

Buckstones C.P. School



Parental Handbook

Year 5

Website: buckstones.oldham.sch.uk

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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		
	Indoor P.E. Kit Autumn 2. Spring 1 Spring 2 Outdoor P.E. Kit Autumn 1 Summer 1 Summer 2		Outdoor P.E. Kit All year		
	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.



READING CRITERIA

Name:	Academic Year :			
	Rec.	Y1	Y2	Y4
Working Towards the Expected Standard:				
<u>Pupil(s) are beginning to meet the following aims with support:</u>				
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.				
to apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -fial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly (as listed in English Appendix 1*) to read aloud.				
to read all Y5/Y6 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.				
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).				
to maintain positive attitudes to reading and understanding of what they read by:				
<ul style="list-style-type: none"> • showing an awareness of audience when reading out loud using intonation, tone, volume, action; • recommending texts based on personal choice to peers; • reading a wide range of genres, identifying the characteristics of text types and differences between text types. 				
to understand what they read by:				
<ul style="list-style-type: none"> • discusses vocabulary used by the author to create effect; 				

<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. 										

to use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction.

* 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 the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge and skills:

to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

to maintain positive attitudes to reading and understanding of what they read by:

- when reading out loud, adapting intonation, tone and volume to suit the purpose and audience;
- making comparisons within and across books;
- reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.

to understand what they read by:

- explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text;
- asking questions about a text;
- drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence;
- making predictions based on details stated and implied with evidence from the text.

to distinguish independently between statements of fact and opinion.

to retrieve, record and present information from texts to other readers in

Working at Greater Depth within the Expected standard:						
Pupil(s) are confidently and independently able to apply their knowledge and skills:						
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.						
to maintain positive attitudes to reading and understanding of what they read by:						
<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; 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. 						
to understand what they read by:						
<ul style="list-style-type: none"> recognising themes in what they read (such as loss or heroism); comparing characters, settings and themes within a text and across more than one text; considering different accounts of the same event and discussing viewpoints (both of authors and of fictional characters); analysing the use of language, including figurative language and how it is used for effect; discussing how characters change and develop through texts by drawing inferences based on indirect clues; 						

[illegible]


100

1. The first part of the document is a title page. It contains the title of the document, the author's name, and the date of the document. The title is "The first part of the document is a title page. It contains the title of the document, the author's name, and the date of the document." The author's name is "The author's name is the name of the person who wrote the document." The date of the document is "The date of the document is the date when the document was written." The title page is the first page of the document and it is usually the most important page. It is the page that the reader sees first and it is the page that the reader will remember. The title page is the page that the reader will see first and it is the page that the reader will remember. The title page is the page that the reader will see first and it is the page that the reader will remember.

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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.

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

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?

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

Rating:



Book Illustration

Who would this book be suitable for? Age/interests

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

Year 5: Evidence Gathering Grid (EGG)

Name:		Date/title/book:					Across the collection
COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g., simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).						
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').						
	Use dialogue in narratives to convey character or advance the action.						
	Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g., <i>he had seen her before</i> instead of <i>he saw her before</i>). 						
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.						
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).						
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning:	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.					
		use modals and adverbs to indicate possibility.					
		convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.					
		use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4).					
PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).						
	Indicate parenthesis using brackets, commas or dashes.						
	Use punctuation to ensure meaning is clear, particularly commas for clarity.						
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> common exception words from KS1; Year 3/4 statutory words; previously taught homophones 						
	Use and spell correctly many words from the year 5 / year 6 spelling list. (50%)						
	Make good attempts at, and check the spelling of, some uncommon or <u>more ambitious vocabulary</u> .						
	Maintain legibility in joined handwriting when writing at speed.						



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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)

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

Subtraction

Year 5

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

$$\begin{array}{r} 812 \\ - 457 \\ \hline 355 \end{array}$$

$$\begin{array}{r} 8967 \\ - 2984 \\ \hline 5983 \end{array}$$

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

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

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

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.

$$5 \overline{) 862} \quad 2$$

$$\begin{array}{r|rrrr} 100 & 3 & 1 & 7 & \\ 10 & 3 & 1 & 7 & \\ 1 & 3 & 1 & 7 & \end{array}$$

$$317 \div 10 = 31.7$$

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.