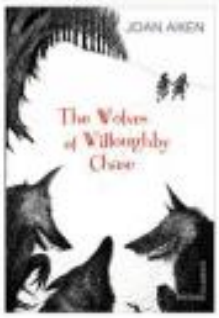
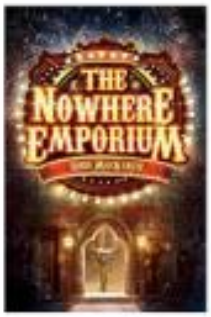
Westfields JUNIOR SCHOOL

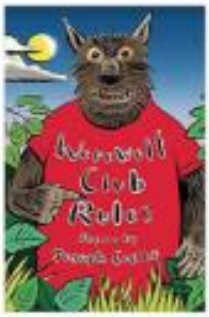
Year 5

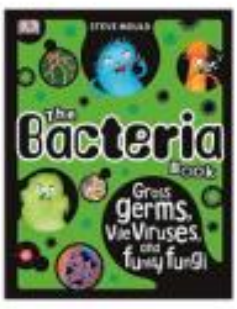
Learning Support Pack for Parents

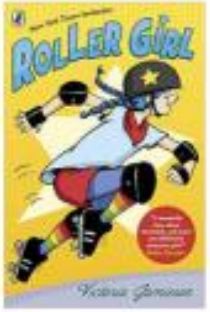
Year 5 Recommended Reads

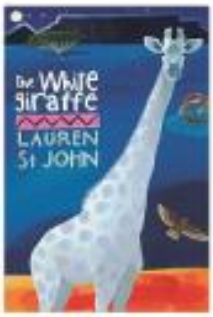


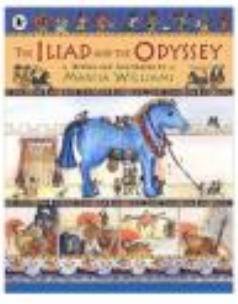








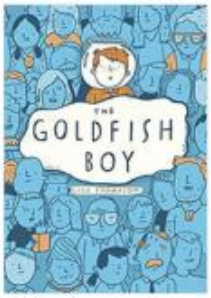




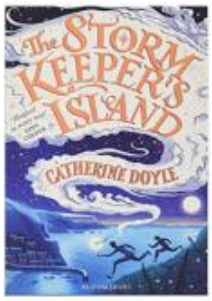
KONNIE HUQ
COOKIE!

A GALAXY of HER OWN
AMAZING STORIES of WOMEN in SPACE
LIBBY JACKSON

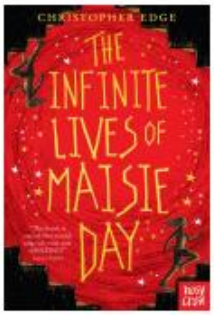
MAGNETIC

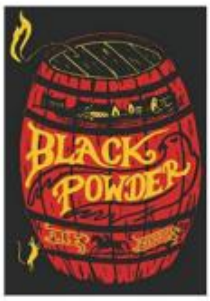

THE
GOLDFISH
BOY

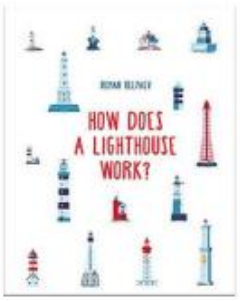
Happy Poems chosen by Roger McGough


The STORM KEEPER'S ISLAND
CATHERINE DOYLE

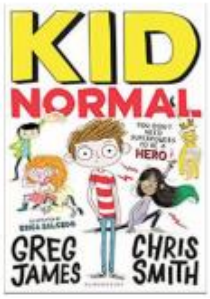
THE POLAR BEAR EXPLORER'S CLUB
ALEX BELL

