

Gresham Primary School
Y5 VIPERS

| | Key Reading Skills | Suggested question stems |
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| Year 5 - Vocabulary | <ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. | <ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text? |
| Year 5 - Infer | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. | <ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? |
| Year 5 - Predict | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. | <ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 - Explain</p> | <ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates. | <ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 - Retrieve</p> | <ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. | <ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer? |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5- Summarise</p> | <ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing | <ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme? |

Writing Objectives:

| Term 1 | Term 2 | Term 3 |
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| I am using paragraphs to organise ideas. | I can choose vocabulary which matches the purpose and audience for which I am writing. | I can make my writing flow (cohesion) using conjunctions, adverbials, pronouns and keep the tense consistent. |
| I am beginning to build cohesion within a paragraph (e.g. then, after that, this, firstly etc.) | I am able to describe settings and characters . | I am able to describe settings and characters using different techniques . |
| I am using the correct punctuation to show sentences throughout my writing (full stops, question marks etc) | I use pronouns (<i>I, he, she, they</i>) and determiners (<i>the/a, this/those, my/your, some/every</i>) to make my writing cohesive across sentences. | I can use commas correctly (lists, fronted adverbials, subordinate clauses, relative clauses and parenthesis). |
| I am using different conjunctions to link ideas in my sentences. | I use a range of coordinating conjunctions (<i>also, as well as, and, however, therefore, finally, but, so</i>). | I use apostrophes for possession and contractions correctly (<i>Katy's books; the boys' shoes, didn't</i>). |
| I am using commas for lists mostly correctly. | I can use a range of subordinating conjunctions (<i>if, because, since, when, unless, after, while, until</i>). (Can be used to start sentences). | I use adverbs to make writing more interesting- <i>angrily, frequently, almost, nearby</i> etc. |
| I am using apostrophes for contraction (<i>aren't, can't, couldn't, don't, doesn't</i> etc) mostly correctly. | I add information using relative clauses (<i>who, which, that</i>). | I use a range of coordinating conjunctions (<i>also, as well as, and, however, therefore, finally, but, so</i>) and subordinating conjunctions (<i>if, because, since, when, unless, after, while, until</i>). |
| I am using expanded noun phrases for description . | I use dialogue in narrative writing to convey a character and move action on, using the correct punctuation . | I can use parenthesis in my writing and punctuate it with brackets, dashes or commas correctly. |
| I am spelling some words correctly (including the Year 3 and Year 4 common exception words). | I use adverbs to make writing more interesting. | I add information using relative clauses (<i>who, which, that</i>). |

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| My handwriting is joined and easy to read. | I use apostrophes for possession correctly (Katy's books; the boys' shoes). | I can use paragraphs to show changes in time, place, character, event etc. |
| | I spell most words correctly (including all Y3 and Y4 common exception words). | I can use speech to convey different characters and punctate it correctly |
| | I use commas mostly correctly (fronted adverbials, relative and subordinate clauses). | I spell most words correctly (including Year 5 and 6 spelling words) |
| | I give feedback on & proof-read and edit work to check for spelling and punctuation errors. | I give feedback on & proof-read and edit work to check for spelling and punctuation errors |

New Curriculum Spelling List Years 5 and 6



| | | | | | |
|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | communicate | equip | immediately | physical | sincerely |
| accompany | community | equipped | individual | prejudice | soldier |
| according | competition | equipment | interfere | privilege | stomach |
| achieve | conscience | especially | interrupt | profession | sufficient |
| aggressive | conscious | exaggerate | language | programme | suggest |
| amateur | controversy | excellent | leisure | pronunciation | symbol |
| ancient | convenience | existence | lightning | queue | system |
| apparent | correspond | explanation | marvellous | recognise | temperature |
| appreciate | criticise | familiar | mischievous | recommend | thorough |
| attached | curiosity | foreign | muscle | relevant | twelfth |
| available | definite | forty | necessary | restaurant | variety |
| average | desperate | frequently | neighbour | rhyme | vegetable |
| awkward | determined | government | nuisance | rhythm | vehicle |
| bargain | develop | guarantee | occupy | sacrifice | yacht |
| bruise | dictionary | harass | occur | secretary | |
| category | disastrous | hindrance | opportunity | shoulder | |
| cemetery | embarrass | identity | parliament | signature | |
| committee | environment | immediate | persuade | sincere | |

Use column addition

$$4,453 + 4,527$$

TTH TH, H T O

$$\begin{array}{r} 4,453 + \\ 4,527 \\ \hline \end{array}$$

1) Align digits in the correct place value columns.

