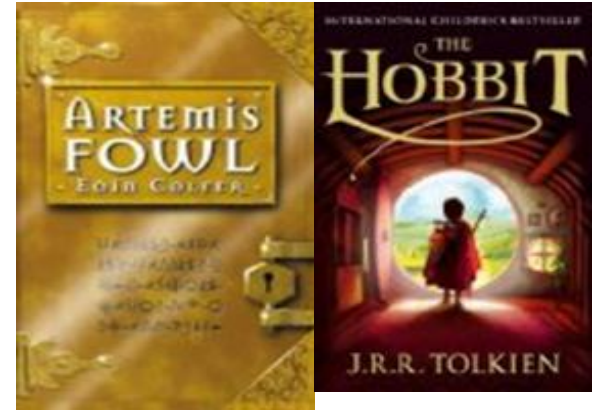
HLTA – Mrs Del Basso

HLTA – Mrs Corbett

READING



WHAT IS READING?



Decoding

- this occurs when a student uses his or her knowledge of letter-sound relationships to pronounce written words

Comprehension

- the understanding and interpretation of those words

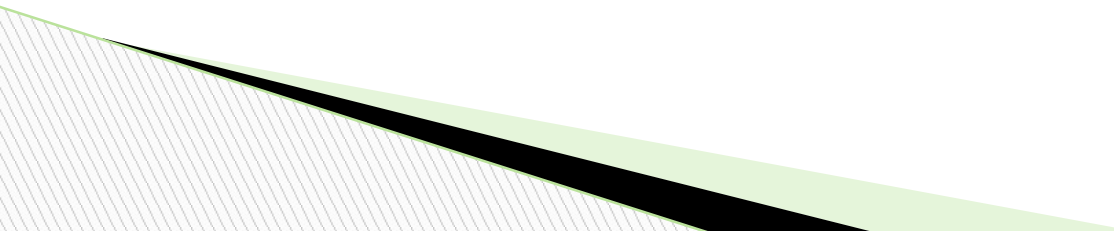
Good language
comprehension,
poor word
recognition

Good word
recognition,
good language
comprehension

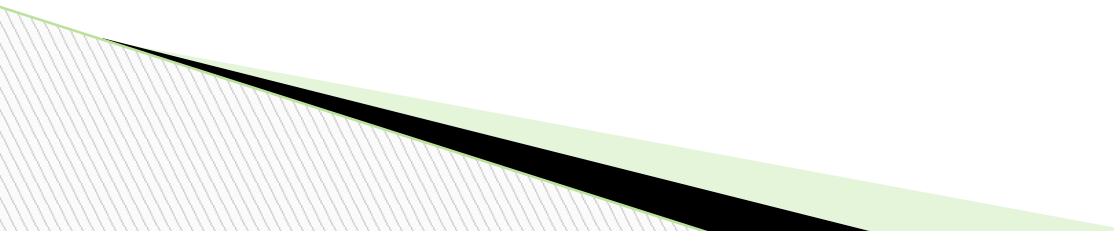
Poor word
recognition,
poor language
comprehension

Good word
recognition,
poor language
comprehension

READING IN SCHOOL

- Regular reading of high quality text types during English and also through other lessons.
 - Daily guided reading sessions (e.g. The Boy at the Back of the Class/Wonder)
 - Excellent modelling of reading by teachers and TAs
 - Sharing a class book.
 - Reading comprehension tasks.
 - Reading interventions where appropriate.
 - Reading across other subjects such as humanities and science.
 - Library time.
- 

HOME READING

- Reading record and reading book.
 - Book bands.
 - Reading homework - **At least 4 times a week.
Ideally 7.**
- 

Purple				
Pink				
Orange	oy, ee, igh, ow, oo, oo			
Yellow	ee, or, air, ic, ou, oy			
Blue	a-e, ea, i-e, o-e, u-e, ai			
Grey	ai, oo, aw, ur, er, ice, ear, u- re, sw, are, ow	Orange	Year 1-2	Orange
		Turquoise	Year 2	Turquoise
		Purple	Year 2	Purple
		Gold	Year 2	Gold
		White	Year 2	White
		Lime	Year 2 - 3	Lime
		Brown	Year 3	Copper
		Grey	Year 3 - 4	Topaz
		Navy	Year 4	Ruby
		Black	Year 4	Emerald
		Neon	GD Year 3/4	N/A
		Maroon	Year 5	Sapphire
		Beige	Year 6	Diamond
		Pink	Year 6-7	Pearl



