





Speech in Year 5











Core Homework Year 5 - Autumn Term 1 Core Reading at home

- All children will be expected to read their home reading books for 10-15 minutes daily with an adult or older sibling of home.
- · Their home reading books will be changed weekly (every Friday).
- Every child will have a Reading book and a Reading Record book. Please date and sign the Reading
 Record books when an adult or older sibling has read with the child (Home reading records need to be
 signed by an adult to congirm books have been read before a new one will be issued).
- Reading books and Reading record books are to be kept in your child's book bag and brought to school
 every Thursday.
- When your child has read to you, it is important that you ask them some questions to see if they have understood the leaf.



Spellings

- Your child will have a set of spellings to learn each week, they will be test on these every Friday.
- Test your child on all the spellings issued Get your child to practise the spellings that they got wrong using look, cover, write and check for 2-3 spellings each day

Year 5/6 Statutory Spellings

The expectation for your child is that they can spell of these words by the end of year 6.

Help your child by sharing the definition and practising spelling them accurately in a sentence.



Homework

Core Maths at home

Number, Place Value, Multiplication and Division

 Read, write, order and compare numbers up to (000,000 and identify the value of each digit in a number

Examples of ways to practise at home:

- . Write down some numbers to 1,000,000 and read the number
- . Say a number and ask them to write it
- Compare numbers by asking, is 124,657 bigger than 125,398?
- Ask what the value of a digit is in a number for example what is the value of the digit in the ten thousands in 123 657?
- Can they sind 100 more? 10,000 more? 10 less? 100,000 less?
- All children in Year 5 should be able to recall their times lables up to 12 x 12 divently. Recalling timelables when you're at home or out and about will help develop divency and support you with number problems. Use the times lable sound bites and.

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Recognise roman numerals

Help your child learn and memorise the roman numerals. Howe you playing a game op biogod Get your child to write 6 digerent roman numerals. Call out a number and your child needs to check if they have the roman numeral.

1	1	XXX	30
11	2	XL	40
ш	3	L	50
IV	4	LX	60
٧	5	LXX	70
VI	6	LXXX	80
VII	7	хс	90
VIII	8	C	100
IX	9	D	500
x	10	м	1,000
XX	20	MD	1,500



Family Homework Year 5 Autumn Term 1

Family Homework insides the children, siblings and parents/corers to spend time logether, collaborating and having jun when completing the tasks set Complete a as many of the tasks together as you wish to You can choose when you do the homework and how this could look so there is plexibility built in to jit in with your jamily routines.

















Zones of regulation



Everyone pause, listen to your body signals, how does it feel? What is it telling you?



1. Put your hands on your **heart**, how fast or slow is it beating?



2. Put your hands on your tummy, how you **breathing**, is it quick, short breaths or slow deep ones?



3. What is your **energy** level, is it slow and tired or high and energetic?



4. Is your **movement** still, fidgety or comfortable?



5. Is your mind racing, foggy, or focused?

Our body signals tell us how we are feeling.

What did your body tell you?

My heart is beating quickly, my breathing is getting faster and I am quite fidgety.

I feel anxious





We connect situation, body signals and emotions to our Zones for regulation:

My heart is beating quickly, my breathing is getting faster and I am quite fidgety, I feel anxious.

I'm in the Yellow Zone











Purpose

- >Understand how to punctuate speech accurately
- >Understand Year 5 grammar and the aims.
- >Partake in a punctuating speech session with your child.
- >Improve your own subject knowledge.







Your child completes an hour English lesson every day, as well as 30 minutes of extra reading three days a week.









Working towards the expected standard

The pupil can:

- · 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 and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹



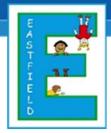




Working at the expected standard

The pupil 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)
- · in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.²







Year 6>

Year 5>

Year 4>

Year 3>

Year 2>

Year |>



Learning session







What is speech?

When do you use speech?

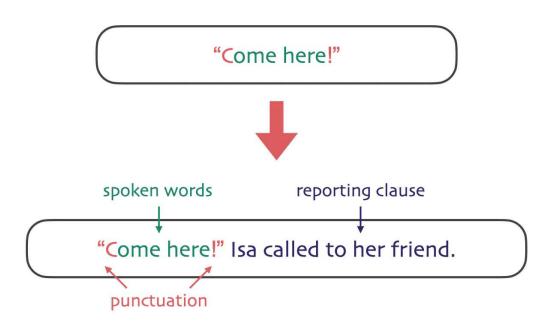








What is included in speech?









In writing we show what a character is saying by adding inverted commas or speech marks ("") before and after the words a character says. For example:

"I went there yesterday," said the man.

The words between the inverted commas are what the man has said.

If the direct speech isn't a question or an exclamation sentence, then before closing the inverted commas, you usually place a comma (,) to separate what was said from who said it.







You are now going to add inverted commas to the sentences below. Don't forget to add comma too.

- 1. We went to Spain on holiday said Charlie.
- 2. I like to cast wicked spells laughed the evil witch.
- 3. I saw the new film at the cinema last week said Jake.
- 4. I had cereal for my breakfast today Susie stated.
- 5. You go that way whispered Harriet to her friend.
- 6. My favourite drink is lemonade pronounced the boy.
- 7. I'm going to see my Grandma muttered Little Red Riding Hood.
- 8. Hello from the International Space Station uttered Tim.
- 9. Put down your pencils and look this way demanded the teacher.







Any questions?

