

Year 5 Weekly Homework

Maths

Times tables - you still need to do **daily** practise if you are not consistently getting sixty in around 2 minutes. I want to be able to move you on to the challenge of related facts, e.g. $600 \times 7 =$ or $0.6 \times 7 =$

Parents you will know which your child is on from the weekly sheets they bring home.

At home, you need to be regularly practising:

- finding factor pairs of numbers;
- square numbers up to 12^2 and their square roots
- prime numbers up to 30
- converting metric units, e.g. $1\text{m} = 1000\text{mm}$
- decimal number bonds to 1 and 10

There are 5 different Key Instant Recall Facts (plus the times tables) – you've got a copy of these that you can use and share at home. So as your daily maths homework, do one on each of the days, plus the times table calculations you're working on. For example:

Monday	Tuesday	Wednesday	Thursday	Friday
<i>finding factor pairs of numbers</i>	<i>square numbers up to 12^2 and their square roots</i>	<i>prime numbers up to 30</i>	<i>converting metric units, e.g. $1\text{m} = 1000\text{mm}$</i>	<i>decimal number bonds to 1 and 10</i>
6×7 , 7×7 , 8×7 , 9×7 , 12×7	$121 \div 11$, $132 \div 11$	8×4 , 9×4 , 12×4	All $\div 12$	6×3 , 7×3 , 8×3 , 9×3 , 12×3

Spellings

You should now be doing all the statutory spellings that were sent home in your Learning Logs in the autumn term.

These are ongoing work you need to do **at home** and that the only way to learn these is the same as anything else: **practise over and over again**. Use the strategies we have used in class to practise spellings – you've got a copy of these that you can use and share at home.

I will be giving you more regular tests so that you know which ones you need to focus on. I will also be

Reading



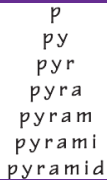
Make sure that you are filling in your reading record at least 3 times a week – this is your job (not your parents') because I am asking you what you think of the book you are reading and which new words you have found.

Your reading record needs to come to school and go home every day (this is good practice for 'big' school) and I will be checking whether they are being filled in, asking you to show me new words you have found in your reading and expecting you to justify your opinion of your book.

If you have misplaced something, or are unsure about anything, tell me straightaway. Always remember: I like talking to you; I want to help you; if you are working hard, you will feel good.

Children and parents need to initial that they have been doing their daily homework each week please. Reading Records and Learning Logs will be checked on Thursdays.

Thursdays	18.4.19	25.4.19	2.5.19	9.5.19	16.5.19	23.5.19
Child						
Parent						

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quick-write	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Childs can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 
Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
Words without vowels	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and childs have to choose correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f _____ ld the</p>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <p>You can then reverse the process so that you end up with a diamond.</p> 
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none"> Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. Making up memorable 'silly sentences' containing the word Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word Clapping and counting to identify the syllables in a word.