Books that I am reading

Date	Book	Page No.	Comment and rate your book
15/9/2021	Harry Potter and the Philosopher's Stone (Home book)	P.1 to P.19	I really liked the description of the first chapter because at night there was more color of description about the sky.
16/9/2021	Harry Potter and the Philosopher's Stone (Home book)	P.19 to P.32	I found it really funny how Harry made the glass that held a snake disappear when his cousin Dudley was leaning on it.
17/9/2021	Harry Potter and the Philosopher's Stone (Home book)	P.32 to P.50	I really enjoyed the third chapter as there were funny from no one ahead from no one and they just kept repeating .
18/9/2021	Harry Potter and the Philosopher's Stone (Home book)	P.50 to P.66	I couldn't really really understand how Hagrid talks but it was that on some words he misses out letters and it sounds funny.
19/9/2021	Harry Potter and the Philosopher's Stone (Home book)	P.66 to P.94	I thought it was weird of Harry's school supplies of their things of coldrons, books and a wand.

New words and their meaning.

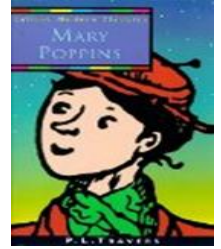
Emporium - means it will have all types in it

Books that I am reading

Date	Book	Page No.	Comment and rate your book
20/9/2021	Harry Potter and the Philosopher's Stone (Home book)	P.94 to P.121	I liked the description of how Draco's emotion changed by the colour of his cheeks as they went from being one colour to another.
21/9/2021	Harry Potter and the Philosopher's Stone (Home book)	P.121 to P.140	I really liked the setting of the great hall in Hogwarts.

New words and their meaning.

HOW YOU CAN HELP



- Parents, families and carers are the first educators of children and they are the key influence to developing a child's learning (no pressure then!).
- Home reading is an essential part of a child's learning.
- Setting routines and keeping to them offers your child a sense of security and helps them both at home and in school. Please help us develop your child's reading by reading regularly with your child and supporting their home reading. 20 - 30 minutes every school day is ideal for Year 5/6
- This then needs to be recorded in the child's reading journal (either by you or your child). They must have their reading journals every day and they will be checked every week.

Top 20 Reading



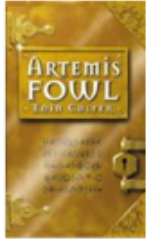
Goodnight Mister Tom
By Michelle Magorian

How to Train Your Dragon
By Cressida Cowell



A Series of Unfortunate Events
By Lemony Snicket

Artemis Fowl
By Eoin Colfer



The Lion, the Witch & the Wardrobe
By C. S. Lewis



The Borrowers
By Mary Norton



The Boy in the Striped Pyjamas
By John Boyne



Matilda
By Roald Dahl

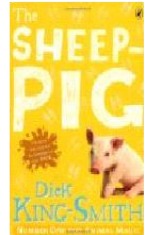
Private Peaceful
By Michael Morpurgo



Carrie's War
By Nina Bawden



Charlotte's Web
By E. B. White



The Sheep-Pig
By Dick King-Smith

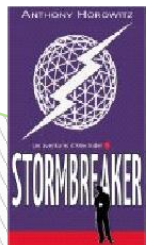
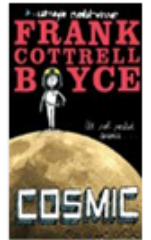
Skelling
By David Almond



Clockwork
By Philip Pullman



Cosmic
By Frank Cottrell Boyce

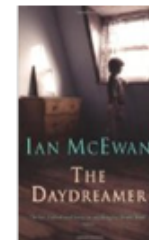


Stormbreaker
By Anthony Horowitz

There's a Boy in the Girls' Bathroom
By Louis Sachar



The Daydreamer
By Ian McEwan

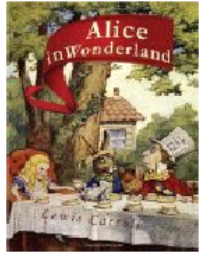


Diary of a Wimpy Kid
By Jeff Kinnell



Classics

Why not try something different and go for one of these older 'classic' texts? Or one of the recommended authors below?

