



# Year 5 Priority Targets

Dear Parents/Carers of Year 5 Pupils

Within each year group, teachers have agreed a set of focused 'priority' targets; areas of learning which they believe are absolutely essential to their year group. To enable you to support your child at home, these targets are listed below with some ideas on how you can practise these skills outside of school. We hope this information is useful in enabling you to support our work in school and in helping your child to flourish.

READING PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
<ul style="list-style-type: none"> <li>I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words.</li> </ul>	<ul style="list-style-type: none"> <li>Root words have a prefix or suffix added to them which changes the meaning. For example: reread. The prefix 're' goes at the start of the root word 'read' and means to do again, so 'reread' tells us to read something again. A suffix goes at the end of a root word. For example, 'ful' in 'wonderful' – this suffix tells us something is full of wonder. Look out for these words when reading together and see if you can identify the prefixes or suffixes and root words.</li> </ul>
<ul style="list-style-type: none"> <li>I have read books that were written for a range of purposes and can notice and explain the different organisational features.</li> </ul>	<ul style="list-style-type: none"> <li>Look at a variety of books when you read together to ensure a balance between fiction and non-fiction. Before reading, look at and discuss the layout of the page. What do the images tell you? Are there captions? Are key words written in bold? Why do you think the page has been set out in this way? Are sub-headings used to introduce the theme of each paragraph?</li> </ul>
<ul style="list-style-type: none"> <li>I can interpret characters' feelings, thoughts and motives from their action and back this up with evidence from a text.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy time reading and discussing a bedtime story. You are never too old to sit and enjoy a book together! Ask your child questions about the characters but also what they predict will happen next in the book. Share your opinions on the story too and ask your child to tell you the reasons behind their answers. Can they find evidence in the text (e.g. a specific sentence) that explains a character's feelings, thoughts and motives?</li> </ul>
WRITING PRIORITY TARGETS	WAYS TO SUPPORT YOUR CHILD AT HOME
<ul style="list-style-type: none"> <li>I can plan my writing by: identifying the audience for my writing; the purpose of my writing and the form it will be written in.</li> </ul>	<ul style="list-style-type: none"> <li>Before your child begins a piece of writing, it is a good idea for them to talk through their ideas. Many children benefit from saying their sentences out loud before writing them down. Planning writing enables children to record these ideas in note form which helps to keep their writing focused. Ask your child who their piece of writing is aimed at – their audience. What is the purpose of their writing and how will they set this out?</li> </ul>
<ul style="list-style-type: none"> <li>I can use precise and rich vocabulary in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>From time to time, some of our teachers 'ban' the use of words like: said, big, nice and small. Using a thesaurus, or words learnt from reading, shows how much more exciting and varied vocabulary choice can be. Pick a word with your child and take turns to come up with alternatives. You could play this back and forth like a game of word tennis. For example, if you start by saying 'small' you could go on to come up with: tiny, diminutive, little, minuscule, minor, slight and so on. This might be good to do on a journey. Words which have the same meanings are called synonyms. Encourage your child to select words which are precise in the meaning they wish to convey.</li> </ul>
<ul style="list-style-type: none"> <li>I can evaluate and edit my writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Read through some sentences your child has written together to look out for mistakes in spelling or punctuation and to identify areas which could be improved. Ask your child to identify their strongest and weakest sentence and justify to you why this is so. Look at the 'weakest' sentence together and have a go at improving this by changing some of the vocabulary, adding</li> </ul>

	more detail, re-ordering the words; remember to change the punctuation accordingly.
<b>MATHEMATICS PRIORITY TARGETS</b>	<b>WAYS TO SUPPORT YOUR CHILD AT HOME</b>
<ul style="list-style-type: none"> <li>I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> </ul>	<ul style="list-style-type: none"> <li>Write and then read a range of decimal numbers. Ask your child to read the numbers as follows: 25.348 (two tens, five units, three tenths, four hundredths and eight thousandths). Point to different digits to check that your child can understand the value of the number. As you move further away from the decimal point (to the right), the value of each number decreases. Imagine a chocolate bar. Assuming you like chocolate, picture breaking it into ten pieces (each piece would be <math>\frac{1}{10}</math>, one tenth, of the bar). Now imagine breaking it into one thousand pieces (each piece would be <math>\frac{1}{1000}</math>, one thousandth, of the bar) – you would be lucky to get a small crumb of chocolate in this instance! Four thousandths would be written as 0.004</li> </ul>
<ul style="list-style-type: none"> <li>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can practise their rounding skills by logging onto Mathletics. Rounding numbers enables us to estimate answers. For example, if we were to calculate <math>68.9 \times 3.8</math> we could round these numbers to <math>70 \times 4</math>. As we know from our times tables that <math>7 \times 4</math> is 28, <math>70 \times 4</math> is ten times larger so the answer must be 280. This helps us to check the accuracy of our answers to more precise calculations. Your child's teacher can talk through examples of rounding with you; how we determine whether to round up or down and the digit used to inform this (five or more rounds up).</li> </ul>
<ul style="list-style-type: none"> <li>I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</li> </ul>	<ul style="list-style-type: none"> <li>Use the place value chart at the bottom of page 115 of the Pupil Planner to explore <math>\times</math> and <math>\div</math> by 10 and 100. If you would like further guidance on exploring this concept with your child, please talk to their class teacher who can show you how they explain these concepts in school. If your child logs onto Mathletics, there are many activities for this topic under 'place value'.</li> </ul> <p>In addition, your child should know all of their times tables by the end of Year 4. This means, by Year 5, they should be experienced in using these facts to support calculations. If your child does not know all of their times tables, this must be your priority. Practise these at home, sing them using the songs on Mathletics, walk to and from school practising them. We find that pupils who do not have confident recall of these facts fall further behind in their maths.</p>