

## How can I support my child?

It is important that children's learning habits get off to a good start. In school, we will establish and maintain a routine to meet all children's needs and promote curiosity, engagement and success. Below, I have shared some ideas and resources that I hope you will find helpful to use when supporting your child in their learning at home.

### How can I best support my child with reading?

Although your child can read and may prefer to do this alone, it is important that they are still listened to by an adult. This allows for any unfamiliar vocabulary to be discussed and the chance for your child to talk about what they have read. Reading is more than the decoding of words and it is important that they practise their reading skills. In Key Stage 2, we use Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise (VIPERS) to develop their reading skills. On the inside front cover are some example VIPERS questions you can ask your child during and after they have read.

**Vocabulary**

Find and explain the meaning of words in context

Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

**Infer**

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that....
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

**Predict**

Predict what might happen from the details given and implied.

Example questions


- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

**Explain**

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of .... effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does .... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did .... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



**Retrieve**

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How .... is .....
- What can you learn from .... from this section?
- Give one example of....
- The story is told from whose perspective?




**Summarise**

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

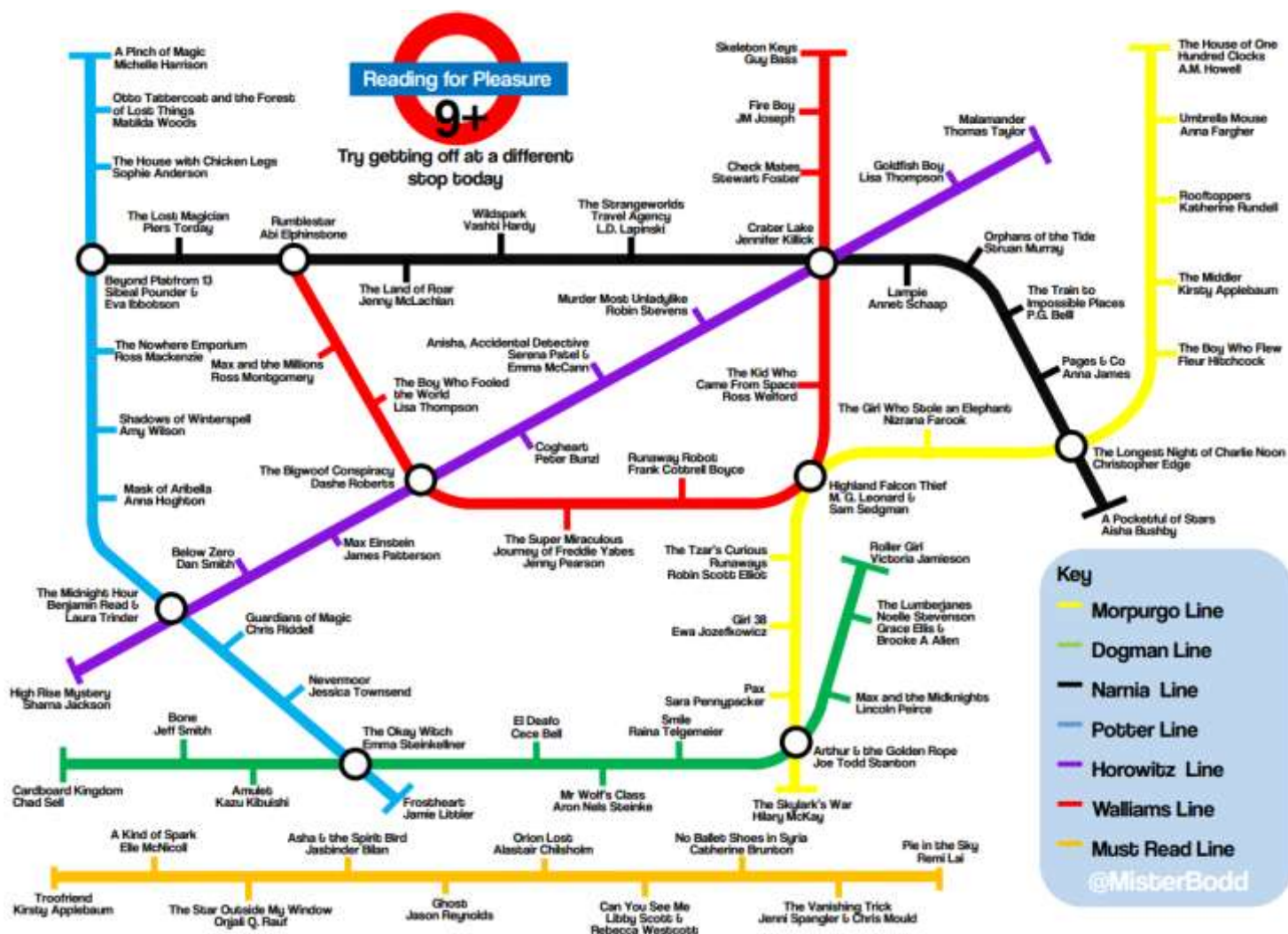


These responses can be recorded by you or your child in their Reading Record (see some examples below). We ask that this happens four times a week.