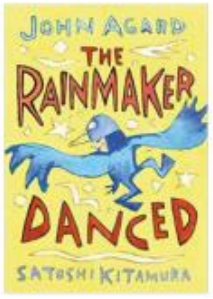

CHRISTOPHER EDGE
THE INFINITE LIVES OF MAISIE DAY

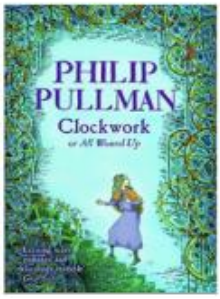

BLACK POWDER

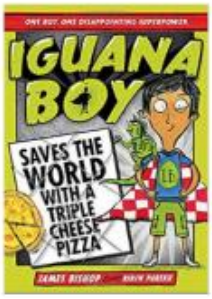

HOW DOES A LIGHTHOUSE WORK?

J.K. ROWLING
HARRY POTTER

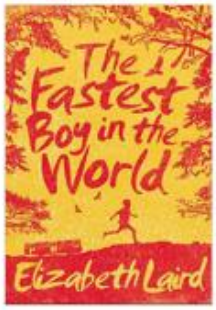

KID NORMAL
GREG JAMES
CHRIS SMITH

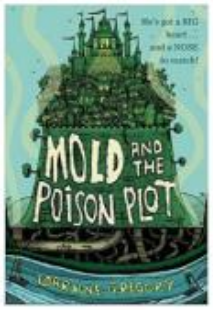

JOHN AGARD
THE RAINMAKER DANCED
SATOSHI KITAMURA

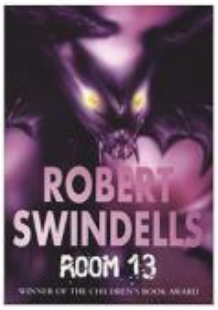

PHILIP PULLMAN
Clockwork

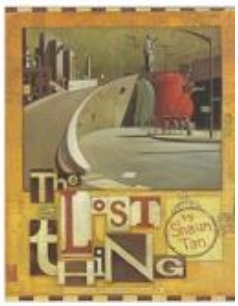

IGUANA BOY
SAVES THE WORLD WITH A TRIPLE CHEESE PIZZA

The Silver Sword
Ian Serraillier


The Fastest Boy in the World
Elizabeth Laird

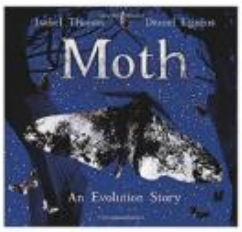

MOLD AND THE POISON PLOT

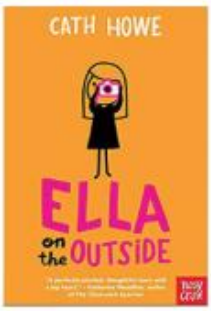

ROBERT SWINDELLS
ROOM 13


The LOST thing

THE SECRET PLATFORM 13
EVA IBBOTSON

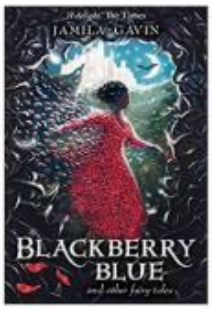
Emma Carroll
SECRETS OF A SUN KING


Moth
An Evolution Story

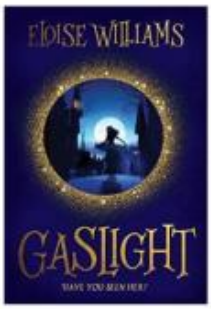

CATH HOWE
ELLA on the OUTSIDE

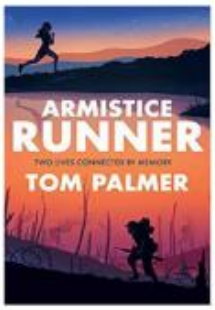
SPIKE MILLIGAN
SILLY VERSE FOR KIDS

BLOOM
NICOLA SKINNER


JAMILA GAVIN
BLACKBERRY BLUE

WHAT A WASTE
Jess French


ELOISE WILLIAMS
GASLIGHT


ARMISTICE RUNNER
TOM PALMER

Questions to promote comprehension:

Vocabulary

- What does this word/phrase/sentence tell you about the character/mood/setting?
- By writing this way what effect has the author created/did the author intend to create?
- How has the author made you/the character feel/happy/sad/angry/frustrated?

