



Welcome to Year 5

September 2024

Reading comprehension in Year 5



Whole class comprehension sessions

Key skills –

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predicting what might happen from details stated and implied;
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- identifying how language, structure and presentation contribute to meaning;
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Unit focus: Robin Hood
Text focus: Narrative (660L)

STAGE 3

Ambush

“Be careful. We don’t want them to see any movement in the trees.” Robin Hood’s voice was hushed but fierce. I’d been serving him faithfully now for nearly a year, and it upset me that he didn’t trust me yet. This was my first night hunting with him, and I didn’t want to let him down.

I didn’t reply. Instead, I squeezed myself up into a smaller ball on the thick bough of the tree. I tried my hardest to stay quiet but I felt a sneeze building up at the back of my nose. It was hard, but I managed to snuffle it out with my thick, woollen sleeve. I heard my master sigh under his breath.

“Have we had any word from John yet?” I asked after a long silence. Again he sighed.

“Have you seen that big giant of a man come running down the road?” he asked with strained patience. I shook my head.

The night passed slowly. I didn’t dare to speak again after that. I was worried it would provoke him further. My fine cloak had been a gift from Robin when I’d sworn allegiance to his men. Its thick fibres were certainly keeping the chill air from my bones.

Unable to help myself, I asked, “Have you had luck on this road before?”

“Several times,” he answered with a nod. “The main road to London passes by not far from here. There are a lot of dangerous men on that road, so the wealthy travellers normally use these more sheltered roads.”

“And that’s where we attack them?” I asked with what I thought was enthusiasm.

“We don’t attack if we can help it. Little John will give them the option of paying to pass. If they refuse, then we have no choice.”

Once more, I was silent. Whilst training in the heart of Sherwood Forest, I’d assumed I’d get to use all of my skills tonight. True, I wasn’t very good with a bow, but my swordsmanship was one of the best in my group.

As if out of nowhere, I heard the low rumble of a cart on the track. A piercing whistle came from directly below my branch. I looked down and saw the broad back of Little John. How had somebody of his size managed to sneak so close to me?

“One day, take a minute to watch him move,” Robin Hood said as if he’d read my mind.

I didn’t have time now to watch him, he was striding out into the middle of the road just in time for the cart to pull up.

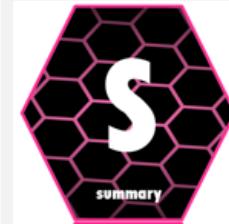
“What the devil are you doing?” the driver was clearly in no mood to surrender to our demands.

“This is a toll path.” Little John’s voice was calm. It didn’t need to be big or loud, his size did that for him.

“Over my dead body!” The driver banged on the roof of the carriage, and several armed guards stepped out.

“That can be arranged,” said Robin as he dropped from the tree and drew his sword. “Take them as a prisoner if you can. They’re worth more that way!”





VOCABULARY FOCUS

1. What word or phrase tells you that Robin Hood's voice was quiet?
2. Find one word in the text which means "in a loyal way".
3. What does the phrase "I didn't dare" say about the author?
4. What does the phrase "strained patience" tell you about Robin?
5. Write a definition for "piercing". You may use a dictionary if you are stuck.

VIPERS QUESTIONS

I

Why did Robin sigh under his breath?

R

What type of traveller are they expecting to use the road?

S

What happened immediately after the driver refused to pay?

E

In the paragraph that starts "The night passed...", what effect does the use of short sentences have?

R

Where had the author trained?



Tomb Raider

The tombs that sit beneath the ancient pyramids at Giza were designed with one thing in mind: to keep the deceased buried. They weren't built to be opened, and they certainly weren't constructed to allow keen adventurers to go rummaging around trying to find the treasures contained within.

None of this was going to deter Anna Jones, a reckless archaeologist, fresh out of university. She'd grown up watching heroes enter the catacombs and reemerge weighed down with troves of gold. She wanted that. She wanted the riches and the adventure that went along with it.

So far, things had been going to plan. She'd avoided the pit just inside the entrance and wedged a piece of wood into the sliding block that threatened to trap her forever. Now it was simply a case of finding the blasted burial chamber.

In a way, this was part of the fun: wandering aimlessly along pitch-black corridors, finding nothing but empty disappointment in room after room. In another, more real, way, it was infuriating. Nobody ever told you about this bit. As she kicked yet another mark in the sand outside yet another empty chamber, she cursed her bad luck.