Date	Book and Page Number	Remarks
17.03.21	Can you think of another story with a similar theme? <i>Family - This reminds me of another book in the chocolate box girls' series called 'Marshmallow Skye' because Skye loves animals too and she feels left out always like COCO. Skye is very adventurous too!</i>	
18.03.21	Protect the Planet by Jess French	Our planet is precious and it's up to us to take care of it. You may feel sorry but you can make a big difference.
18.03.21	Stars and Planets	Did you know that Jupiter is so large that the Earth could fit inside it 1,300 times?
18.03.21	Skysteppers page 9-14 by Katherine Rundell	High above the streets of Paris live the roosters, a secret gang of children who eat, sleep and tumble through the chimney pot.

## How can I help my child enjoy reading?

Some children find an author or a genre of book early on that they enjoy and it inspires them to want to read often. For some children, this can take a little longer. It is important that children explore a range of reading materials, this can include audio books, graphic novels and magazines. A trip to the library is a great place to start, where your child might select a book to read themselves and one to be read to them as a bedtime story. Reading is a lifelong skill so any way that they can be encouraged to read for pleasure will always help. Please see the tube map which shares a range of books your child may like to try during the year.



You may also like to explore the links to some of the recommended book lists.

### Year 5

<https://www.booksfortopics.com/year-5>

<https://www.thereaderteacher.com/year5>

<https://www.lovereadng4schools.co.uk/lists/35/Year-5-age-9-10>

### Year 6

<https://www.booksfortopics.com/year-6>

<https://www.thereaderteacher.com/year6>

<https://www.lovereadng4schools.co.uk/lists/36/Year-6-age-10-11>

## How can I support my child with spelling?

As a school, we use Spelling Shed as a way for children to practise their spellings. When using Spelling Shed at home, I would always recommend your child working their way up through the levels of difficulty. The levels, from easy to extreme, allow your child the chance to spot patterns and practise the rule. In school, we discuss the patterns we see and the rule that might apply to help them. We also use multi-sensory ways to practise. There are some ideas you can use below.

### OUR YEAR 5/6 SPELLING STRATEGIES

When working on your spellings, think about what strategy might help you remember the spelling.

#### SYLLABLE BREAKDOWN

We can break words into little spoken chunks with a vowel sound to help spell long words. We can use different ways to break the word into syllables.

Wednesday un/com/for/table

#### EXPLORING HOW WORDS ARE BUILT

prefix root word suffix

uncomfortable  
irregularly  
disorganised  
unconfidently  
disrespectfully

#### COMMON SPELLING RULES AND EXCEPTIONS

Drop the 'e' with -ing

write write ~~e~~ → writing  
come com ~~e~~ → coming  
have hav ~~e~~ → having  
love lov ~~e~~ → loving

#### FINDING LETTER PATTERNS

**-ight-** light, bright, tight, lighter, sightseeing...  
**-tch-** match, hutch, catch, watch...  
**pl-** play, plan, plastic, plenty, plain...  
**spr-** spring, sprung, spray, sprinkle...

#### SILLY SENTENCES

Put the words in context. Write these words in a sentence. This can be a silly sentence. E.g.  
The spaceman **played** tennis with the monkey.

#### VOWELS AND CONSONANTS

Select two colours one colour for the vowels in the word and one for the consonants. E.g. **marvellous**

#### EXPLORING WORD FAMILIES

Links by meaning and pattern.



#### WORDS WITHIN WORDS / HIGHLIGHTING TRICKY PARTS



We will also explore the meanings of words and word families. In class, we have begun to use the sheet below to help us develop our understanding of particular words.

Mrs Newman's word is:		Antonym [words with opposite meaning]	
Synonym [words with similar meaning]		Dictionary definition:	
Put the word in a sentence:		Create a way of remembering the word e.g. an acrostic poem or a mnemonic for the word	
Word class:  Can you add a prefix/suffix to change the word class?	How do you visualise the word? You could draw a picture to show meaning or split the word into syllables		

## How can I support my child with Maths?

We continue to use Times Tables Rockstars as our main way to develop our multiplication and fact families knowledge. There are a range of games that can be played to help develop their understanding. A favourite of many is challenging other children and teachers in the **Rockslam** section on the website. There are other ways your child can practise their times tables as well as other Maths skills. This could be through board games or playing some of the games on the sites listed below.

