

Sherington Primary School

Homework Resource Booklet
for Year 5



For you to keep at home
(also available on school website)

Spelling Homework

It is important to bear in mind that apart from the 'common exception words' children are learning the letter string, sound or spelling rule, *not the specific word*. For example, when learning words with the -ay letter string (and they are given *day, play, say, way, stay*) we might also test to see if can they also spell *may* and *bay*!

Children will be given spellings from the list to learn and tested on these regularly.

Below are some ideas that you may wish to use at home to help your child to learn their spellings. Frequency of practice throughout the week is important; little and often is better than one long session.

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

As you write, sound out the letters/syllables.

Write the words out 3 times each. Look, spell, cover, write, check.

Copy the word out and highlight or underline the tricky part.

Sherington Primary School Spelling Wordlist 25

Autumn 1

Regular Spellings

<p>ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough</p>	<p>advice, advise device, devise licence, license practice, practise prophecy, prophesy</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p>
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Common Exception Words

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery

All new words to be learnt in the half term are written in
bold.

Subsequent half-termly lists will include previous spellings with
new words written in **bold.**

Sherington Primary School Spelling Wordlist 26

Autumn 2

Regular Spellings

<p>ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough official, special, artificial, partial, confidential, essential</p>	<p>advice, advise device, devise licence, license practice, practise prophecy, prophesy farther, further, father guessed, guest heard, herd</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious led, lead morning, mourning past, passed</p>
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Common Exception Words

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment,

Sherington Primary School Spelling Wordlist 27

Spring 1

Regular Spellings

<p>ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough official, special, artificial, partial, confidential, essential observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p>	<p>advice, advise device, devise licence, license practice, practise prophecy, prophesy vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious farther, further, father guessed, guest heard, herd led, lead morning, mourning past, passed precede, proceed principal, principle profit, prophet stationary, stationery</p>
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Common Exception Words

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly)

Sherington Primary School Spelling Wordlist 28

Spring 2

Regular Spellings

<p>ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough official, special, artificial, partial, confidential, essential observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) referring, referred, referral, preferring, preferred, transferring, transferred</p>	<p>advice, advise device, devise licence, license practice, practise prophecy, prophesy vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence adorable/adorably (adoration), applicable/applicably (application),</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious farther, further, father guessed, guest heard, herd led, lead morning, mourning past, passed precede, proceed principal, principle profit, prophet stationary, stationery steal, steel wary, weary who's, whose aisle, isle aloud, allowed affect, effect</p>
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Common Exception Words

<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly)</p>

Sherington Primary School Spelling Wordlist 29

Regular Spellings

<p>ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through, thorough, borough plough, official, special, artificial, partial, confidential, essential, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) referring, referred, referral, preferring, preferred, transferring, transferred changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable</p>	<p>advice, advise, device, devise licence, license, practice, practice, prophecy, prophesy vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, farther, further, father, guessed, guest, heard, herd, led, lead, morning, mourning, past, passed, precede, proceed, principal, principle, profit, prophet stationary, stationery, steal, steel, wary, weary, who's, whose, aisle, isle, aloud, allowed, affect, effect possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible/sensibly</p>
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Common Exception Words

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, **persuade**,

physical, prejudice, privilege, profession, programme, pronunciation, queue

Sherington Primary school Spelling Wordlist 30

Regular Spellings

ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through, thorough, borough plough, official, special, artificial, partial, confidential, essential, observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) referring, referred, referral, preferring, preferred, transferring, transferred changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable	advice, advise, device, devise licence, license, practice, practice, prophecy, prophesy vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) reference, referee, preference, transference co-ordinate, re-enter, co-operate, co-own	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious, farther, further, father, guessed, guest, heard, herd, led, lead, morning, mourning, past, passed, precede, proceed, principal, principle, profit, prophet stationary, stationery, steal, steel, wary, weary, who's, whose, aisle, isle, aloud, allowed, affect, effect possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible/sensibly deceive, conceive, receive, perceive, ceiling altar, alter, ascent, assent, bridal, bridle, cereal, serial
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Common Exception Words

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, **recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly),**

How to encourage neat handwriting

It is important to practise spellings using your neatest handwriting and correct joins. Age related expectations in handwriting can be found in the Writing End of Year Expectations (EYE) towards the back of this booklet. The 'feel' of a word can help when learning to spell.

