



Helping Your Child
with Reading, Writing
Spelling and Grammar
at Home
Year 5



Reading

Reading is one of the most important things you can do to help your child succeed. Research evidence shows that your involvement in your child's reading and learning is more important than anything else in helping them to fulfil their potential.

"Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued" (Clark and Rumbold, 2006).

"Although parental involvement has the greatest effect in the early years, its importance to children's educational and literacy outcomes continues into the teenage and even adult years" (Desforges and Abouchaar, 2003)



Even if your child is a confident reader, reading regularly with them helps build their vocabulary and understanding of the world and further improves their comprehension skills.

Reading

Twice each year, children are assessed to provide us with their reading age. This data is used by the class teacher to ensure all children receive the support they need in school.

In the Spring Term, if we have concerns that your child will not reach the expected level for Reading by the end of Year 5, we will send you a letter detailing your child's up-to-date reading age. We will also offer advice for what you can do to support learning and help your child make better progress in reading to enable them to catch up with their actual age.



Reading

At Highwoods, we teach six strands of reading comprehension using the acronym 'VIPERS'. This stands for: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Each of these strands are taught in daily reading sessions and should also be practised at home when your child is reading to you. On the following two pages, you will find examples of questions that you can ask your child when reading at home.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Vocabulary

What do the words _____ and _____ suggest about the character, setting and mood?

Find and copy the word which is closest in meaning to _____.

Find a word or phrase which shows/suggests that _____.

Infer

How do these words make the reader feel? How does the paragraph suggest this?

How do the descriptions of _____ show that they are _____?

How can you tell that _____?

What impression do you get of _____ from these paragraphs?

Predict

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? Explain your answer using evidence from the text.

Explain

What structures has the author used?

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 effect does _____ have on the audience?

How does the author engage the reader here?

Which words and phrases did _____ effectively?

How are these sections linked?

Retrieve

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?

What can you learn from this section?

Give one example of _____?

Whose perspective is the story told from?

Summarise

What was the first thing that happened in the story?

Can you number these events 1-5 in the order that they happened?

Reading

Hearing your child read at home, even if it is just for 5 minutes each day, can have a considerable impact on progress. 5 minutes every day can equate to 155 minutes each month and 1,860 minutes across the year!

When you do hear your child read, please make a note of this in their reading record.

In KS2, you will see less comments from teachers/LSAs in their Reading Records than in KS1. This is due to the shift to Whole Class Reading, with less of a focus on 1:1 and small group reading. **Please do not think that because there is not a comment, your child is not reading at school. Every child reads daily at school.**



Reading

By the time your child finishes Year 5, they will have read 7 novels as part of their daily Whole Class Reading lessons. These are:

- ◇ Autumn 1 - The House With Chicken Legs by Sophie Anderson
- ◇ Autumn 2 - George's Secret Key To The Universe by Lucy & Stephen Hawking and A Boy Called Christmas by Matt Haig
- ◇ Spring 1 - Brightstorm by Vashti Hardy
- ◇ Spring 2 - The Explorer by Katherine Rundell
- ◇ Summer 1 - Wolf Brother by Michelle Paver
- ◇ Summer 2 - Podkin One-Ear by Kieran Larwood

These novels are at the heart of our Year 5 English curriculum and the children will take part in regular Reading and Writing activities directly linked to these books.

Reading

On a regular basis in class, children volunteer to verbally recommend to the whole class a book that they have read and enjoyed. Most recommendations have taken the form of a verbal presentation but can be in any form the child wishes to present. Teachers will also regularly recommend books that the children will enjoy.

To see our termly Reading Recommendation Newsletters from Highwoods, please visit: <https://highwoodsprimary.co.uk/english/> and scroll down to the 'reading recommendations' heading.



Book Change

Children are encouraged to visit our school library regularly. We have a great selection of books and children have their own log-ins to our library system through thumbprint recognition.



