

Buckstones C.P. School



Parental Handbook

Year 5

Website: buckstones.oldham.sch.uk

Telephone: 0161 770 5850

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Teacher Information

Year 5 Class Teacher: Mr Hazlehurst

Teaching Assistant: Mrs Leavy and Miss Ewbank

Year 5's Important Timetable

NB: It is vitally important that children read their scheme reading book and practise their times tables regularly at home.

(TTRockstars: passwords should still work.)

	Monday	Tuesday	Wednesday	Thursday	Friday
 Homework Set	Spellings given out in school.				Maths & English sent home for return on Wednesday.
 Homework Returned			Hand in: Maths & English		
 Outdoor P.E. Kit	Outdoor P.E. Kit		Indoor P.E. Kit Autumn 2. Spring 1 Spring 2 Summer 1 Outdoor P.E. Kit Autumn 1 Summer 2		
 Important	Spellings given out in school.	Spelling Test at home.	Mock Spelling Test in School	Spelling Test at home.	Spelling Test in school.

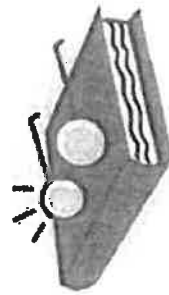
Please ensure that your child brings in the correct kit on the specified days so that they can take part in physical education.

Occasionally, children will need to bring kits in on different days for Oldham Sports Development- you will be notified in advance of any change to the day or the kit required.

Reading

At

Buckstones



How you can help your child with their reading?

Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

In school, your child may experience a wide range of reading opportunities, which include:

- Independent reading
- Guided reading (teacher working with a group to develop particular reading skills).
- Shared text work in Literacy lessons
 - Comprehension
- Research (using ICT/reference books)
- Whole class and Group reading (sharing a text with other children).

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects.

This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Do not feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.

Spend a little time reading with (or to) your child every day, even if it is just a few minutes. It soon becomes a special time that you will both value.

Letting children choose their own books gives them a chance to express themselves and give children real confidence.

Reading with your child can be a way of giving homework support, but you do not need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practise their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practice the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child read and/or ask questions to ensure understanding of the text.

Reading at home

Please encourage your child to read their book to you (several times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always encourage your child to stop if what they have read does not make sense and have another go.

Each of the home readers have information to help you know what to expect of your child on that level of the scheme.

Reading Journals

All the children in the school are given a Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home.

In the journals there will be pointers to help your child with their reading and questions you can ask them when you read together.



A child who follows this path will be a successful learner.

Reward for Reading

Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

Year 5 and 6 will receive a sticker on their book mark if they have:

Read and talked about their book at least 5 times per week (signed and dated by a Parent/Guardian each night). They should also read a book of their own choice through the week as well.

Completed a quality Reading Journal entry per week.

Once they have filled their book mark they will be presented with a book.



<ul style="list-style-type: none"> identifies main ideas drawn from more than one paragraph and summarises these; draws inferences from characters' feelings, thoughts and motives; justifies predictions with evidence from the text. <p>to use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction.</p>							
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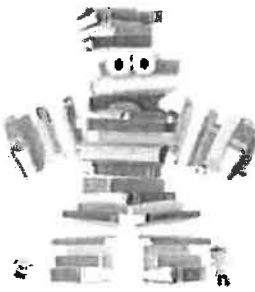
* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Working at Greater Depth within the Expected standard:

<p>Pupil(s) are confidently and independently able to apply their knowledge and skills:</p>																											
<p>to read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.</p>																											
<p>to maintain positive attitudes to reading and understanding of what they read by:</p>		<ul style="list-style-type: none"> • confidently performing texts (including poems learned by heart) using a wide range of devices to engage the audience and for effect. 		<ul style="list-style-type: none"> • reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 																							
<p>to understand what they read by:</p>		<ul style="list-style-type: none"> • recognising themes in what they read (such as loss or heroism); 		<ul style="list-style-type: none"> • comparing characters, settings and themes within a text and across more than one text; 		<ul style="list-style-type: none"> • considering different accounts of the same event and discussing viewpoints (both of authors and of fictional characters); 		<ul style="list-style-type: none"> • analysing the use of language, including figurative language and how it is used for effect; 		<ul style="list-style-type: none"> • discussing how characters change and develop through texts by drawing inferences based on indirect clues; 																	

