

Little Book Of Year 5 for Parents

Year 5 Targets

Spring

Area	Target	1	2	3
Open	I can see both points of an argument I can decide upon a personal challenge I have evidence that I can make plans to demonstrate justice			
Share	I can present my project using questions and providing the answers I know how to look to be in learning order 4 and 5 and how to achieve it independently			
Believe	I make sure my mistakes are not I have clear other people's views and opinions about my work			

Individual Learners

Target cards are our social, emotional and disposition to learn curriculum. This curriculum is crucial if you want to child to achieve academically. Remember we can't give out pins unless you are with us to celebrate

Individual Leaders

How does a year 5 child learn?

A Year 5 child is one who begins to develop and communicate their own independent views on the world. A child who is keen to emerge as an adult although still lacks the confidence to ensure their voice is heard.

A Year 5 child therefore needs to be surrounded by adults who are respectful of their independence. Expect responsible decision making from them and encourage them to develop the resilience they need to be independent.

Children of this age rise to the challenge if independent boundaries are provided for them. They will use all their observations of the world to date and take independent actions. They will make mistakes and therefore need adults to guide them to the best solutions.

Towards the end of this year they will become aware of the testing environment they are about to enter. They become immensely stressed by this as the independence they have grown through the year leads them to feel quite isolated.

The most important aspect about year 5 is working in partnership with every member of the Upper Junior team to ensure that every child meets their end goal and has a good wellbeing. Dialogue between teachers is incredibly important so that every child can achieve in areas where they are taught by another member of staff.

The team are responsible for nurturing the whole child.

Learning Environment and how this supports the unique year 5 child

Autumn	Spring	Summer
<ul style="list-style-type: none"> ❖ Listening to others to adapt and change viewpoints ❖ Asking questions of others and reflecting upon how they can improve <ul style="list-style-type: none"> ❖ Presenting work so others can learnt ❖ Understanding what it feels like to be in learning zone 4 or 5 ❖ Managing emotions to ensure success ❖ Marking work and use feedback to make improvements 	<ul style="list-style-type: none"> ❖ Seeing other points of view ❖ Evidence of supporting others to restore justice <ul style="list-style-type: none"> ❖ Presenting projects and asking questions, predicting the answers ❖ Achieving learning zone 4 and 5 independently <ul style="list-style-type: none"> ❖ Meeting deadlines ❖ Hear and accept other people's views and opinions about my work 	<ul style="list-style-type: none"> ❖ Share thoughts and concerns with my team ❖ Discuss decisions with others and use their ideas to help me decide ❖ Manage emotions to ensure I can sustain learning zone 4 and 5 <ul style="list-style-type: none"> ❖ Cope with setbacks ❖ Describe how I changed something or added something after listening to the comments of others

Annual timetable for the whole school

As shared at curriculum tea, here is the long term plan for the school year. Projects are planned across the year and are structured around 8 week slots and are broken up by smaller whole school and mini projects.

[illegible]

Year 5 Annual long term plan

The three main projects are:

	July and September Transition	Autumn focus 8 weeks October and November	December Brookmas	Spring focus 8 weeks January and February	March STEM week Business local projects	Summer focus 8 weeks April and May	June Celebrating the world we live in Sports Week Science
Project subject areas	Kensuke's Kingdom Novel by Michael Morpurgo	Who's in Charge - History Based	Short projects based on real life links Performance songs DT based projects linked to Brookmas	Harry Potter - Science based	Short projects based on real life links Science based show to link to STEM week	Frozen Planet - Geography based	Short writing projects

Book based projects that enable all areas of the curriculum to be taught around a text linked to the learning journey.

One off project days

One off project afternoons

Orchestrated project lessons

Teacher led project lessons - mainly knowledge

The Learning Journey - Medium Term Planning template

The planning format used by teachers to personalise the project to children's needs. Each cohort and each class will need a personalised plan but the structure remains the same across the year group.