Retrieval

- Through whose eyes is this story told?
- Which part of the story best describes . . .? Find it.
- What evidence from the text do you have to justify your opinion?

Summarising

- What is the main point in this section of the text?
- Recap what has happened so far in 20 words or less.
- Which is the most important part in this paragraph? Is it mentioned anywhere else?

Inference

- What do these words mean and why might the author have chosen them?
- Can you explain why. . .?
- Which words give you the impression that ....?

Prediction

- Can you think of another story with a similar theme/opening/ending?
- Why did the author choose this setting? Will it influence how the story develops?
- How is this character like someone you know in real life? Will they act the same way?

Commentary

- Explain how a character's feelings change throughout the story. How do you know?
- What are the clues that this character is liked/disliked/envied/feared/loved/hated?
- How could this part of the text be improved?

Author Choice

- What does the word .... tell you about . . .? Does the author use another word to do the same?
- By writing in this way, what effects has the author created?
- Has the author been successful in their purpose/use of language? What makes you think that?

Grammar Glossary

abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action
adjective	A word which describes a noun.
adverb	A word which describes how a verb action is being carried out.
ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity eg the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a man-eating shark'.
antonym	A word with the opposite meaning to another eg good/bad, wise/foolish, long/short
apostrophe '	A punctuation mark used to show possession or to represent missing letters in a contracted form
article	Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns. 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs eg 'be' is used in the progressive tense verbs such as 'I am running', 'he was eating'.
brackets ( )	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis eg 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
bullet points	A way of setting information out in a list of points, which may be phrases, words or short sentences.
capital letters	A letter used at the beginning of a sentence and for proper nouns. They may also be used at the beginning of the important words in a title or sign.
clause	Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be 'main' or 'subordinate'.
cohesion	A sentence will have cohesion if all its parts fit together eg if tenses and pronouns are consistent and determiners refer to the correct noun.
collective noun	A noun which refers to a group of people, animals or things eg 'a class of children', 'a herd of elephants', 'a pride of lions'.
colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list eg 'I need three things from the shop: milk, eggs and bread'.
comma ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion. Pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.
command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective eg 'Eat your dinner. Next add the eggs to the mixture'.
common noun	Describes a class of objects (eg dog, man, day) which do not have a capital letter (eg Rover, John, Tuesday).

complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot eg 'I burned dinner when I was on the phone'.
compound sentence	Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences eg 'I like dogs but my friend likes cats'.
concrete noun	Something you can touch eg 'bed', 'pencil', 'cat'. Can be common nouns, or proper nouns that need a capital letter eg 'Mr Jones', 'Blackpool Tower'.
conjunction	A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'.
contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe eg 'did not' is contracted to 'didn't'.
dash -	Used in a similar way to brackets or parentheses to set information apart in a sentence eg 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.
determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
ellipsis ...	Three dots which are used to show missing words or to create a pause for effect eg 'So ... tell me what happened".
embedded clause	A clause used in the middle of another clause. It is usually marked by commas eg 'The man, walking along with his dog, whistled a tune to himself'.
exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb eg 'What big eyes you have, Grandma!' or 'How cold is it today!'
exclamation mark !	A punctuation mark used at the end of an exclamation – eg 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion eg 'That was a really scary film!'
first person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.
formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Pupils are taught the difference between the language we use when speaking informally (eg to our friends) and the language we may use for a formal text, such as a letter of complaint.
fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows eg 'With a happy smile, she skipped into the room'.
full stop	A punctuation mark used to demarcate the end of a statement or command
future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will' eg 'Tomorrow I will do the shopping'.
homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same – eg 'there/their/they're; some are spelt the same but have different meanings – eg 'fair' ('Let's go to the fair!'/That's not fair').