Buckstones Reading Challenge: Year 5

Try to complete as many of these challenges as possible throughout Year 5. Record the name of the book in the relevant box. Ask your teacher for a sticker for your sheet once you have completed each challenge. You must use a new book for each challenge.

read a book where the main character has an unhappy home life <input type="checkbox"/>	read a book from your local library <input type="checkbox"/>	read a biography <input type="checkbox"/>
retell a book based on a specific historical event <input type="checkbox"/>	read an award-winning book <input type="checkbox"/>	read a book you enjoyed when you didn't expect to <input type="checkbox"/>
read a book set in the future <input type="checkbox"/>		read a non-fiction book based on a Year 5 topic <input type="checkbox"/>
read a book with more than 200 pages <input type="checkbox"/>		read a book by a world famous author <input type="checkbox"/>
read a book that is funny <input type="checkbox"/>	read a poetry book <input type="checkbox"/>	read a book that deals with issues <input type="checkbox"/>
read a book recommended by a friend <input type="checkbox"/>	read a children's classic <input type="checkbox"/>	read a spooky story <input type="checkbox"/>

What can I write in my reading journal?

- Write a description of the main character - their looks, the way they dress, the way they talk and their personality.
- Choose a descriptive passage and make a list of vivid imagery.
- List the words and phrases used to create atmosphere.
- Write about what a character might be thinking or feeling at any stage of the story.
- When you are half way through a book write a prediction about what you think will happen.
- Write down some words you have not met before, find their meanings in a dictionary and write them down.
- Write about your favourite part of a book and say why you liked it.
- Pick a descriptive word from a text and use a thesaurus to write down five synonyms.
- Write some advice to a character in trouble.
- Write a diary entry that a character might write after an incident in the story.
- Challenge yourself! Write a 50-word summary of the whole plot!
- Write whether you would recommend the book or not, and why.

Book Review

Book review by: _____

Title: _____

Author: _____

Non fiction

Fiction

What is the book about?

Who would this book be suitable for? Age/interests

Would you/would you not recommend the book? Why?

Rating: 

Book Illustration

Grammar and Punctuation

A Guide for Parents

Year 5 and 6

Year 5 and 6

Abstract noun: thoughts, ideas or feelings. You cannot touch, taste, hear or smell these things, e.g. danger, friendship.

Active sentence: when a subject of the sentence does the action.

Adjectival phrase: a group of words that tells us more about the noun.

Antonym: words that have the opposite meaning.

Auxiliary verb: this is an extra verb that helps the main verb make sense, e.g. is, has, have.

Brackets, dashes or commas: can all be used to separate a word or a phrase that has been added to a sentence as an explanation or afterthought, e.g.:

I looked up, squinting because of the sun, and saw the birds flying across the sky.

My birthday cake was made out of chocolate (which is my favourite) with chocolate icing on the top as well.

Bullet points: are used to organize a list in order to make it clear.

Cohesion: use words such as: then, after that, this, firstly, to build cohesion within a paragraph. You can also build cohesion across sentences and paragraphs by using adverbials of time, place and number.

Colon: can be used to introduce a list

Passive sentence: when the subject of the sentence has the action done to it.

Regular verbs: are those where the main part of the verb (the root) stays the same when the tense changes, e.g. laugh/laughed.

Relative clause: is a type of subordinate clause. It is connected to the main clause by a relative pronoun, e.g. I enjoyed the film **that I saw last night**. Miss Jackson, **who was smiling with joy**, congratulated the children on their good behaviour.

Relative pronoun: it introduces more information about the noun, e.g. *who, whom, whose, which, that*.

Synonym: words that have similar meaning, e.g. huge/enormous.

Please see information about Grammar and Punctuation requirements in Key Stage 1 and Lower Key Stage 2 on our website and via Parent Mail.



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Colon, semi-colon and dash: can be used to mark the boundary between independent clauses, e.g. The athlete eats lots of pasta: he needs lots of energy to run.

Concrete noun: is a noun that refers to people and things that exist physically and can be seen, touched, tasted, smelled or heard, e.g. apple, rules, dog.

Ellipsis: is used to show that a word has been missed out or a sentence not finished, e.g. Don't tell me....

Homophone: words that sound the same but have a different spelling and meaning, e.g. new and knew, right and write.

Hyphen: is used to avoid ambiguity, e.g. re-cover rather than recover.