Explorer teaching style				Explorer and master teaching style		Explorer, master and voyager stage	
Week 1 -	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Ignite the topic in school activity - Drama based</p> <p>Explore non fiction text</p> <p>Collect Knowledge / Key vocabulary / Poetry / visual images that begin the journey on the working wall.</p> <p>Create questions to be explored</p>	<p>Extend ignite through immersion in the fiction book</p> <p>Years F2 to 4 begin Talk for writing cycle</p> <p>Ignite book using art</p> <p>Introduce learning ladder for the term</p>	<p>Begin assessment morning</p>	<p>Re- ignite</p> <p>New text for book study</p>			<p>Introduce voyager project</p>	<p>Product</p> <p>Audience and purpose</p> <p>Play</p> <p>Poem</p> <p>Teach a lesson</p>

A weekly timetable format:

A day in upper juniors sits within this model:

- Children are taught by their class teacher and other specialist teachers
- The mastery model of teaching means we revisit learning throughout the day
- Project lessons appear in the timetable but project is also brought through all other subjects
- All classes also have PE & French
- Assembly happens at least twice a week
- Some days will alter from this timetable for example - whole science days, ignite days, small one off projects

	Monday
Morning work	Close the gap morning work - in specialist or classes
9 - 9.25	
9.25 - 9.50	Specialist Reading/grammar close the gap
9.50 - 10.05	Playtime (active break)
10.05 - 10.20	Assembly
10.20 - 11.15	Specialist Reading
11.15 - 12	Class: Grammar and spelling
12 - 1	
1 - 2	Specialist Maths
2 - 2.45	Project
2.45 - 3.05	Class: Maths arithmetic
3.05 - 3.15	Circle
3.15 - 3.30	Story

Wellbeing and Involvement

As a teacher, it is my job to adapt teaching and learning timetables constantly to ensure all children are in learning zones 4 and well being zones 4. If 80% of my class dip below this level, I will use rest and relaxation strategies to support them to self regulate. This could take anything between 5 and 15 mins. As children get older, they self regulate independently and therefore rest and relaxation becomes personalised.

Rest and Relaxation

Numerous studies by universities all over the world have shown that the average person needs 45 minutes of relaxation a day in order to maintain high levels of the chemicals in the brain, which control well-being and thinking.

There are four main chemicals which help create your mood and in turn create the feeling of relaxation. These are: Serotonin, a chemical that plays a role in sleep and other 'essential' feelings as well as depression; Dopamine, a chemical that deals with emotions as well as some 'learning behaviors', such as cognitive function; Glutamate, a chemical found in your brain as well as your spinal cord, which deals with other 'learning behaviors' like development and memory; and Norepinephrine, a chemical which dictates how you react to stress.

Fifteen minutes of 'Rest and Relaxation' time helps you to work towards your daily 45 minutes and maintain your wellbeing at a level 4 or 5. At Brooklands Farm we believe that you must take this time to ensure you meta cognition and self regulation abilities are high. This leads to higher outcomes in learning.

Year 5 and 6

R & R Choices						
Stress tools: stress ball, fidget spinners, drawing, origami	Listening to music or audio books	Reading, crossword puzzles, word searches, sudoku, logic puzzles, quiet writing on a device	Exercising (playing sport, Just Dance, Zumba)	Talking to friends	Board games or card games	Adult-led breathing and relaxation exercises

Last year, these are some of the ideas we used for Upper Juniors rest & relaxation. Every child is different and by Year 5 & 6 we start to encourage children to know what they need during a learning break.

Reading - Our long term plan for the year

	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Read a novel by Anthony Horowitz (Alex Rider) 15 minutes in class. Teacher modelling fluency and discussion of language.	Book Study - promoting love of reading . Test accelerated reader to see regression from year 4 and share with the children Use terminology - inference/retrieval/words in context	Assess gaps after assessment week. Does teaching style need to be adapted? Key test strategies embedded. Skim and scan, find the bone, magnifying glass, process of elimination, PEE	High level reading curriculum begins – focus on conferencing Begin teaching how to structure written reading comp answers, using rising stars, cracking comps, project reading and teacher written questions Focus on find and retrieve to start with.	Personalised plan for each chd. All children able to score at least 15 marks on the year 6 SATS tests. Especially the 1 mark skimming, scanning and find the bone questions.	Review using previous assessment. Commision teachers to close the gap.	
	Use a picture book for reading skills.	Chn take AR reading quizzes on listening comp books (books shared as a class) as well as their own reading book	Focus on 1 & 2 mark questions.				
	Fluency - through performance poetry	1 hour of daily reading. EMW, listening comprehension, guided reading, project book reading					
	- Introduce skimming/scanning						

Structure of teaching reading in Upper Juniors

Fiction
C Comprehension LO: Can I retrieve from a text?
L Language L: Can I find synonyms and antonyms for new vocabulary.
I Inference LO: Can I infer from a text?
M Meaning
B Books

Reading- How you can help your children at home?