Then, she corrected herself. Even though she considered herself a very sensible, down-to-earth kind of person, curses were not something to be taken lightly in the tomb of an Egyptian Pharaoh. There were rumours that any soul who entered the burial chamber would leave a shadow of itself, unable to enter the afterlife. Anna reassured herself that such things were nonsense and carried on along the corridor.

Further along the passage, her weak torch illuminated a large pile of rubble. She scrambled to the top but couldn't find anywhere that it had fallen from. "This looks more promising," she muttered. She jumped slightly at the faint echo of her own voice. She knew that tomb-builders would often block off the main chambers with piles of rocks.

Desperation took over and Anna started to claw at the stones, throwing them behind her as she

tried to make a hole through to the other side. Her fingernails split and bled, but she was too close now to care. Suddenly, she stopped. She held a large stone in her hand. Listening carefully, she tossed it into the darkness. The expected echo reverberated around the stone walls, but there was something else. A tapping sound.

She threw another stone. Again, the echoes died away, and then the tapping sound followed. It sounded like something tapping rhythmically on the hard floor, like drops of water, or a walking stick. She strained her ears and heard a second sound. This one was more like something heavy being dragged or scraped along the floor.

A renewed sense of urgency gripped Anna: she was stuck. Should she continue on into the chamber, or head back towards whatever was making the sound? She turned back to the pile and pressed on. Stone after stone flew behind her; the tapping and scraping grew closer.

With her last ounce of strength, Anna clawed away the final stone and fell into the chamber beyond. A look of terror etched itself on her face, and she screamed silently. Somebody was waiting for her.





RETRIEVAL FOCUS

1. Where are the pyramids in the story?
2. What does the language used tell you about Anna Jones?
3. What was Anna scared of?
4. How could she see where she was going?
5. What happened to her hands when she dug the stones?

VIPERS QUESTIONS

V

What does the word deceased mean?

S

What traps had been set to deter robbers?

I

What does the phrase "empty disappointment" tell you about how Anna felt when she went into each room?

P

Why do you think Anna was kicking marks into the sand outside each door?

P

Why do you think Egyptians spread rumours of curses? Do you think they were real?

Individual Reading in KS2

Accelerated Reader

Find a book to get started! Marking Period: Jeremy's Marking Period

When finished reading, take the quiz in AR and watch your target progress.

31 August 2022 30 June 2023

Points [What Does This Mean?](#)

0.0 Points - 0% 27.3 Points

Overall Quiz Scores [What Does This Mean?](#)

My Reading Range: 2.6 - 3.6

Look for books in your reading range!

0% Target

You BELOW TARGET

My target is to be at **85%** or higher

[Find More Books to Read](#)

- ZPD and quizzing – everyday / on individual basis
- Please sign reading records every time your child has read – a short comment and signature is perfect
- Every Friday we will check reading records for reading and parent/guardian signatures
- 4 times a week reading as a minimum
- Comprehension is a key skill in Year 5. Ask lots of questions! Why? How? When? Where? Can you find a word that means?

Questions for older children

Year 5 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix dis-? What does the prefix anti- mean? So what could this new word mean?
maintain positive attitudes to reading and an understanding of what they have read	Did you enjoy that book? Why? What kind of text would you like to read next?
continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
read books which are structured in different ways and written for a range of purposes	Can you see any subheadings in this text? Why are they used? What organisational feature is this?
increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions	What type of story is this? Have you ever read a...? Let's go to the library and see if we can find a book from... What other cultures would you like to read about?
recommend books that they have read to their peers, giving reasons for their choices	Would you recommend it? Who do you think would like this book? What makes it so good?
identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing	Can you see a theme running through this story? What is it? How often is it mentioned? How does this text differ to a story?
make comparisons within and across books	Is that what... said had happened too? How is... similar to...? Do they differ?