Indirect speech: when we write about someone speaking, but we do not use the exact words or inverted commas.

Irregular verbs: the root of the verb changes when the tense changes, e.g. eat/ate, write/wrote.

Modal verb: are auxiliary verbs which are used to express possibility e.g. might, should, will must.

Object: the object of the sentence is the person or thing that is affected by the verb.

Parenthesis: word or phrase inside the brackets, commas or dashes.

Common Exception Word Spelling List (Year 2)

1. door	2. floor	3. poor
4. because	5. find	6. kind
7. mind	8. behind	9. child
10. children	11. wild	12. climb
13. most	14. only	15. both
16. old	17. could	18. should
19. would	20. cold	21. gold
22. hold	23. told	24. every
25. everybody	26. even	27. great
28. break	29. steak	30. pretty
31. beautiful	32. after	33. fast
34. last	35. past	36. clothes
37. busy	38. people	39. water
40. money	41. father	42. class
43. grass	44. pass	45. plant
46. path	47. bath	48. hour
49. move	50. prove	51. improve
52. sure	53. sugar	54. eye
55. who	56. whole	57. any
58. many	59. again	60. half
61. Mr	62. Mrs	63. parents
64. Christmas	Total:	

Common Exception Word Spelling List (Years 3 & 4)

1. accident	2. actually	3. address
4. answer	5. appear	6. arrive
7. believe	8. bicycle	9. breath
10. breathe	11. build	12. busy
13. calendar	14. caught	15. centre
16. century	17. certain	18. circle
19. complete	20. consider	21. continue
22. decide	23. describe	24. different
25. difficult	26. disappear	27. earth/ Earth
28. eight	29. enough	30. exercise
31. experience	32. experiment	33. extreme
34. famous	35. favourite	36. February
37. forwards	38. fruit	39. grammar
40. group	41. guard	42. guide
43. heard	44. heart	45. height
46. history	47. imagine	48. increase
49. important	50. interest	51. island
52. knowledge	53. learn	54. length
55. library	56. material	57. medicine
58. mention	59. minute	60. natural
61. naughty	62. notice	63. occasion
64. often	65. opposite	66. ordinary
67. particular	68. peculiar	69. perhaps
70. position	71. possess	72. possible
73. potatoes	74. pressure	75. probably
76. promise	77. purpose	78. quarter
79. question	80. recent	81. regular
82. reign	83. remember	84. sentence
85. separate	86. special	87. straight
88. strange	89. strength	90. suppose
91. surprise	92. therefore	93. though
94. although	95. thought	96. through
97. various	98. weight	99. woman
100. women	Total:	

Year 5 Common Exception Spellings

Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	bargain bruise category cemetery committee communicate community competition conscience conscious controversy	dictionary disastrous embarrass environment equipped/ment especially exaggerate excellent existence	convenience correspond criticise/ize curiosity definite desperate determined develop pronunciation queue	recognise/ize recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere (ly) sufficient suggest	explanation symbol system temperature thorough twelfth variety vegetable vehicle yacht

WRITING CRITERIA

Name:	Academic Year :					
	Rec.	Y1	Y2	Y3	Y4	Y6
Working Towards the Expected Standard:						
Pupil(s) are beginning to meet the following aims with support:						
To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.						
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.						
To describe settings, characters and atmosphere with increasing awareness of the reader.						
To begin to use dialogue to convey a character and advance the action.						
To use organisational and presentational devices that are relevant to the text type. e.g. headings, bullet points, underlining, etc.						
To create paragraphs that are usually suitably linked (some transitions may be awkward).						
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.						
To use the full range of punctuation from previous year groups.						
To begin to use commas to clarify meaning or to avoid ambiguity.						

<p>To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.</p>						
<p>To begin to experiment with relative clauses with support and modelling.</p>						
<p>To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>						
<p>To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</p>						
<p>To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</p>						
<p>To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.</p>						
<p>To spell some words correctly from the Y5/6 statutory spelling list.</p>						
<p>To write legibly, fluently and with increasing speed.</p>						

<p>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>								
<p>To use brackets, dashes or commas to begin to indicate parenthesis.</p>								
<p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>								
<p>To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</p>								
<p>To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</p>								
<p>To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</p>								
<p>To spell many words correctly from the Y5/6 statutory spelling list.</p>								
<p>To write legibly, fluently and with increasing speed.</p>								

Working at Greater Depth within the Expected standard:

