



Welcome to the Year 5 Parent Briefing and Inspire Workshop





God our Father,

**You have called us together to do work that will
further Your kingdom on earth.**

**Let our efforts be for Your glory,
for the support of parents and children,
and for the advancement of the mission of our schools.**

We ask this through Christ our Lord,


Amen.



Procedures

- **Fire alarm and exits**
- **First aid**
- **Mobile 'phones**
- **Safeguarding**

Online Safety



Be smart on the internet

S SAFE Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

M MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

R RELIABLE Information you find on the Internet may not be true, or someone online may be lying about who they are.

T TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.
You can report online abuse to the police at www.thinkuknow.co.uk

THINK UK KNOW

www.kidsmart.org.uk

KidSMART Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.

Parent Briefing & Inspire Workshop

- **General day**
- **English**
- **Reading**
- **Mathematics**
- **Important dates and Assessment**
- **Home reading and homework**
- **Marking and feedback policy**
- **Characteristics of effective learning**
- **TT Rockstars taster**



Holy Cross
Catholic Primary School

We share in Christ's life so He can guide our thoughts, words and actions.

A Typical Day in Year V 2019 to 2020

There is a start of the day activity (SODA) as children enter the classroom

Guided reading session

English/Mathematics

Break

English/Mathematics

Lunch 12:20 to 13:15

Religious Education, Science or foundation subjects

Story time at the end of the school day



Year 5- Non-negotiables for Writing

Your writing will contain lots of mould- if it has these errors, check your writing carefully to ensure accuracy.

Check the Year 4 Non-negotiables to ensure children have embedded these skills from the previous year.

English

- | |
|---|
| - Ensure verb and subject agreement. |
| - Use a variety of sentence structure with a range of clauses- subordinate and relative. |
| - Use commas to mark clauses and after fronted adverbials.
Example - (Yesterday, we walked to the park) |
| - Correct use of speech punctuation using inverted commas.
Example - ("Stop it!" screamed Alan.) |
| - Consistent use of the accurate tense (correct use of the present and past tense verb) |
| - Correct use of the determiners 'a' and 'an'. Children can use the rule accurately in all writing. ('an' before a vowel, 'a' before a consonant) |
| - Accurate use of capital letters/full stops, question marks/exclamation marks, and brackets. |
| - Correct spelling of taught common exception word from the Y5/6 spelling list. |
| - Re-read every sentence to check it makes sense. Check for accurate use of punctuation and grammar. |
| - Handwriting (joined, fluent and legible) and presentation in line with the school policy. |

Spellings

Years 5 and 6 Common Exception Words

Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy






yacht

Reading

- In school, whole class guided reading takes place. This allows the class to explore texts together that are more advanced at their reading level. In turn, the children are exposed to richer vocabulary and the children have an opportunity to explore different fiction, non-fiction and poetry books.
- Whole Class Guided Reading is completed three to five times a week. The teacher and teaching assistant will support children when needed, either to guide or move children on to a greater depth of understanding.
- The children will then answer comprehension questions, questions of inference, meaning of words in context and complete tasks based on the text.
- Children will also be exposed to test-style questions.

Mathematics

- Mathematics is taught every day.
- We place emphasis on being fluent in the topic being taught and then move onto reason and problem solving – applying that knowledge.
- In Year 5, the children are exposed to test style questions.
- A concrete, pictorial and abstract approach is used along with various resources, including cubes, counters, Numicon, beads, tens & ones, number lines, part whole mats.

Concrete	Pictorial	Abstract
 <p>Use cubes to add two numbers together as a group or in a bar.</p> 	 <p>Use pictures to add two numbers together as a group or in a bar.</p> 	<p>$4 + 3 = 7$ $10 + 6 = 4$</p>  <p>Use the part-whole diagram as shown above to move into the abstract.</p>



Mathematics

How you can help at home

- Regular practice of multiples and division facts supported using TT Rock Stars.
- Regular practice of the KIRFs (Key Instant Recall Facts) that are set each half term.
- Addition and Subtraction up to 10,000.
- Multiplication (4-digit \times 1 or 2 digits) and division (3 digits by 1 digits).

If the teaching staff feel that your child has a misconception in mathematics, we will address it individually and inform you about strategies that could help at home.

Key Dates and Assessment

- Meeting for parents covering the health and relationships lessons will take place during the second half of the Summer Term.
- At the end of each term, the children will complete PIRA assessments in reading, grammar and spellings.
- At the end of each term, the children will complete the White Rose Mathematics Assessments.
- In Mathematics, the children will complete a pre and post assessment based on the unit that they will be studying.
- The children will be regularly assessed on independent writing.