RESCUE spellings with them daily

Understand word classes and identify them in everyday life

Fluency reading (children to read out loud to you)

Read together taking it in turns and discuss the book together

Question them using question prompts - retrieval, inference and summarising

Identify language in the book they don't understand and unpick together

Spelling frame

Reading a variety of text types

Redrafting pieces of work with a focus on different skills - personalised

Writing - Our long term plan for the year

	Transition	Autumn 1 Who's in charge?	Autumn 2 Who's in charge?	Spring 1 Harry Potter	Spring 2 Harry Potter	Summer 1 Frozen Planet	Summer 2 Frozen Planet
Writing	<p>Children know how to independently mark using the ladder.</p> <p>Vocabulary focus - linking reading and writing.</p> <p>Writing linked to transition project.</p> <p>Models of the year 5 standard provided.</p> <p>Mindset coaching around marking, giving feedback and growing IN ORDER TO MAKE THE WRITING BETTER</p>	<p>1x non-fiction and 1x fiction piece. 1:1 conferencing in literacy starts. Children should receive in an in depth conference at least once a week.</p> <p>Autumn ladder for year 5 to be focus of workshops.</p>	<p>1x non-fiction and 1x fiction piece.</p> <p>Close the gap and close the gap success criteria personalised to the class</p> <p>Start moderation with Challenge Partner schools. Start with children who are secure in the standard who need to get to greater depth.</p> <p>Short burst writing day - check the coverage of text types using the Little Book of Literacy.</p> <p>Moderate as a year group.</p> <p>Voyagers push.</p>	<p>1x non-fiction and 1x fiction piece.</p> <p>Look for GD and start them earlier. Compare to KS1 level 3 writers. Is everyone on track?</p> <p>Children are aware of their gaps and evidence.</p> <p>Spring ladder for year 5 to be focus of workshops.</p>	<p>1x non-fiction and 1x fiction piece.</p> <p>Children are aware of their gaps and evidence in the folders.</p> <p>Short burst writing day - check the coverage of text types using the Little Book of Literacy.</p> <p>Moderate as a year group.</p> <p>Voyagers push.</p>	<p>1x non-fiction and 1x fiction piece.</p> <p>Moderate borderline children so that gap can be closed before data deadline.</p>	<p>1x non-fiction and 1x fiction piece.</p> <p>Plan writing so that children have opportunities to write to their gaps.</p> <p>Year 6 who have met the standard to start coaching the Year 5 children.</p> <p>Short burst writing day - check the coverage of text types using the Little Book of Literacy. Moderate as a year group</p>

Writing – The End of Year Standard

Writing End of Year Standard – Year 5	
Composition	Vocab, Grammar and Punctuation
<p>Pupils should be becoming more confident in:</p> <p>Planning their own writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing Choosing the appropriate form Using similar writing models as inspiration for their own writing Using reading and research to help plan Thinking about how authors have developed character and settings <p>Choose the correct grammar and vocabulary (from year 5 standard) to change or enhance meaning</p> <p>In narratives:</p> <ul style="list-style-type: none"> Describe settings to create an atmosphere Describe characters to show their personality as well as looks Use dialogue to move the action forward <p>Make links within and between paragraphs</p> <p>Present and structure non fiction texts, using bullet points, headings, underlining etc</p> <p>Writing is assessed for effectiveness</p> <p>Edit and re draft work, including making changes to vocabulary, Grammar grammar, spelling and punctuation</p> <p>Writing is written in in the correct tense throughout</p> <p>Subject and verb agreements are correct when using singular and plural</p> <p>Writing has a more formal style (distinguish between the language of speech and writing)</p> <p>Perform their own writing and think and about tone of voice, volume, movement etc</p> <p>Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</p> <p><i>Structure and organisation of writing is carefully and independently chosen to create a specific effect or atmosphere.</i></p>	<p>Word –</p> <p>Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Use verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>Sentence–</p> <p>Use Relative clauses beginning with who, which, where, when, whose, that,</p> <p>or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Text –</p> <p>Use devices to build cohesion within a paragraph [for example, then, after</p> <p>that, this, firstly]</p> <p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Punctuation –</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p><i>Writing demonstrates fluent and appropriate use of punctuation.</i></p> <p><i>Starting to play with grammar, devices and structure beyond their PoS as magpied from their wider reading but not yet taught.</i></p> <p><i>Vocabulary, punctuation and grammar are consistent and used across a variety of types of writing.</i></p>