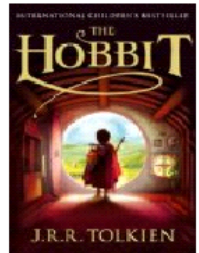


Alice's Adventures in Wonderland

By Lewis Carroll

A Christmas Carol

By Charles Dickens

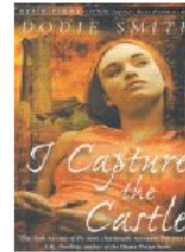


The Hobbit

By J. R. R. Tolkien

I Capture the Castle

By Dodie Smith

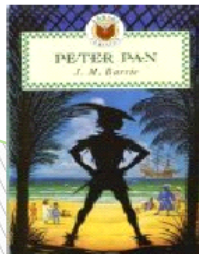


Just William

By Richard Crompton

Mary Poppins

By Pamela L. Travers

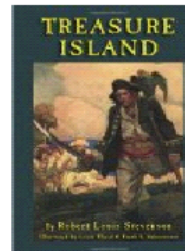


Peter Pan

By J. M. Barrie

Treasure Island

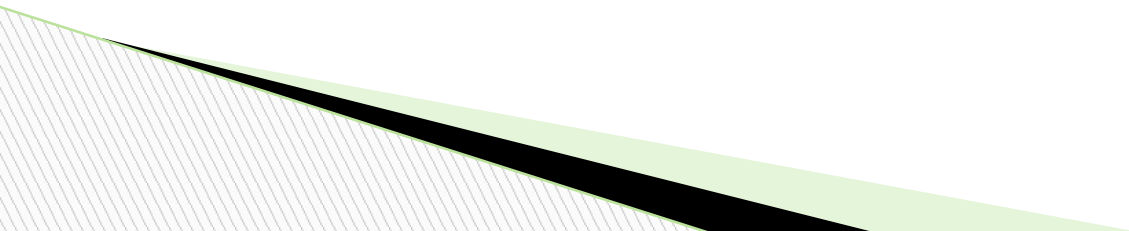
By Robert Louis Stevenson



School Reading List

is a great website for books that are suited for each school year!

WRITING



Y5 WRITING

On-going handwriting, spelling and vocabulary objectives

I can use diagonal and horizontal strokes to join my letters.

I understand which letters should not join (g, j, y, x, z).

I can spell some words with silent letters (knight, psalm, solemn)

I can use a dictionary to check the spelling and meaning of words

I can use a thesaurus

Autumn term	Date	Date	Spring term	Date	Date	Summer term	Date	Date
I try to make links within paragraphs (for example then, after that, this, firstly).			I am beginning to explore altering word order in sentences for effect			I can use commas to clarify meaning or avoid ambiguity in writing (e.g. commas for clauses)		
My writing stays in the same tense throughout			I try to make links across paragraphs using adverbials (e.g. time, place or number)			I can use relative clauses beginning with who, which, where, whose, when, that or with an implied relative pronoun		
I can use a range of expanded noun phrases to convey complicated information concisely			I can use a variety of different sentence openers					
I can plan my writing for a purpose and to suit a given audience			I am beginning to vary sentence structure for effect by using simple, compound and complex sentences			I can use brackets, dashes or commas to indicate parenthesis		
I can use punctuation from previous years confidently			I am beginning to use figurative language such as similes, metaphors, onomatopoeia and alliteration			I use modal verbs (might, should, will, must) or (possibly, surely) to indicate degrees of possibility		
I can use a mixture of description and dialogue to convey character and advance action			I use vocabulary which is appropriate to the text (including formal and informal, appropriate adjectives, verbs and adverbs)			I can self-assess my writing using a checklist and use this to improve my work independently		
I can proofread my writing			I can use features of similar texts to inform my writing					
I can use further organisational devices to structure a text to guide the reader e.g. headings, bullet points, underlining								

Y6 WRITING

In Year 6 we use the expectations set for the end of KS2 to make our final judgement. They will be classified as..

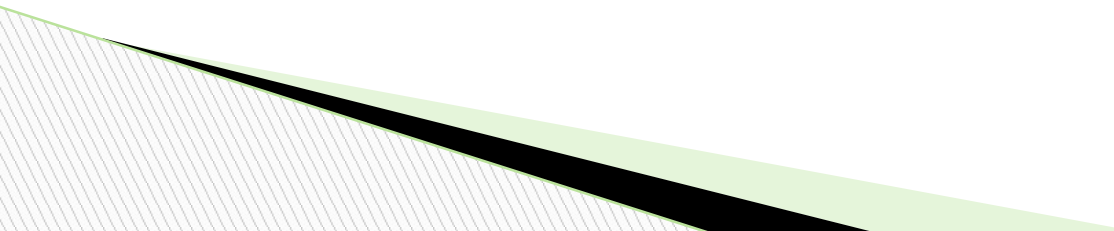
Children are assessed at...