Getting ready to write

Seating and posture:

- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers:

1 2 3 4 5 6 7 8 9 0

Joined Handwriting in Years 5 and 6

What you can do at home to improve and develop handwriting:

- Practise consistency and size of letters
 - Practise using a diagonal joining line
 - Practise leaving an equal space between letters
 - Practise joining to the letter y
 - Practise using a horizontal joining line
 - Practise the size and height of letters
 - Practise joining from the letter i
 - Practise joining to and from the letter v
 - Practise consistency in forming and joining letters
 - Practise speedwriting
 - Practise crossing double tt on completing the work
 - Practise joining to and from the letter e
 - Practise joining to and from the letter w
 - Practise printing
 - Practise drafting and editing
 - Practise joining to the letter t
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- Ensure letters are consistent in height and size
 - Practise with punctuation
 - Practise break letters
 - Practise joining from the letter m
 - Ensure the ascender on the letter t is the correct height
 - Practise spacing within words
 - Develop fluency
 - Practise forming and joining the letter f
 - Practise presentation
 - Practise speed writing
 - Look at different handwriting styles

Example of handwriting joins and break letters (Y2 - Y6)

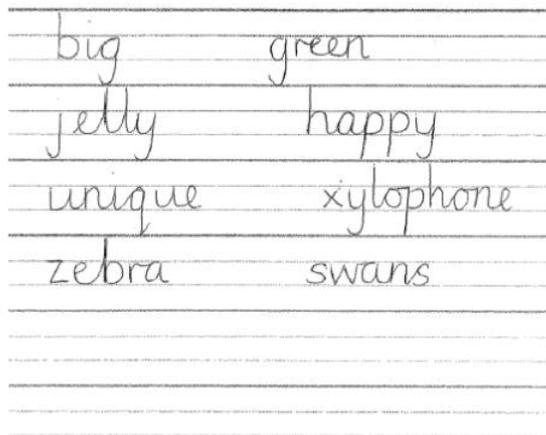
The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s



Times Tables and Passport

It is crucial that you know multiplication and division facts to 12×12 by the end of Year 4

They help not only with multiplication and division calculations, but enable you to work more fluently with fractions-which now comprise a large part of the maths curriculum (the bulk of fractions teaching coming in Year 3)

You must have rapid recall of multiplication and division facts for:

2s 5s and 10s by end of Year 2

3s 4s and 8s by end of Year 3

All of them up to 12×12 by end of year 4

How the Passports Work

To achieve Bronze Award:

You need to be able to recite your chosen multiplication table *rapidly*, on your own, *without error*.

You should learn it as 'one two is two, two twos are four, three twos are six' and so on.

To achieve Silver Award:

You need to be able to have *rapid recall* of any multiplication fact from the chosen table *in any order* e.g.

'Six twos?' 'Nine multiplied by two?'

To achieve Gold Award:

You need to be able to use multiplication facts to answer corresponding division facts for that times table e.g. 'How many twos are there in eight?'

'What is ten divided by two?'

As well as adults working in the classroom, the Head, Deputy and Assistant Headteacher will be available during Monday and Friday breaks to test children wishing to go for bronze, silver or gold awards in their passport. Your recall must be rapid and accurate to achieve the award.

Learning Times Tables

It can be difficult at the start. These suggestions will help you learn your times tables more easily.

- Practise every day
- Find a regular time to do it - perhaps walking to and from school or during the drive
- Keep a steady rhythm - it makes learning and recall easier
- When starting to learn times tables, it's often the starting number that is difficult - use your fingers as you recite to keep track of where you are
- If you are secure at bronze level the silvers and golds are easy
 - Help yourself and your friends by quizzing each other
- *Multiplication* can be done in any order - so if you know 2×5 you also know 5×2 (see the grid on the next page and shade in the ones you can recall)
- There are lots of ICT games to help you learn them and test yourself before trying to go for Bronze, silver or Gold at school
 - Use resources on Mathematics
- Remember that everything gets easier the more you practise
 - Persevere and don't give up. If you are finding it very challenging, let your teacher know
 - Set yourself a challenge and go for it!

Use this grid to highlight the multiplication facts you can recall rapidly

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

End of Year Expectations for multiplication and division facts

Use these to help you learn them.
Parents and friends can use them for easy testing.