Writing in Year 5

- Spellings – tests every Friday. We work on their spellings at school too.
- Writing sessions – Write Stuff programme. Focus on richness of vocabulary and structure of text.
- Use of dictionaries and thesaurus
- Expectations of presentation and handwriting
- Writing for a purpose – making links throughout our curriculum

Handwriting

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

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

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

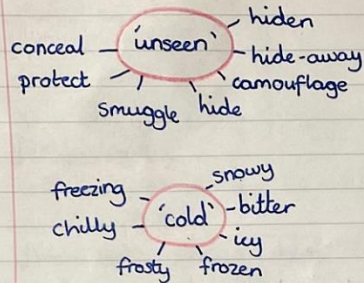
abcdefghijklmnopqrstuvwxyz

F	A	N	T	A	S	T	I	C
Feeling 	Asking 	Noticing 	Touching 	Action 	Smelling 	Tasting 	Imagining 	Checking 
G R A M M A R I S T I C								
Adverbs and adverbial phrases 	Basics 	Complex Sentences 	Dialogue and Contracted Forms 	Purpose 	Paragraphs 	Passive/Active Voice 	Past and Present Tense 	Punctuation 
B O M T A S T I C								
Onomatopoeia 	Alliteration 	Rhyme 	Repetition 	Simile 	Metaphor 	Pathetic Fallacy 	Pun 	Personification 

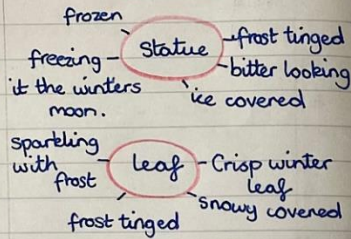
Daily writing example

LC1

Synonyms



Similes



Shore words

glistening magical glow
starry illumination gleam
beaming dazzling shining
glittering wonderful shimmer

Fed (feeding)

- Generously, happily
- Slowly, lovingly
- Nervously, kindly

Ate (eating)

- Thankfully, greedily
- Quickly, respectfully
- Gratefully, happily



LC2

Conjunctions (contrast)

- but
- although
- Even though
- However
- Nevertheless
- Yet, still
- On the other hand

Clause

Lost... it

- it was missing home
- it felt away from safety
- it was feeling disorientated

Sad... it

- it was still unhappy
- it still felt helpless
- it was feeling lonely
- it couldn't disguise its sadness.

LC3

Wednesday 9th February 2022

I can write effective sentences for our story

How can I be successful today?	Pupil	Teacher
1. I can use similes	✓	✓
2. I can use adverbs	✓	✓
3. I can use a range of conjunctions	✓	✓

I knew I must camouflage the thing into my parents back shed. The shed was as frost-tinged as a freezing statue in the winter's moon. I clambered up the dusty old ladder carefully and scooped up the festive decorations box. The thing opened up its mouth covered with dazzling stardust. I fed it lovingly. The thing ate it thankfully. Even though the thing had a full belly and a happy mood, it was still full of misery and had a helpless heart. I noticed the thing trying to smile.



Independent write

Planning session, then independent writing and editing sessions

D-Day War Narrative

Whoosh! Planes zoomed around in the ominous, dark grey and cloudy sky. The landing craft pitched aggressively and violently, throwing the soldiers from side to side - their bodies were being shook relentlessly like they were in an earthquake. The salty sea slapped the soldiers, soaking them. Navigating through the cold aggressive waters was a dangerous and treacherous job, the men watched the boat beside them get swallowed up by the waves. "Steady yourselves men!" The battalion Chief yelled. His soldiers looked up at him with his bushy mustache and thick eyebrows trembling.

"The seas are too fierce to approach further men!" The Chief screamed, "We may have to swim to the coast!" Soldiers knew they would have to swim 25m in the frothing English Channel. They noticed that the ship had already touched the bottom of the sea. A young soldier, the name E. Smith bold on his chest, jumped into the ice cold water - he could hear

somebody screaming, "OUT THE BOAT!
OUT THE BOAT!"

British men were almost there! They were wading out of the river of blood. To his left and to his right Smith could see people being shot by machine guns. The young soldier could see Czech hedgehogs and dragons teeth laying around on the beach. To his left Omaha beach, but dead in front of him was an enemy, getting his rifle ready. Smith jumped down, stomach touching the ground. BOOM! Men in front of him, just shot. Thank goodness I ducked. He thought.

He had remembered his mothers picture in his pocket - surely destroyed by the water - tears jilled his eyes, who knew when he would see her next! By the second, Smith could see his comrades being shot down, falling like dead flies. A man stood in the way, Smith shot his rifle at that man he watched the light # in the other mans eyes drain out.

Maths

- Mental maths (fluent in 5)
- Lesson structure (whole class and independent)
- Real life problem solving (Deepen it)
- Written and mental strategies (a range of methods)
- Presentation of work
- To know by heart all the times tables up to x12 by the end of year 4 – if not yet complete in Y5 then continue this year until ready to move onto number club.