‘Working Towards’ (WT)

‘Working At’ (WA)

‘Working at Greater Depth’ (WGD)

It is important that they are able to show evidence for WT even though they may be able to reach targets in WA or WGD

- Assessments linked to this will usually take place towards the end of a writing unit using our own assessment criteria linked to KS2 expectations.
 - Your child will have ‘cold’ writing assessments to complete throughout the year that will be moderated with other schools too.
- 

Y6 WRITING

table

On-going handwriting, spelling and vocabulary objectives

I can maintain legibility in joined handwriting when writing at speed

I can spell correctly most words from the year 5 / year 6 spelling list

Autumn term		Date	Date	Spring term		Date	Date	Summer term	Date	Date
I can write for a range of purposes				I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)				I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (e.g. literary language, characterisation, structure)		
I can use punctuation taught at KS1 mostly correctly.	CL			I can use a range of devices to build cohesion, within and across paragraphs	conjunctions			I can use a dictionary to check the spelling of uncommon and more ambitious vocabulary		
	FS				adverbials of time					
	Question Marks				adverbials of place					
	Commas (list)				pronouns					
	Apostrophes (contraction)				synonyms					
I can describe settings, characters and atmosphere in narratives				I can integrate dialogue in narratives to convey character and advance the action				I can distinguish between the language of speech and writing choosing the appropriate register		
I can use verb tenses consistently and correctly throughout my writing				I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately;	using contracted forms in dialogues in narrative			I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
					using passive verbs to affect how information is presented					
					using modal verbs to suggest degrees of possibility					
I can use paragraphs to organise my ideas				I use a range of punctuation taught at KS2 mostly correctly						

pupils have met all of the spring term objectives by the end of the year, they are working at the expected standard. Pupils that have met all of the summer term objectives are likely to be working at greater depth

if

Write for a range of purposes				
Use paragraphs to organise ideas				
In narratives, describe settings and characters				
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
Use capital letters				
full stops				
Question marks				
Commas for lists				
Apostrophes for contraction mostly correctly				
Spell correctly most words from the year 3 / year 4 spelling list				
Some words from the year 5 / year 6 spelling list				
Write legibly but doesn't have to be joined				

WT - Working towards the expected standard.

<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>In narratives, describe settings, characters and atmosphere</p>			
<p>Integrate dialogue in narratives to convey character and advance the action</p>			
<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p>	<p>Using contracted forms in dialogues in narrative</p> <p>Using passive verbs to affect how information is presented</p> <p>Using modal verbs to suggest degrees of possibility</p>		
<p>Use a range of devices to build cohesion</p>	<p>conjunctions</p>		
	<p>adverbials of time and place</p>		
	<p>pronouns</p>		
	<p>synonyms</p>		
<p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly(e.g. inverted commas and other punctuation to indicate direct speech)</p>			
<p>Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>			
<p>Maintain legibility in joined handwriting when writing at speed</p>			

**WA - Working
at the
expected
standard.**

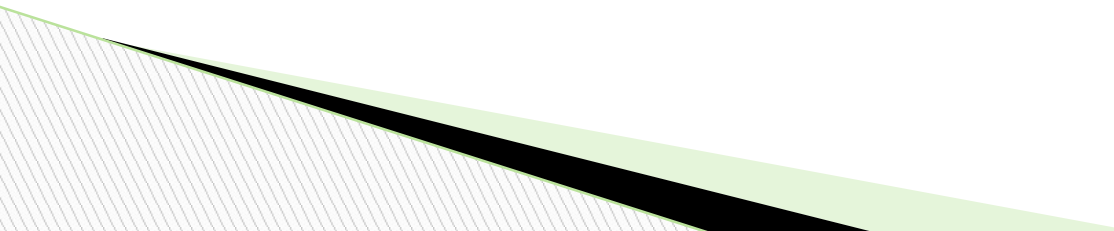
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	
Distinguish between the language of speech and writing and choose the appropriate register *	
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	Semi-colons
	Dashes
	Colons
	Hyphens

WGD - Working at greater depth (beyond expected standard).