By the end of Y2

X10	X 5	X 2
$1 \times 10 = 10$	$1 \times 5 = 5$	$1 \times 2 = 2$
$2 \times 10 = 20$	$2 \times 5 = 10$	$2 \times 2 = 4$
$3 \times 10 = 30$	$3 \times 5 = 15$	$3 \times 2 = 6$
$4 \times 10 = 40$	$4 \times 5 = 20$	$4 \times 2 = 8$
$5 \times 10 = 50$	$5 \times 5 = 25$	$5 \times 2 = 10$
$6 \times 10 = 60$	$6 \times 5 = 30$	$6 \times 2 = 12$
$7 \times 10 = 70$	$7 \times 5 = 35$	$7 \times 2 = 14$
$8 \times 10 = 80$	$8 \times 5 = 40$	$8 \times 2 = 16$
$9 \times 10 = 90$	$9 \times 5 = 45$	$9 \times 2 = 18$
$10 \times 10 = 100$	$10 \times 5 = 50$	$10 \times 2 = 20$
$11 \times 10 = 110$	$11 \times 5 = 55$	$11 \times 2 = 22$
$12 \times 10 = 120$	$12 \times 5 = 60$	$12 \times 2 = 24$

The above and these by end of Year 3

X 4	X 3	X 8
$1 \times 4 = 4$	$1 \times 3 = 3$	$1 \times 8 = 8$
$2 \times 4 = 8$	$2 \times 3 = 6$	$2 \times 8 = 16$
$3 \times 4 = 12$	$3 \times 3 = 9$	$3 \times 8 = 24$
$4 \times 4 = 16$	$4 \times 3 = 12$	$4 \times 8 = 32$
$5 \times 4 = 20$	$5 \times 3 = 15$	$5 \times 8 = 40$
$6 \times 4 = 24$	$6 \times 3 = 18$	$6 \times 8 = 48$
$7 \times 4 = 28$	$7 \times 3 = 21$	$7 \times 8 = 56$
$8 \times 4 = 32$	$8 \times 3 = 24$	$8 \times 8 = 64$
$9 \times 4 = 36$	$9 \times 3 = 27$	$9 \times 8 = 72$
$10 \times 4 = 40$	$10 \times 3 = 30$	$10 \times 8 = 80$
$11 \times 4 = 44$	$11 \times 3 = 33$	$11 \times 8 = 88$
$12 \times 4 = 48$	$12 \times 3 = 36$	$12 \times 8 = 96$

Plus these in Year 4

<p>X 9</p> <p>1 x 9 = 9</p> <p>2 x 9 = 18</p> <p>3 x 9 = 27</p> <p>4 x 9 = 36</p> <p>5 x 9 = 45</p> <p>6 x 9 = 54</p> <p>7 x 9 = 63</p> <p>8 x 9 = 72</p> <p>9 x 9 = 81</p> <p>10 x 9 = 90</p> <p>11 x 9 = 99</p> <p>12 x 9 = 108</p>	<p>X 7</p> <p>1 x 7 = 7</p> <p>2 x 7 = 14</p> <p>3 x 7 = 21</p> <p>4 x 7 = 28</p> <p>5 x 7 = 35</p> <p>6 x 7 = 42</p> <p>7 x 7 = 49</p> <p>8 x 7 = 56</p> <p>9 x 7 = 63</p> <p>10 x 7 = 70</p> <p>11 x 7 = 77</p> <p>12 x 7 = 84</p>	<p>X 6</p> <p>1 x 6 = 6</p> <p>2 x 6 = 12</p> <p>3 x 6 = 18</p> <p>4 x 6 = 24</p> <p>5 x 6 = 30</p> <p>6 x 6 = 36</p> <p>7 x 6 = 42</p> <p>8 x 6 = 48</p> <p>9 x 6 = 54</p> <p>10 x 6 = 60</p> <p>11 x 6 = 66</p> <p>12 x 6 = 72</p>
<p>X 11</p> <p>1 x 11 = 11</p> <p>2 x 11 = 22</p> <p>3 x 11 = 33</p> <p>4 x 11 = 44</p> <p>5 x 11 = 55</p> <p>6 x 11 = 66</p> <p>7 x 11 = 77</p> <p>8 x 11 = 88</p> <p>9 x 11 = 99</p> <p>10 x 11 = 110</p> <p>11 x 11 = 121</p> <p>12 x 11 = 132</p>	<p>X 12</p> <p>1 x 12 = 12</p> <p>2 x 12 = 24</p> <p>3 x 12 = 36</p> <p>4 x 12 = 48</p> <p>5 x 12 = 60</p> <p>6 x 12 = 72</p> <p>7 x 12 = 84</p> <p>8 x 12 = 96</p> <p>9 x 12 = 108</p> <p>10 x 12 = 120</p> <p>11 x 12 = 132</p> <p>12 x 12 = 144</p>	