Spelling

Spelling Homework

Each week, children will receive a small group of words to learn for spelling homework on <https://spellingframe.co.uk/>

Your child will not be tested on these words but they will be using these spellings for daily spelling activities in class.

Your support with this is greatly appreciated.

To see all of the spelling rules and words that your child will learn in Year 5 and beyond at Highwoods, please visit: <https://highwoodsprimary.co.uk/english/> and scroll down to the 'spelling' heading.



Spelling

Just like with reading, twice each year, children are assessed to gather data about their spelling ages. This enables class teachers to track progress in spelling and ensure all children receive the support they need to help them make the best possible progress with their spelling.

In the Spring Term, if we have concerns that your child will not reach the expected level for Spelling by the end of Year 5, we will send home an extra spelling support pack. This will usually be if your child is assessed as having a reading age of at least 9 months below their actual age. Details of this will follow if and when necessary.

On the next two pages are the spellings your child will receive over the course of the year as homework. They are taken from the National Curriculum for Year 5.

Year 5 Autumn 1	'cial' and 'tial' endings. 'cial' is common after a vowel (official, special, artificial) and 'tial' is common after a consonant (partial, confidential, essential) but there are some exceptions (initial, financial, commercial, provincial)
Year 5 Autumn 2	'cious' and 'tious' endings: vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, anxious
Year 5 Spring 1	'ant', 'ance', 'ancy' endings: observant, observance, expectant, expectancy, hesitant, hesitancy, tolerant, tolerance, substance 'ent', 'ence', 'ency' endings: innocent, innocence, decent, decency, frequent, frequency, confident, confidence

<p>Year 5 Spring 2</p>	<p>Words containing the letter string 'ough' representing a variety of different sounds: ought, bought, thought, nought rough, tough, enough, cough though, although, dough, through thorough, borough plough, bough 'ee' sound spelt 'ei': deceive, conceive, receive, protein, caffeine, seize, either, neither</p>
<p>Year 5 Summer 1</p>	<p>Words containing silent letters: doubt, island, lamb, solemn, thistle, knight, foreign, vehicle, yacht, Autumn, gnome</p>
<p>Year 5 Summer 2</p>	<p>'able' and 'ible' suffixes: For the 'able' ending, the 'e' must be kept with root words ending in 'ce' and 'ge': changeable, noticeable The 'able' ending is usually, but not always, used if a complete root word can be heard before it: dependable, comfortable, understandable, reasonable, enjoyable, reliable The 'ible' ending is common if a complete root word can't be heard before it: possible, horrible, terrible, visible, incredible, sensible</p>

Handwriting in Year 5

In Year 5, Handwriting continues to be a high priority and the expectation is that children will be able to consistently join their handwriting according to our Highwoods Handwriting Poster - see next page.

More information on Handwriting at Highwoods can also be found on: <https://highwoodsprimary.co.uk/english/>



Joins from the bottom:

a b c d e h i k l m n p s t u
apple each pear under

Joins from the top:

o r v w
octopus roar van water

Joins from a loop or line:

f g j y
fun great jam year

Doesn't join easily:

q x z
queen xylophone zoo

Grammar in Year 5

In Year 5, the expectation is that children will be able to understand, use and apply the following grammatical terms - see list below.

Visit <https://highwoodsprimary.co.uk/english/> and scroll down to the 'grammar' heading to view definitions and examples of each of these grammar terms.

full stop, capital letter, conjunction, verb, noun, adjective, adverb, prefix, suffix, clause, fragment, sentence, main clause, subordinate clause, singular, plural, proper noun, pronoun, question mark, exclamation mark, apostrophe, comma, inverted commas, direct speech, compound word, expanded noun phrase, statement, command, question, exclamation, past tense, present tense, preposition, paragraph, perfect verb form, consonant, vowel, word family, determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, modal verb, adverb of possibility, relative pronoun, relative clause, parenthesis, brackets, dashes, hyphen, cohesion, ambiguity