SPELLING



WEEKLY SPELLINGS

- Children will be set 10 spelling words a week to practise.
 - In school, spellings will be practised daily in a variety of Spelling lessons that involve exploring the origin and definition of the week's 10 words along with spelling patterns, syllables and other techniques to help the children take them on board.
 - Children will be tested each week on a Thursday and will then receive the next week's 10 words.
 - Children will have access to Spelling Shed for further practise.
- 


SPELLING SHED


All children will have a login to Spelling Shed where they can complete weekly assignments set by their teacher. These assignments will involve playing a variety of games and puzzles to practise that weeks spellings.




Sign In

QR Sign In

 Signing in to **Wavendon Gate School**
[Not your school?](#)

School Username 

Password

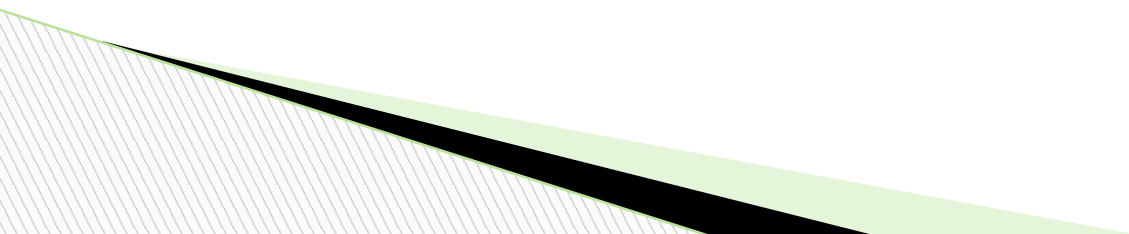


Sign In >

HOW YOU CAN HELP

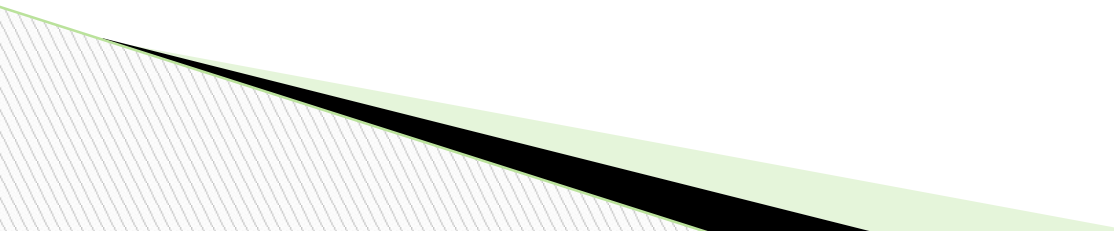
- Encourage your child to use the spellings in a sentence.
 - See if they can write the word correctly at other times, in different contexts.
 - Helping them to learn and test spellings throughout the week.
 - Helping to spot patterns. If they know how to spell **light** then they can spell **br**igh**t**, **s**igh**t**, **m**igh**t**...
 - Discussing words and patterns when they come up in 'life' experiences

MATHS



MATHS CURRICULUM

The curriculum in Maths has been designed with three main aims:

- Fluency (arithmetic)
 - Reasoning
 - Problem solving
- 

MATHS CURRICULUM

The curriculum breaks mathematics up into the following areas:

Number:

- Place value

- Addition and subtraction

- Multiplication and division

- Fractions, decimals and percentages

Measurement

Geometry(*Properties of shapes and position and direction*)



TIMES TABLES ROCKSTARS

All children will have a login to TTRockstars where they can complete various games and challenges to improve their fluency with times tables.

While times tables does not have as great a focus in Years 5 & 6 as it does in Y4 with the MTC it is still an essential part of UKS2 arithmetic.

Keeping this skill sharp is essential for Maths in Years 5 and 6 and some form of practise each week at home would be excellent if possible.