<p>Pupil(s) are beginning to independently apply their knowledge:</p>																																	
<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>																																	
<p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p>																																	
<p>To regularly use dialogue to convey a character and advance the action.</p>																																	
<p>To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.</p>																																	
<p>To consistently link ideas across paragraphs.</p>																																	
<p>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</p>																																	
<p>To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>																																	
<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p>																																	
<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.</p>																																	
<p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>																																	

<p>To use brackets, dashes or commas to indicate parenthesis.</p>					
<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>					
<p>To spell most verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</p>					
<p>To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</p>					
<p>To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.</p>					
<p>To spell most words correctly from the Y5/6 statutory spelling list.</p>					
<p>To write legibly, fluently and with increasing speed.</p>					



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Maths

At

Buckstones



Year 5

A guide to Year 5 expectations in maths

Following the changes in the National Curriculum, we are providing some information to support you with your child's learning.

Please use this guide to support your child with their maths homework throughout the course of the year.

The following calculation methods have been approved by the government. Your child will be expected to confidently and independently use and apply the majority of these skills by the end of the school year.

Addition

Year 5

add whole numbers with more than 4 digits, including using formal written methods (columnar addition)

$$\begin{array}{r} 4321 \\ + 5792 \\ \hline 10113 \\ \hline \end{array}$$

Subtraction

Year 5

subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction)

$$\begin{array}{r} 912 \\ - 457 \\ \hline 475 \\ \hline \end{array}$$

$$\begin{array}{r} 8167 \\ - 2934 \\ \hline 2073 \\ \hline \end{array}$$

Multiplication

Year 5

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
Extend to simple decimals with one decimal place

$$\begin{array}{r} 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \hline \end{array}$$

$$\begin{array}{r} 4.9 \\ \times 3 \\ \hline 14.7 \\ \hline \end{array}$$

Division

Year 5

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.

$$5 \overline{) 432} \begin{array}{l} 86 \\ \end{array} r 2$$

Th	H	T	U	$\frac{1}{10}$	$\frac{1}{100}$
3	1	7			
	3	1	7		

$$317 \div 10 = 31.7$$

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 and backwards in steps of power 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 zero;
- Recognize and use thousandths and relate them to tenths, hundreds and decimal equivalents;
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000;
- Read Roman numerals to 1000 (M) and recognize years written in Roman numerals;
- 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 and establish whether a number up to 100 is prime and recall prime numbers up to 19.

Addition and Subtraction

Add and subtract numbers mentally, including:

- Add and subtract whole numbers with more than 4 digits, including formal written methods (column addition and subtraction);
- Add and subtract numbers mentally with increasingly large numbers;
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

- Multiply a number up to 4-digit by a 1 digit number using formal written methods;
- Multiply a number up to 4-digit by a 2-digit number using formal written methods, including long multiplication for 2-digit numbers;
- Multiply and divide numbers mentally drawing upon known facts up to 12×12 ;

- Divide numbers up to 4-digits by 1-digit numbers using the formal written method of short division and interpret remainders appropriately for the context;
- Multiply whole numbers and those involving decimals by 10, 100 and 1000;
- Divide whole numbers and those involving decimals by 10, 100 and 1000;
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3);
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors and multiples, squares and cubes;
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including the understanding of the equals sign;
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions, Decimals, Percentages, Ratio and Proportion

- Compare and add 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 to the other and write mathematical statements > 1 as a mixed number;
- 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;
- Read and write decimal numbers as fractions, for example, $0.47 = 47/100$;
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents;
- Round decimals with 2dp to the nearest whole number and to 1 decimal place;
- Read, write, order and compare numbers with up to three decimal places;
- Solve problems involving 3 decimal places;
- Recognize the per cent symbol (%) and understand per cent related to number of parts per hundred and write percentages as a fraction with denominator hundred, and as a decimal fraction.
- Solve problems which require knowledge of percentages and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measures

- Convert between different units of metric measures e.g., km and m; cm, m and mm; g and kg; l and ml;
- Understand and use equivalences between metric units and imperial units such as inches, pounds and pints;
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m;
- Calculate and compare the area of squares and rectangles including using standard units (cm^2 and m^2) and estimate the area of irregular shapes;
- Estimate volume and capacity;
- Solve problems involving converting between units of time;
- Use all four operations to solve problems involving measures: length, mass, volume;
- Use all four operations to solve problems involving measures: length, mass, volume using decimal notation including scaling.