hyphen -	A punctuation mark used to link and join words and often used to reduce ambiguity in sentences: eg twenty-seven, brother-in.-law, man-eating, long-legged.
indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full, eg She said she was going to the shops.
inverted commas " "	Punctuation marks used to demarcate direct speech in a sentence. Also know as speech marks.
main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses eg 'Even though the weather is bad, I will still go for a walk'.
modal verb	A special verb which affects the other verbs in the sentence by showing obligation (eg 'You should do your homework'), possibility (eg 'I might have pizza for tea'), ability (eg 'You can ride a bike now') or permission (eg 'You may go out now').
noun	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.
noun phrase	A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it – eg 'the spotty, black dog'.
object	The object of a sentence is involved in the action but does not carry it out eg 'I dropped my cup on the floor'.
paragraph	A distinct section of a piece of writing which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
passive voice	A sentence is written in the passive voice when the subject is having something done to it eg 'The mouse was chased by the cat'.
past perfect tense	A tense used to describe actions that were completed by a certain time in the past eg 'Yesterday I was late because I had walked to school'.
past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past eg 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
past tense	Any one of a set of verb tenses which describe action that took place in the past.
phrase	A small group of words that does not contain a verb.
plural	More than one. Using plurals can affect the nouns and verts in a sentence.
personal pronoun	A pronoun which replaces a person, place or thing eg 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
possessive apostrophe	An apostrophe used before the letter s to show ownership eg 'This is Sally's coat'.
possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my, 'your', 'her', 'our', 'their', 'whose').
prefix	Letters that go in front of a root word and change its meaning, eg, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
preposition	A linking word in a sentence, used to show where things are in time or space eg 'under', 'after', 'next', 'behind'.
prepositional phrase	A phrase which contains a preposition eg 'under the carpet', 'behind the door', 'after school'.

present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment eg 'I have cycled two miles already.'
present progressive tense	A tense which describes an action which began in the past and is still going now eg 'I am learning to speak French'.
present tense	Any one of a set of tenses that describe actions which are happening now.
pronoun	Any word which can be used to replace a noun.
proper noun	A noun which names a particular person, place or thing eg 'John', 'London', 'France', 'Monday', 'December'.
relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which) eg 'He ate too many cakes, which made him feel ill'.
relative pronoun	A pronoun used in a relative clause (who, that, which).
question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement – eg 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'
question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.
second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'.
semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction eg 'My car is red; my friend's car is blue'.
singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.
statement	A sentence that conveys a simple piece of information eg 'It is a sunny day today'.
subject	The subject of a sentence is the thing or person carrying out the main action eg 'The cow ate the grass'.
subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information eg 'I played out until it went dark'. Subordinate clauses contain a subject noun and a verb.
suffix	A string of letters that go at the end of a root word, changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb.
synonym	A word which has exactly or nearly the same meaning as another word.
third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it', or 'they'.
verb	A word used to describe an action, occurrence or state. An essential part of a sentence.

Times Tables

The key to learning times tables is frequent repetition and regular revision. Here are some ideas to help your child memorise their multiplication and division facts.

1. Chanting

When beginning to learn a times table this is key. Repeatedly reading a times table out aloud will help your child become familiar with the multiples for that times table. Try and keep a rhythm, changing vocabulary regularly (two times three is six, two threes are six, two lots of three are six etc). Clapping or marching may help with keeping the rhythm going.

2. Flash Cards

Make a set of cards for the times table being learnt by putting a question on one side of the card (6x5=) and the answer on the reverse (30). Go through the cards reading the question and then turning over to see the answer. Try and say the answer before you turn over. When familiar with the multiplication table, the cards can then be shuffled and used in a random order.

3. Testing and Timing

Make this fun. When your child has become more confident at learning a particular times table, ask them questions on it and see how many they can get correct in a particular time. Alternatively write some questions out of order and get them to time how long it takes to complete the questions. Can they beat their time and score?