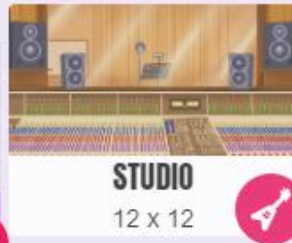


TIMES TABLES ROCKSTARS



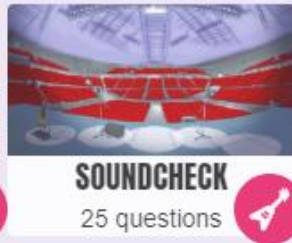
TOOTS SPECTOR
NEW ARTIST

SINGLE PLAYER



STUDIO

12 x 12



SOUNDCHECK

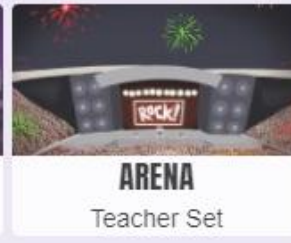
25 questions

MULTIPLAYER



FESTIVAL

12 x 12



ARENA

Teacher Set



ROCKSLAM

12 x 12

GARAGE



Tables:
Teacher Set



Play solo



10 per correct answer

YOUR TABLES:

10

2

5

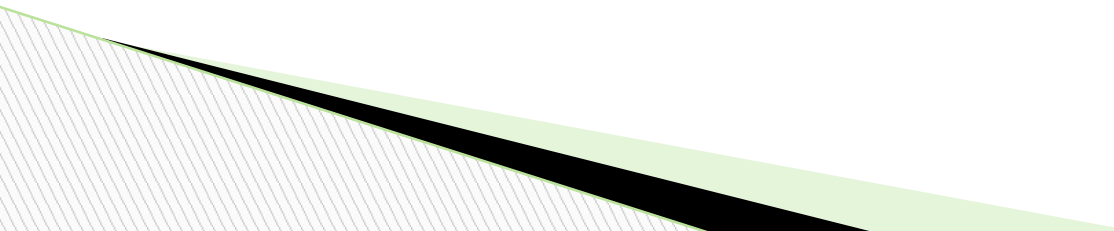
BEHAVIOUR

“The Wavendon Gate Way”



BEHAVIOUR

“The Wavendon Gate Way”

- The three ‘Rs’. Being...
 - **Respectful** – “please and thank you”, holding doors, looking after each other and property, walking around the school in silence...
 - **Responsible** – completing work on time, being organised / tidy, accepting responsibility, saying sorry...
 - **Ready** (to learn) – sitting silently, listening, giving the speaker 100% attention, working hard, being in the right place at the right time...
- 

BEHAVIOUR

“The Wavendon Gate Way”

We have high expectations in Year 5 and 6 with regards to academic and social application.

Pupils are expected to show greater independence and responsibility for their learning and school life.

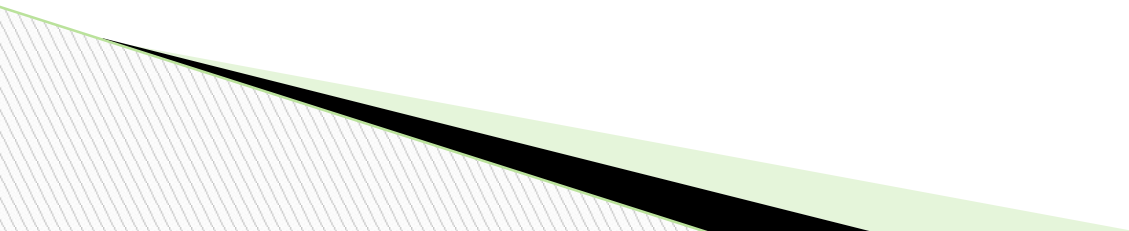
Rewards and Sanctions

Positive Points

Golden Tickets



HOMework



WEEKLY HOMEWORK

- Reading - At least 4 reads a week (ideally 7) - Tracked and signed off in the child's reading diary.
- Spellings – 10 words a week. Given out on a Thursday and tested on the next Thursday. Spelling Shed assignments to practise at home.
- Times Tables – Times Tables Rockstars
- Spellings – Year 6 only. One sheet of activities related to the week's spelling words.
- Maths – Year 6 only. One or two sheets of Maths linked with the current lesson topic.

Both given out every Thursday and collected in the following Thursday.

**PLEASE EXPLORE THE SCHOOL
WEBSITE FOR ADDITIONAL
INFORMATION ON YEARS 5 AND 6.**

USEFUL WEBSITES



- <https://ttrackstars.com/>
- <https://www.spellingshed.com/>
- <https://www.mymaths.co.uk/>
- <https://www.bbc.co.uk/bitesize>
- <http://www.primaryhomeworkhelp.co.uk/>
- <https://www.natgeokids.com/uk/>
- <https://www.oxfordowl.co.uk/>
- <https://www.topmarks.co.uk/>
- <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

THANK YOU

If you have any questions please feel free to ask me or your child's class teacher.

