Ashdene Primary School

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Year 5: How to help at home

Times Tables

It is imperative in Y5 that children are secure in all their times tables and the related division facts from 1 to 12. This will help support their wider maths knowledge – in particular fractions, decimals and percentages.

Tips	Tips
Use the facts you know to work out the ones you don't. If you know the x2 table, you can double these facts so that you know the x4 table. If you know the x4 table, you can double this to know the x8 table and so on. e.g. If you know 3 x 4 is 12, you know that 6 x 4 is 24.	Start with the easiest facts and use these to help work out the hardest. e.g. If you know x5 and x1 you can work out x6. If you know x10 and x1 you can work out x9.

TT Rockstars
https://play.ttrockstars.com
Regular practice on TTRockstars will ensure times table knowledge is retained.

Fortune tellers
https://www.easypeasyandfun.com/how-to-make-a-fortune-teller/
Follow the instructions on the link above to make a fortune teller. On the different flaps write times table questions with the answers inside. This can be extended to related division facts.

Towers	Rock paper scissors	Cards	Counting
Write times table facts on the outside of some paper cups and the answers on the inside. Give children one minute to answer as many questions on the cups as they can. Each one they get right, they can use to build a tower. Challenge them to get a taller tower each time.	The game rock paper scissors with a twist! After saying 'Rock, paper, scissors' each player shows between 2 and 10 fingers to their partner. You both then multiply the numbers to find the product. The first person to shout out the correct answer wins.	Playing with a friend, turn a card over each and race to shout out the product of the two numbers (ace =1, jack = 11, queen =12). The first to shout out the correct answer keeps the cards. At the end of the deck, count the cards to see who has won the most.	Try counting up and down the different times tables. Choose different starting points and time you do it. Apply your knowledge of a times table to count in related times tables e.g. use 3 x table knowledge to count in 0.3's or in 30's.

Marble drop
Choose a times table you want to practice. Children then close their eyes and listen as you drop between 2 and 12 marbles into a jar. When you have dropped the last marble, they have to call out the times table fact.

Other online games/websites
https://www.topmarks.co.uk/maths-games/7-11-years/times-tables
http://www.primaryhomeworkhelp.co.uk/maths/timestable/interactive.htm
https://www.timestables.co.uk/
https://www.oxforddowl.co.uk/for-home/advice-for-parents/help-with-times-tables

Mental Fluency

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Handwriting

In Year 5 children must write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task.

Spelling

In year 5, children are taught to: use further prefixes and suffixes and understand the guidance for how to add them; spell words that are often misspelt; place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]; use the first two or three letters of a word to check its spelling and meaning in a dictionary; write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far; spell some words with 'silent' letters [for example, knight, psalm, solemn] and spell further homophones and distinguish between these and other words which are often confused.

Pattern Spotting	Word trains	Backwards words	Words within words
Boggle	Anagrams	Hangman	Tic Tac Toe

As well as their spelling lists set by their spelling teacher, children can practice the spelling of words from the year 3/4 & 5/6 spelling list found in the National Curriculum.

Spelling shed can be used to practice spellings at home. Games will be set by the class teacher relevant to the spelling pattern being taught each week.
https://www.spellingshed.com/en-gb/

Writing/ Grammar

In year 5, children should be able to write at length, considering the genre, audience and purpose of their writing. Writing should include a range of sentence types with more than one clause. Words should be chosen carefully to ensure clarity and cohesion. Children need to understand and use grammatical terminology from the Y5 National Curriculum and apply this in their writing.

Reading for writer hints	Editing
When reading a text that the children really enjoy, look for what the writer has done to make it so good. - Long/ short sentences used to build tension and suspense. - Use of similes and metaphors. - Repetition of words. - Language	Ask children to proof read your writing. They love finding mistakes in someone else's work! Choose a section from a text that they found boring, can they rewrite it to make it better?

Online grammar games	A-Z	Magpie Book
https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2 http://www.crickweb.co.uk/ks2literacy.html https://www.education.com/games/punctuation/	Challenge children to write an A-Z of adjectives/ nouns/ verbs/ adverbs.	Keep a notebook nearby when reading. When children find a new and exciting word, add it to their magpie book so they don't forget it!

Book Talk	Swap	Drop in	From boring to brilliant
Share picture books and try to verbally tell the story drawing on the details in the pictures.	Choose a page from a favourite book. Can children retell that page swapping all the adjectives for alternatives?	Give children a simple sentence and ask them to 'drop in' different features. Ideas for 'drop ins' include: similes, adverbial phrases, embedded clause and adjectives.	Take a boring sentence and get children to add/take away words, change words, reorder words, add an ending/beginning.

Reading
In year 5 children should apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.   - **Maintain positive attitudes to reading and understanding of what they read by:**   - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   - Reading books that are structured in different ways and reading for a range of purposes   - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions   - Recommending books that they have read to their peers, giving reasons for their choices   - Identifying and discussing themes and conventions in and across a wide range of writing   - Making comparisons within and across books   - Learning a wider range of poetry by heart   - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience   Here are some links to reading/comprehension games   Comprehension—https://www.education.com/games/ela/reading/   Comprehension—https://www.topmarks.co.uk/english-games/7-11-years/reading   Comprehension—https://www.everyschool.co.uk/english-key-stage-2-comprehension-2.html   Lots of reading style games (American site) —http://www.roomrecess.com/pages/ReadingGames.html   Poetry and non-fiction reading games—http://www.funenglishgames.com/readinggames.html   Ideas for non-online games to play -https://readingeggs.co.uk/articles/2016/01/25/reading-games/