Home Reading and Homework

Home Reading

Home reading will be set daily. Please sign the home reading diary to confirm that your child has completed the reading. The home reading diary and book must be brought to school every day. To encourage your child's love of reading, please make sure they bring a reading book from home every day.

Homework and Guided Reading Task

Your child will be given a homework log for them to take home each week to complete their set homework task. The homework log activities are intended to be as open ended as possible, allowing your child not only to reflect upon their learning in class in a creative way but also for them to make their own decisions on how to collect, record and present their homework. Every Friday, your child will be given a prompt for a task. They can then answer the question or complete the task in their own preferred way over two pages in their Homework Log. This should be completed by the following Friday.

Also on a Friday, your child will be given an open-ended task to complete for Guided Reading to be completed for the following Monday.



Homework Example



Homework Task

Friday 10th May 2019

LO To understand the different types of forces such as gravity, friction, water and air resistance.

This term, in our science lessons Year 5 children will be learning about forces. They will: identify forces as push and pull; explain gravity as a force that pulls objects down; identify Isaac Newton's discoveries; explain the effects of friction, including air and water resistance.

Write it: Write a summary describing what forces are. You will need to draw illustrations

Explain it: Write an explanation text about what gravity is and how it affects our daily lives.

Create it: Create a poster describing Isaac Newton's discoveries.

PowerPoint it: Create a PowerPoint explaining the effects of friction, including air and water resistance.

Homework is due by **Friday 17th May 2019.**




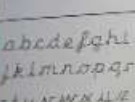
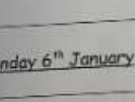
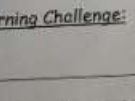
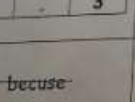
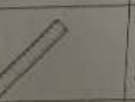
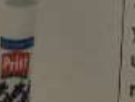
Thank you for your support.

Feedback Policy



- Learning objective achieved, partially achieved or not achieved.
- Self, peer and verbal feedback.
- Yellow, green and pink highlighting codes.

Holy Cross
Catholic Primary School

Holy Cross Presentation and Feedback Code

	Year 2, 3, 4, 5 and 6 Learners promise to:	Assessment grids for independent writing books	Children self or peer assess against the tick list
	Always take pride and care when presenting your learning.	LO ✓	Teachers to monitor this. I have met the learning objective.
	If you are using a pencil make sure it is sharpened. Use cursive joined writing.	LO / P	I have partially met the learning objective.
	Write clearly and carefully thinking about the size and shape of your letters.	LO X	I haven't met the learning objective and I need to speak to my teacher.
	Start each piece of writing with a date next to the margin.	SA	Self Assessed
	Underline dates and titles with a pencil and ruler, even if you are using a pen.	PA	Peer Assessed
	Record one digit per square in maths books, if appropriate.	S	My teacher supported me.
	If you make an error in your work draw one line through the error.	VF	Verbal feedback given
	If you are drawing diagrams or tables always use a ruler.	Green wasn't impressed with his new haircut	Green highlighting means 'Green for Growth' - I need to work on this next time.
	Stick resources in to your books carefully, line up sheets using the margin, lines in your book or the corner of the page to help you.	After a while, they met a strange looking man.	Yellow highlight means 'Yellow for sunshine' - I am proud of what I have done well.
		I like it becuz..	Pink highlight means 'Pink for think' - Spelling Focus.
		I	Independent Learning
		NS - for KS2 - for KS1	Next Step- I must respond to my next step to move my learning on.
		ST	Supply Teacher
		HP	House Point
		//	New paragraph needed
		All children use their 'purple polish' pen when editing work and completing self/peer assessment.	
		It is my responsibility to read through the feedback my teacher has given me and initial the comment to show I understand.	
		I will work on my next steps in future learning.	
		Signature _____	

Every child has the right to an education (Article 28)

Characteristics of Effective Learning

Throughout the year, children focus upon areas of learning which need to be improved through the following ways:

- **Teamwork Tiger**
- **Risk Taking Ram**
- **Evaluating Elephant**
- **Collaborating Cheetah**
- **Resilient Rhino**
- **Reasoning Reindeer**
- **Respecting Rabbit**
- **Analysing Antelope**



TT Rockstars

- I pad – Safari – TT Rockstars
- Top search bar – login – school pupils
- School – Student
- Login – click on Holy Cross
- Enter username and password (letter)
- Create rock name and avatar
- Play Garage (top left)



Feedback Questionnaire

We value your feedback and will use any suggestions, feedback and comments to help us improve our our practice and communication with parents.

Please complete the questionnaire and hand them to a member of the Year 5 staff.

Thank you for your continued support.

Thank you for coming to the
Year 5 Inspire Workshop