<p><i>Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation</i></p> <p><i>See overleaf For Handwriting Standard</i></p>	<p><i>See overleaf For Spelling Standard</i></p>
<p>Transcription – Handwriting</p> <ul style="list-style-type: none"> • Make decisions on whether to join or not for different letters. (See scheme for specific letters) • Choose the best tool for writing that they are doing <p><i>Handwriting is clear and shows a specific style, personal to the writer.</i></p>	<p>Transcription – Spelling (see appendix 1 National Curriculum for Yr5 words)</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Begin to spell words with silent letters (knight, psalm, solemn) • Distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries quickly to find definitions of words – use the first 3 or 4 letters of a word to check it. • Use a thesaurus to find appropriate words which are relevant to the context. <p><i>Using words from the Year 6 spelling list –</i></p> <ul style="list-style-type: none"> • <i>Spelling is accurate across a variety of pieces of written work, including more ambitious vocabulary choices.</i> • <i>Spelling rules can be explained confidently and applied efficiently, giving clear examples for each rule.</i> • <i>Spellings are proof read independently.</i>

Writing - How you can help your children at home?

RESCUE spellings with them daily

Understand word classes and identify them in everyday life

Fluency reading (children to read out loud to you)

Read together taking it in turns and discuss the book together

Question them using question prompts - retrieval, inference and summarising

Identify language in the book they don't understand and unpick together

Spelling frame

Reading a variety of text types

Redrafting pieces of work with a focus on different skills - personalised

Curriculum list of spellings:

English

Word list – years 5 and 6

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

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Maths - Our long term plan for the year

Year 5 maths overview

Transition	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2
	Daily fluent in 5	Daily fluent in 5	Daily fluent in 5	Daily fluent in 5	Daily fluent in 5	Daily fluent in 5
Year 4 shape and measure	<p><u>Week 1</u> Baseline</p> <p><u>Week 2-4</u> Place value</p> <p><u>Week 5 - 6</u> Addition and subtraction. Connect to money - decimals reinforcement</p> <p><u>Week 7</u> (Y6 mock sats week) Factors, multiples, prime and square. Close the gap focus.</p> <p><u>Week 8</u> Continue multiplication and division (weave division in with multiplication e.g. multiplying and dividing by 10, 100 and 1000)</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p><u>Week 1 - 2</u> Multiplication and division (weave division in with multiplication e.g. multiplying and dividing by 10, 100 and 1000)</p> <p><u>Week 3</u> Word problems</p> <p><u>Week 4 -5</u> Graphs</p> <p><u>Week 6-7</u> Assessments Close the gap time. READY to move on to fractions straight after Christmas.</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p><u>Week 1-4</u> Fractions</p> <p><u>Week 5</u> (Year 6 Mock SATs) Position and movement Close the gap on number</p> <p><u>Week 6</u> Decimals</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p><u>Week 1 - 2</u> Decimals</p> <p><u>Week 3</u> Percentages</p> <p><u>Week 4-6</u> (Year 6 Mock SATs week 5) Year 5 assessments Geometry - properties of shape. Close the gap on number.</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p><u>Week 1-3</u> Measurements</p> <p><u>Week 4-5</u> Area and perimeter (SATs week - lots of practical)</p> <p><i>Review coverage and plan close the gap sessions for next half term</i></p>	<p><u>Week 1</u> Area and perimeter</p> <p><u>Week 2</u> Volume</p> <p><u>Week 3</u> Roman numerals</p> <p><u>Week 3/4?</u> End of year assessments</p> <p>Close the gap on number and fluency.</p> <p>Ensure children are getting ____ on year 6 arithmetic.</p>