<https://www.topmarks.co.uk>

<https://mathsframe.co.uk>

<http://www.primaryhomeworkhelp.co.uk/maths/index.html>

### Multiplication and Division Vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ( $5^2 = 5 \times 5$ ) 49 ( $7^2 = 7 \times 7$ )
cube numbers	the result when a number has been multiplied by itself 3 times	8 ( $2^3 = 2 \times 2 \times 2$ ) 27 ( $3^3 = 3 \times 3 \times 3$ )

### Roman Numerals

1	I	90	XC
4	IV	100	C
5	V	500	D
10	X	900	CM
50	L	1000	M

## YEAR 5/6 MATHS KNOWLEDGE ORGANISER

### 2D Shapes

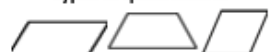
Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides  
regular = all sides/angles the same  
irregular = not all sides/angles are the same

#### Types of triangle



#### Types of quadrilateral



**AREA**  
is the amount of space inside a 2D shape usually measured in  $\text{cm}^2$  or  $\text{m}^2$ .

#### Area of a triangle

$$= (\text{base} \times \text{height}) \div 2$$

#### Area of a parallelogram

$$= \text{base} \times \text{height}$$

(Height = perpendicular height)

### Measurement Conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

1 year = 365 days ( $\approx$  52 weeks)  
Leap year = 366 days

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ( $\frac{5}{8}$ ) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

### Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3, -4) = go right 3, down 4.

### Fractions, Decimals & Percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

### Angles

full turn	$360^\circ$
half turn	$180^\circ$
right angle	$90^\circ$
acute angle	$< 90^\circ$
obtuse angle	$> 90^\circ$
reflex angle	$> 180^\circ$
angles on a straight line	$180^\circ$
angles inside a triangle	$180^\circ$
angles inside a quadrilateral	$360^\circ$

### Shape Vocabulary

**perimeter** = measure around the edge (circumference = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines  
(at right angles)

### 3D Shapes



square-based pyramid



triangular-based pyramid



triangular prism

	square-based pyramid	triangular-based pyramid	triangular prism
<b>faces</b> (the flat sides)	5	4	5
<b>edges</b>	8	6	9
<b>vertices</b> (the points where the edges meet)	5	4	6

**Volume** = the amount of space a 3D shape takes up, usually measured in  $\text{cm}^3$  or  $\text{m}^3$



**Volume of a cuboid** =  
length x width x height

### The Mean

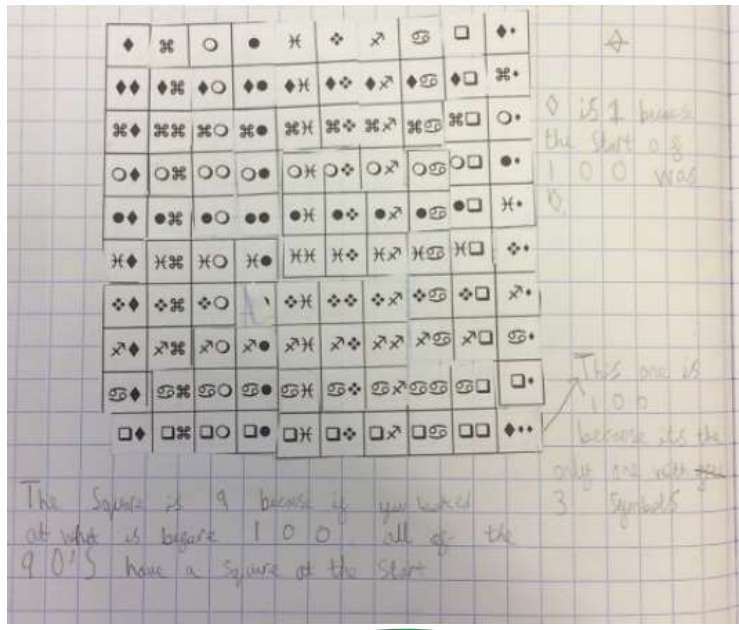
The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.  
(Because  $4 + 5 + 3 + 4 = 16$ , and  $16 \div 4 = 4$ )

**My child says very little about what they do at school. How can I find out more and help them to share?**

On Class Dojo, as well as on the Falcon class page on the website, there are regular updates and pictures of the children engaged in their learning. These pictures and videos are a great way to learn more about your child's learning experiences and can help spark conversations about this at home.

What did you have to do for this activity?

How did you know that the □ symbol was a 9?



What helped you to solve this?



What is the book about?

I wonder what might happen next. What do you think?

Which was part was your favourite and why?