Year 5 Maths Overview

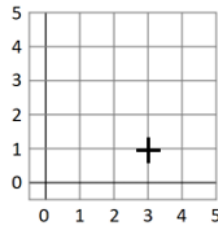
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction		Number Multiplication and division A			Number Fractions A			
Spring	Number Multiplication and division B			Number Fractions B		Number Decimals and percentages			Measurement Perimeter and area		Statistics	
Summer	Geometry Shape			Geometry Position and direction		Number Decimals			Number Negative numbers	Measurement Converting units		Measurement Volume

DCX

1) Put the numbers in ascending order.
101,010 110,001 100,110 101,100

2) What is one tenth of 10,000?

3) Translate the point shown on the grid 4 up and 2 left.
What are the new coordinates?



4) $2003 - 8 =$



Example of daily Fluent in 5 work

1) What digit is in the ten-thousands place in 703,562?

2) 6,834 6,934 _____

3) Match the symbols to the correct meanings.

>

greater than

<

less than

4) 1,003 978

Example of daily Maths work – Part A

1 Complete the calculations.

a)

Th	H	T	O
1,000 1,000	100	10 10	1 1
1,000 1,000	100 100	10 10	1 1
1,000		10	1

		2	1	6	4
		+	3	2	1

b)

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000 1,000		10 10	1 1
		10 10	1
		10	

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
	100 100	10 10	1
	100 100		1

		4	2	7	5
		+	2	6	4

2 Complete the column additions.

		7	4	3	5
		+	2	4	5

		7	4	3	5
		+	2	4	6

3 Complete the additions. Use the place value chart to help you.

TTh	Th	H	T	O
10,000 10,000	1,000 1,000	100 100	10 10	1 1
	1,000		10 10	1 1
				1

a) $23,245 + 14,323 = \square$

c) $23,245 + 14,846 = \square$

b) $23,245 + 14,328 = \square$

d) $\square + 23,245 = 35,490$

4 Use the column method to work out the additions.

a) $£36,000 + £19,420$

c) $843 \text{ cm} + 15,611 \text{ cm}$

b) $40,720 \text{ g} + 6,872 \text{ g}$

d) $£17,320 + £6,009 + £34,871$

5 The table shows the number of home and away fans attending three football matches.

Match	Home fans	Away fans
1	53,640	12,930
2	42,630	18,340
3	35,480	32,490

Which match had the greatest total attendance?

Example of daily Maths work – Part B & Deepen it

7 Complete the additions.

a) $735 + \square = 1,000$

b) $1,026 + \square = 10,000$

c) $\square + 872 = 10,000$

8 Mr Hall has written these additions on the board.

$$\begin{array}{r} 324,846 \\ + 12,475 \\ \hline \end{array}$$

Dexter's workings

$$\begin{array}{r} 324846 \\ + 12475 \\ \hline 336211 \\ \hline 111 \end{array}$$

$$\begin{array}{r} 17,654 \\ + 2,935 \\ \hline \end{array}$$

Eva's workings

$$\begin{array}{r} 17654 \\ + 2935 \\ \hline 47004 \\ \hline 111 \end{array}$$

Explain the mistakes that Dexter and Eva have made.

6 Complete the additions.

a)

		4		1			
	+	2		8		4	
			8	9	9	2	6

b)

		4		9			
	+	2		8		4	
			8	9	9	2	6

True or False? Add whole numbers with more than 4 digits

The two calculations have the same answer.

		3	8	4	1	7
	+		9	9	9	9

		3	8	4	1	6
	+	1	0	0	0	0

End of block assessments

- 5 Dora has £4.85 in her piggy bank.
She saves another £3.80, and then buys a pencil case for £5.99
How much is left in her piggy bank?

£ _____

2 marks

- 6 Here is a sequence.

5.8, 8.2, 10.6, 13, 15.4 ...

What is the rule for the sequence?

1 mark

What is the next term in the sequence?