4. Using a Multiplication Square

A multiplication square is particularly useful for establishing the link between multiplication and division facts but can also be used instead of a times table list. When children are more confident with their times table knowledge, a blank multiplication square can be filled in. Time your child to complete their square, or see how many multiples they can complete in a set time. Can they beat their score and time?

5. Times Tables Games

- Bingo is a great way of learning times tables as a family. Write 6 multiples from a particular times table down in a grid and the caller reads out questions from the same multiplication table.
- Rolling dice and multiplying the numbers together is a good way to compete with each other to get the correct answer first. Two dice can be rolled at once to create all questions up to 12 x 12. A similar game can be created with playing cards where two cards are chosen and their values multiplied together. The Jack, Queen and King need to be 11, 12 and 0.

6. Online Resources

There are many free multiplication and division games available online. Here are a few places to get you started:

www.topmarks.co.uk/maths-games/hit-the-button
www.multiplication.com
www.coolmath-gmaes.com
www.transum.org/Tables/Times_Tables.asp
www.tablestest.com
www.mathsbot.com

7. Quick Questions Anywhere!

A few questions here and there are much better than hundreds in one go.

✓on the way to school ✓whilst getting dressed ✓in advert breaks ✓a few before bed

8. Times Tables Rock Stars!

Every child has access to TTRS and should be completing weekly practise!

Top Times Tables Hints

It may seem a daunting task to learn so many multiplication facts, but because of the commutative property of multiplication, there are fewer facts than you may think. For example, 3 x 4 and 4 x 3 give the same answer so you need to only learn this once.

Zero Times Table

Anything multiplied by zero will always equal zero.

One Times Table

Any number multiplied by one is itself.

Two Times Table

Any number multiplied by two is double the number. 7x = 14, 7 +7 = 14, double 7 is 14

Three Times Table

Digits within this times table add up to multiples of 3. For example:
3, 6, 9, 12 (1+2=3), 15 (1+5=6), 18 (1+8=9), 21 (2+1=3), 24 (2+4=6) etc.
The numbers also follow the pattern of: odd, even, odd, even (3,6,9.12).

Four Times Table

The four times table is double the two times table. 4x2=8, 4x4=16, 16 is double 8.
Alternatively, the fours can be thought of as double double. So double 3 (6) and double again (12) is the same as 3x4 =12

Five Times Table

All multiples of 5 end in five or zero. For even numbers (eg 8x5) you can then halve the number (4) and then put a zero after it (40). For odd numbers (eg 7 x 5) you can subtract one from the number (6), halve it (3) and then put a 5 after it (35).
Any odd number times 5 ends in a 5. Any even number times 5 ends in 0.

Six Times Table

The six times table is double the three times table. So 5x3=15, 5x6=30, 30 is double 15.

Seven Times Table

Combine the 5 and the 2 times table: 7x4=28 or (5x4) + (2x4) = 28.

Eight Times Table

The eight times table is double the four times table. So 7x4=28, 7x8=56, 56 is double 28.
The units in the multiples of eight also go down in twos.
8, 16, 24, 32, 40, 48, 56, 64, 72, 80 (8, 6, 4, 2, 0, 8, 6, 4, 2, 0).

Nine Times Table

Fingers can be used to work out the nine times table up to 10x9. The first finger is put down for 1x9 and the remaining fingers show 9 units (1x9=9). Then the second finder is put down for 2x9 and the remaining fingers show 1 ten (to the left) and 8 units (to the right) which equals 18, and so on. For example: the digits found in the multiples of nine when added together also equal nie. For example: 9=9, 18 (1+8) = 9, 27 (2+7)=9, 36 (3+6)=9, 45 (4+5)=9 etc.