End of Year 5 Expectations

A Year 5 Reader

1. My reading age is within 6 months of my chronological age
2. I can infer characters' feelings and thoughts based on what they say and do and justify this with evidence
3. By reading ahead, I can anticipate necessary changes in intonation and reflect them in my reading
4. I can retrieve and present information from non-fiction texts
5. I can distinguish between statements of fact and opinion
6. I can discuss the impact of language choices on the reader
7. I can analyse the features of a book from a specific genre
8. I can perform a range of genres using dramatic devices so as to make the meaning clear to an audience

Exceeding Year 5 Reader

1. My reading age is one year in advance of my chronological age
2. I can infer characters' feelings, thoughts and motives based on subtle implications
3. I can compare the similarities and differences between books from the same genre

End of Year 5 Expectations

A Year 5 Writer

1. I can write legibly and fluently at speed
2. I can spell 85% of words on Y5 list correctly
3. I can spell all homophones correctly and some words with silent letters
4. I can use a range of spelling strategies
5. I can use commas to clarify meaning
6. I can use commas, dashes and brackets to add information
7. I can use the correct subject and verb agreement
8. I can use well-chosen detail to add interest
9. I can use varied openers
10. I can use the features and structures of different text types
11. I can use formal and informal language, depending on the task/audience
12. I can use relative clauses
13. I can use simile, metaphor and personification for effect
14. I can develop characters through action and dialogue
15. I can use modal verbs
16. I can link ideas across paragraphs using adverbials of time, place, tense choice
17. I can assess my own work and that of my peers
18. I can improve my writing by changing vocabulary, punctuation and grammar for effect
19. I can summarise a paragraph or an event
20. I can read my compositions using intonation, volume and pace to make the meaning clear

Exceeding Year 5 Expectations

1. I can adapt my handwriting style to suit the task (e.g. printing captions, capitals for headlines, italics for emphasis)
2. I can correctly spell all words on the Y5 list
3. I can spell all commonly mis-spelt words from the Y5 list
4. I can choose the appropriate form and register for the audience and purpose
5. I can sustain and develop ideas logically in narrative and non-narrative writing
6. I can use a variety of sentence openers to create specific effects
7. I can suggest ways in which my work might be improved and re-draft to achieve this

End of Year 5 Expectations

A Year 5 Mathematician

1. I can compare and order numbers to 1,000,000
2. I can count forwards and backwards with + and - whole numbers
3. I can read Roman numerals to 1,000
4. I can add and subtract with larger numbers using mental arithmetic
5. I can use columnar addition and subtraction with numbers over 1,000
6. I can check my answers using rounding
7. I can use a written method to solve Th H T O \times T O
8. I can use long multiplication
9. I can divide Th H T O by a single digit
10. I can use short division and give remainders
11. I can multiply and divide numbers with decimals by 10, 100 and 1,000
12. I can recall all prime numbers to 19 and explain prime numbers to 100
13. I can use square and cube numbers
14. I can find common factors of pairs of numbers
15. I can write equivalent fractions of a given fraction including tenths and hundredths
16. I can convert mixed numbers and improper fractions
17. I can compare and order fractions whose denominators are all multiples of the same number
18. I can add and subtract fractions whose denominators are multiples of the same number
19. I can write decimal numbers as fractions
20. I can use thousandths
21. I can round decimals with two decimal places to the nearest whole number and to 1 decimal place
22. I can compare numbers with up to 3 decimal places
23. I recognise % symbol as parts of 100
24. I can use \times and \div to convert between different units of measurements
25. I can use equivalences between metric and imperial units
26. I can find the perimeter of rectilinear shapes and the area of rectangles
27. I can estimate volume and capacity
28. I can use scaling to solve problems
29. I can identify 3D shapes from 2D representations
30. I can draw and measure given angles
31. I can find missing lengths and angles in rectangles
32. I can represent the position of a shape following reflection or translation
33. I can solve problems using line graphs
34. I can read and interpret tables and timetables

Exceeding Year 5 Maths Expectations

1. I can compare and order numbers to 10,000,000
2. I can identify and give the value of a number up to 3 decimal places
3. I can find the difference between a negative and positive number
4. I can round any number to a required degree of accuracy
5. I can solve multi-step problems with confidence
6. I can multiply numbers with decimals by 1,000
7. I can solve problems converting different units
8. I know that shapes with the same area can have different perimeters (and vice versa)