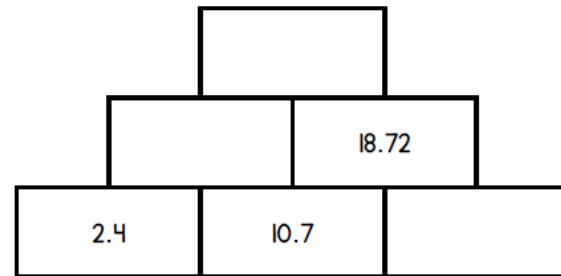
1 mark

- 7 Rosie and Tommy both go for a walk.
Rosie walks 6.8 km.
Tommy walks 1.34 km less than Rosie.
How far did they walk altogether?

_____ km

2 marks

- 8 Complete the addition pyramid.



3 marks

- 9 Complete the calculations.

$$0.042 \times 10 = \boxed{}$$

$$3.25 \div \boxed{} = 0.325$$

$$1.6 \times 10 \times \boxed{} = 16,000$$

3 marks

Circle how confident you feel with decimals

1 2 3 4 5
Not Very
confident confident

Times Table Rock Stars

- We are introducing times table rock stars across Key Stage 2
- Children will each have their own log in and password
- The children use this to practise their times tables through a variety of games which earn point/coins. They can then use these to buy clothes and items for their rock star character.
- Children can complete games timed or untimed and can compete against their peers to be the greatest times table rock star!



Times table tests on Fridays. Get full marks twice in a row to move on to next times table / number club.

99 Club



Offenham CE First School
Laying a firm foundation



1	6×10
2	9×2
3	7×7
4	4×9
5	$21 \div 3$
6	4×7
7	10×8
8	8×10
9	4×10
10	$64 \div 8$
11	$14 \div 7$
12	2×2
13	8×9
14	$40 \div 5$
15	$60 \div 5$
16	$36 \div 4$
17	$16 \div 2$
18	9×5
19	$72 \div 9$
20	$24 \div 8$
21	10×10
22	$8 \div 8$
23	$14 \div 2$
24	$10 \div 5$
25	7×4
26	$30 \div 6$
27	5×8
28	7×6
29	8×8
30	$42 \div 7$
31	6×9
32	9×7
33	$9 \div 3$

34	10×6
35	$100 \div 10$
36	4×3
37	$48 \div 6$
38	$45 \div 5$
39	$18 \div 6$
40	5×9
41	$9 \div 9$
42	$12 \div 2$
43	$15 \div 3$
44	$80 \div 10$
45	3×5
46	$12 \div 4$
47	4×4
48	2×4
49	$50 \div 10$
50	6×3
51	6×8
52	$72 \div 8$
53	10×4
54	$27 \div 9$
55	2×9
56	5×9
57	5×10
58	$20 \div 2$
59	$30 \div 3$
60	2×2
61	5×2
62	$20 \div 4$
63	6×4
64	9×1
65	$54 \div 6$
66	2×6

67	$20 \div 5$
68	$21 \div 7$
69	9×3
70	10×9
71	$36 \div 6$
72	3×2
73	$70 \div 7$
74	$6 \div 6$
75	11×5
76	2×4
77	4×6
78	7×5
79	$32 \div 4$
80	9×10
81	10×10
82	$25 \div 5$
83	4×5
84	$8 \div 2$
85	$35 \div 7$
86	7×8
87	6×6
88	$32 \div 8$
89	$70 \div 10$
90	$24 \div 3$
91	10×5
92	2×8
93	$49 \div 7$
94	9×9
95	$81 \div 9$
96	$6 \div 3$
97	$4 \div 2$
98	6×5
99	8×7

$\sqrt{400}$		$15 \div 2$		16×3	
7×8		50×17		10×18	
30×2		$560 \div 7$		9×1.5	
$16 \times \frac{1}{2}$		$256 \div 80$		10% of 11	
8×7		14(5)		13×12	
$48 \div 16$		28×0.25		$135 \div 9$	
$256 \div 4$		48×2		$1280 \div 2$	
$\frac{3}{4}$ of 80		0.25×28		10^2	
5×2.2		$560 \div 8$		1.5×9	
20×3		$2560 \div 80$		$\frac{1}{2} \times 16$	
64×0.5		10^3		$\sqrt{25}$	
20^2		$156 \div 13$		1^3	
$256 \div 8$		9×15		2×48	
17×5		$\sqrt{100}$		2.2×5	
6×19		$128 \div 64$		$7^2 + 15$	
0.5×200		1^2		5×170	
$\frac{1}{2}$ of 200		0.5×17		$230 \div 1000$	

Thank you for attending and I look forward to working with your children for another superb year!