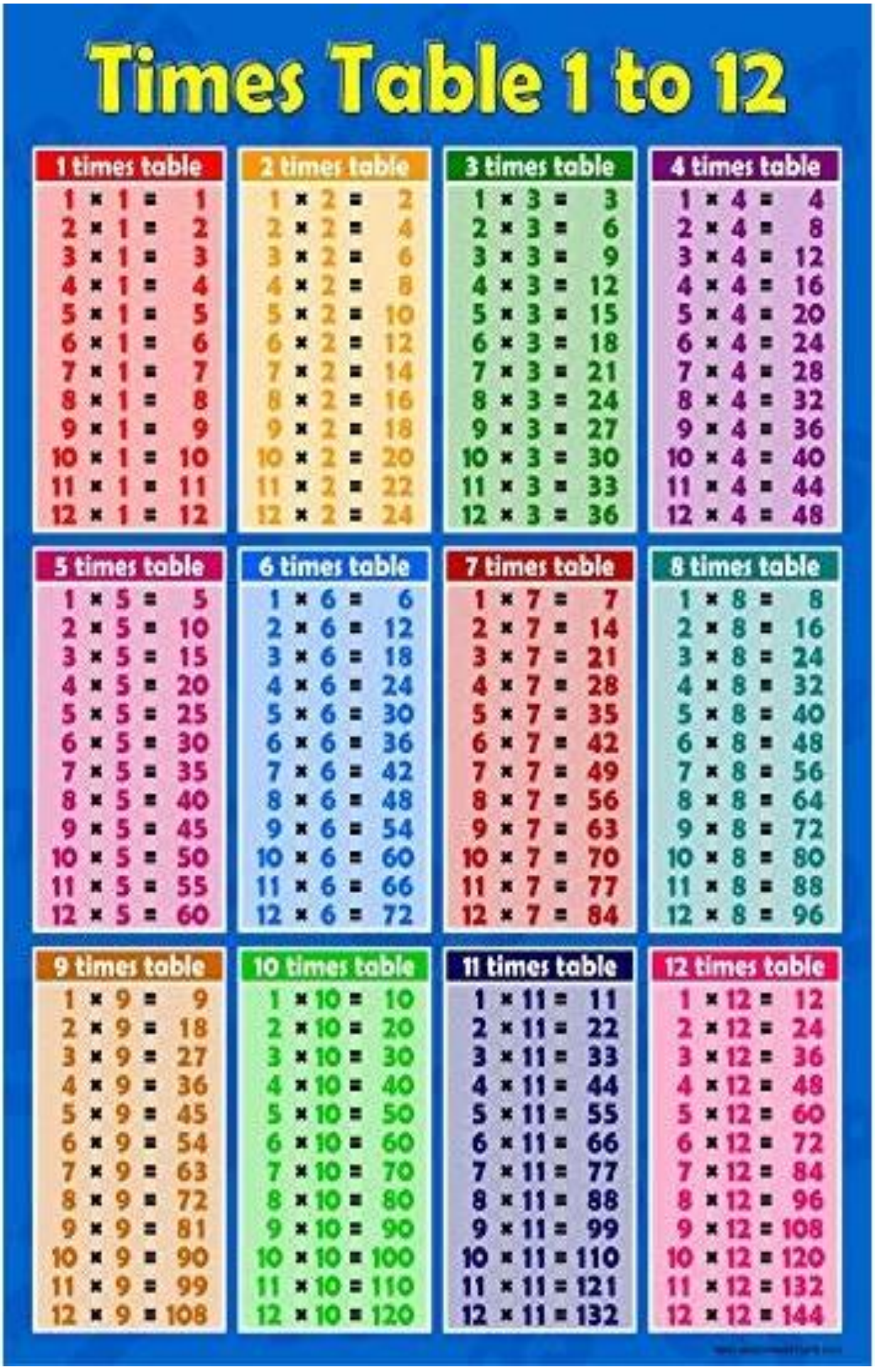
Ten Times Table

All the digits in the ten times table end in zero.

Eleven Times Table

Most of the multiples in the eleven times table are recalled by putting two of the numbers side by side.
7x11=77, 8x11=88.

Twelve Times Table

The units in the twelve times table go up in twos. 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144 (2, 4, 6, 8, 0, 2, 4, 6, 8, 0). The multiples of 12 are also the multiples of 10 and the multiples of 2 combined.

Times Tables