Maths – The end of year standard

Maths Year 5 Standard

Standard for fractions:

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $1\frac{1}{2} = 1\frac{1}{2}$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Standard for Number and Place Value:

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000
- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Assessment of
Maths is 65% -
70% number

Standard for addition and subtraction:

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Standard for multiplication and division:

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Standard for measurement:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Standard for statistics:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not

Maths

Year 5 Standard



Standard for Geometry – position and direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Standard for Geometry – properties of shapes

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- identify:
 - angles at a point and one whole turn (total 360o)
 - angles at a point on a straight line and a turn (total 180o)
 - other multiples of 90o
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons



Maths - How can your children learn at home?

- Mathletics - Mathletics has a variety of problems & live mathletics to encourage arithmetic
- Times table Rockstars
- Chanting their times tables
- Top Marks website (interactive games) e.g. Hit the Button
- “What’s the time Mr?” At regular times, ask children to read clock (build with simple questions) where will the hands be in 20 minutes time, in 2 hours time etc

Children need to feel inspired by maths and see that it will benefit them throughout their life!

Real life Maths examples - paying for shopping with change, cooking and measurements

SPAG

Grammar through writing	Discrete grammar & spelling lessons
<p>Taught through writing ladders</p> <p>Skills are dependent on text types</p> <p>Skills are personalised to children's gaps and their ability</p> <p>Writing happens daily</p> <p>Ladders are used to mark every piece of writing</p>	<p>A high % of the Grammar test is from Years 3,4 and 5</p> <p>Taught daily alongside reading</p> <p>Recap of Years 3 & 4 curriculum alongside Year 5 & 6 curriculum</p> <p>Grammar is taught, practised and applied in different ways so children understand the concept and can apply to their writing and tests.</p>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Common exception words	Teach all words from Year 5+ 6 list in the order most relevant to gaps/most relevant to projects					Revision of all content from Year 5/6 programme
Spelling rules	See No Nonsense scheme for Year 5+ 6 /Teach to gaps					Revision of all content from Year 5/6 programme

Assessment in Year 5

In Year 5 & 6 we assess children in different ways so we have a good understanding of whether they are an Explorer, a Master or a Voyager for their year group learning. We use three different types of assessment to enable us to track children's progress regularly.

Master quizzes	Standard quizzes	Summative assessments (SATs style)
Quizzes knowledge and depth of understanding for a specific area of the curriculum. Gives a raw score/ percentage. Use the terms explorer, master, voyager with children. Lets children know what they do and don't know Completed frequently as part of lessons	Quizzes current teaching, previous knowledge taught that year and some knowledge from previous curriculums. Gives a raw score/ percentage. Use the terms explorer, master, voyager with children. Opens dialogue with children around next steps. Completed at the end of a concept or cycle	Test against the whole curriculum Gives a raw score and a scaled score Use the terms explorer, master, voyager with children. Completed during the last part of the year Built up throughout the year so children get used to the format In small groups, whole class or with 1:1 support

Marking and feedback

By Year 5, children have been trained and worked alongside their teachers to mark in partnership with adults and other children. Encouraging children to take charge of their learning and actively review their work is essential in supporting children to know their gaps and next steps. Throughout the year children will mark their learning in lessons, review tests and quizzes and complete grow plans alongside their teachers so they know how to move forward and become a Master or Voyager.

Expectations of marking
<p>Regular verbal and written feedback from teachers or peers</p> <p>Use of marking ladder to inform marking against the end of year standard</p> <p>Use gold to show where standard has been met</p> <p>Use green to identify areas for growth - use green to create next steps for redrafting.</p> <p>All work must be reviewed by either self, peer review or with a teacher.</p> <p>Marking should be reflected by the working wall - children must move their names on their Working Walls so that teachers can use self/peer assessment to inform future planning.</p>

Homework in Year 5

All children receive spelling and mathematics homework on a weekly basis through Google Classroom or Tapestry. Other homework is personalised to your child's needs and could be project based.