Geometry (Properties and Position)

- Identify 3d shapes, including cubes and other cuboids from 2D representations;
- Know angles are measured in degrees: estimate and compare acute; obtuse and reflex angles;
- Draw given angles and measure them in degrees ($^\circ$);
- Identify: angles at a point and one whole turn (360); angles at a point on a straight line and $\frac{1}{2}$ turn (180); other multiples of 90;
- Use properties of rectangles to deduce related facts and find missing lengths and angles.

Mental Arithmetic

Year 5

Your child should:

- read, write, order and compare numbers to at least 1,000,000 and state the value of each digit.
- count forwards and backwards in multiples of 10, 100, 1000, 10,000 and 100,000
- count forwards and backwards with positive and negative whole numbers through zero.
- add and subtract numbers mentally with increasingly large numbers.
- identify multiples and factors, including finding all factor pairs.
- know and use the vocabulary of prime numbers, prime factors (prime numbers that multiply together to make the original number) and composite (non-prime) numbers.
- establish whether a number up to 100 is prime and recall prime numbers up to 19.

E.g. a prime number can be divided evenly only by 1, or itself and it must be a whole number greater than 1. Example: 5 can only be divided evenly by 1 or 5, so it is a prime number. But 6 can be divided evenly by 1, 2, 3 and 6 so it is NOT a prime number (it is a composite number).

- multiply and divide numbers mentally drawing upon known facts.
- recognise and use square numbers (multiply a number by itself twice e.g. $7 \times 7 = 49$, $8 \times 8 = 64$) and the notation for squared (2).

How much time should be spent on homework?

Year Group	Time
Reception	10 mins reading/phonics per day + key words, ongoing Mental Maths*.
Year 1	10/15mins a day reading/phonics + key words, 5-10 mins spelling practice, ongoing Mental Maths* + 30mins per week Maths/English/ topic related homework.
Year 2** There may be an increase in homework in these classes to prepare the children for SATs.	15 mins a day reading, 5-10 mins spelling practice, ongoing Mental Maths*, 1 hour a week English/Maths / topic related activity.
Year 3	15 mins a day reading, ongoing times tables, spelling practice and 1 hr. English/Maths/Topic homework per week.
Year 4	15 mins a day reading, daily times-tables activities, spelling practice and 1 hr. English and Maths/Topic homework per week.
Year 5	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10 mins a day Mental Maths*, up to 1hour English and Maths per week or a replacement topic related activity. Up to 30 mins spelling activity per week.
Year 6 ** There may be an increase in homework in these classes to prepare the children for SATs.	15/20mins a day reading (comprehension sheets when appropriate for ORT core books) 10mins a day Mental Maths*, up to 45 mins English and Maths twice weekly or a replacement topic related activity. Up to 30 mins spelling activity per week.

There may be rare occasions when this timetable is amended

*See guidelines for mental maths for individual years.

What is the role of the teacher?

- To plan homework that is appropriate to the needs of the child.
- To ensure all children understand the homework they have been given.
- To mark and give feedback about homework.
- To be available to talk to parents and children about homework.
- To inform parents if there is a problem regarding homework.

What is the role of the parent?

- To support the child in completing homework. Offer your help and support for younger children to complete tasks. Expect older children to work independently but make it clear that you are there if needed.
- To ensure the child completes homework to a high standard, high quality of presentation and hands it in on time.
- To provide the appropriate, quiet and clean environment for the child to complete the homework.
- To provide the appropriate resources for the child to complete the homework, e.g. pencil, pen, ruler, coloured pencils, rubber, dictionary, scissors and glue stick.
- To let the teacher know if the children are struggling with their homework.

What is the role of the child?

- To ensure they have everything they need to complete homework each week.
- To make sure they understand the tasks that have been set. (Encourage children to chat to a teacher if they don't understand prior to the date of submission.)
- To put in the same level of effort as would be expected of class work.
- To hand the homework in on time.
- To take on board any feedback about homework.

What about children who don't complete homework?

The expectation is that children will complete homework. Teachers will keep records of children completing homework and these records will be checked on a regular basis. If there are any problems with children not completing homework then the teacher will speak to children or parents. Children may be kept in at playtimes to complete homework and parents will be informed. As part of the end of year report teachers will comment on the quality and frequency of completed homework.