3) Starting from the right, add each column in turn. Carry digits to the next column if the total adds to more than 9.

TTH TH, H T O

$$\begin{array}{r} 4,453 + \\ 4,527 \\ \hline \end{array}$$

1

Carry the 1 to the next column

TTH TH, H T O

$$\begin{array}{r} 4,453 + \\ 4,527 \\ \hline \end{array}$$

1

Include the 1 in your next addition

TTH TH, H T O

$$\begin{array}{r} 4,453 + \\ 4,527 \\ \hline 8,980 \\ \hline \end{array}$$

1

Use column subtraction

$$34,653 - 4,527$$

TTH TH, H T O

$$\begin{array}{r} 34,653 - \\ 4,527 \\ \hline \end{array}$$

1) Align digits in the correct place value columns.

3) Starting from the right, subtract each column in turn.

$$\begin{array}{r} 34,6\overset{4}{5}\overset{1}{3} - \\ 4,527 \\ \hline \end{array}$$

3 subtract 7 would give us a negative number, so we regroup

Exchange one lot of 10, so we now have 13—7.

$$\begin{array}{r} 34,6\overset{4}{5}\overset{1}{3} - \\ \underline{4,527} \\ 30,126 \end{array}$$

Use short multiplication

$$853 \times 6$$

$$\begin{array}{r} 853 \\ \times 6 \\ \hline 8 \\ \hline 1 \end{array}$$

1) Multiply the top ones digit by the multiplier. Carry the extra digit if needed.

$$\begin{array}{r} 853 \\ \times 6 \\ \hline 18 \\ \hline 31 \end{array}$$

2) Multiply the top tens digit by the multiplier. Add any carried digits. Carry the extra digit if needed.

$$\begin{array}{r} 853 \\ \times 6 \\ \hline 5118 \\ \hline 31 \end{array}$$

3) Multiply the top hundreds digit by the multiplier. Add any carried digits.

$$853 \times 6 = 5118$$

Use long multiplication

$$32 \times 45$$

1) Multiply the top ones digit by the bottom ones.

$$\begin{array}{r} 32 \\ \times 45 \\ \hline 10 \\ \hline \end{array}$$

$2 \times 5 = 10$
Carry the one.

2) Multiply the top tens digit by the bottom ones.

$$\begin{array}{r} 32 \\ \times 45 \\ \hline 160 \\ \hline \end{array}$$

3) Add a zero below the ones digits.

$$\begin{array}{r} 32 \\ \times 45 \\ \hline 160 \\ \hline 1600 \\ \hline \end{array}$$

This shows that you are multiplying by 40 rather than 4

4) Multiply the top ones digit by the bottom tens.

$$\begin{array}{r} 32 \\ \times 45 \\ \hline 160 \\ \hline 1600 \\ \hline 80 \\ \hline \end{array}$$

$4 \times 2 = 8$

5) Multiply the top tens digit by the bottom tens.

$$\begin{array}{r} 32 \\ \times 45 \\ \hline 160 \\ \hline 1600 \\ \hline 1280 \\ \hline \end{array}$$

$4 \times 3 = 12$

6) Add the two answers together.

$$\begin{array}{r} 32 \\ \times 45 \\ \hline 160 \\ \hline 1600 \\ \hline 1280 \\ \hline 1440 \\ \hline \end{array}$$

Use short division

$$24 \div 4 = 6$$

Labels: divisor (4), quotient (6), dividend (24)

$$625 \div 5 =$$

$$\begin{array}{r} 125 \\ 5 \overline{) 625} \\ \underline{5} \\ 12 \\ \underline{10} \\ 20 \\ \underline{20} \\ 0 \end{array}$$

1) Starting from the left, see how many times the divisor will go into each digit of the dividend

You can check by doing short multiplication.

$$125 \times 5 = 625$$

Multiply by 10, 100 and 1000

$$4.5 \times 10$$

Th H T O t h th

$$\begin{array}{r} 4.5 \\ \leftarrow \leftarrow \\ 45 \end{array}$$

Makes the number 10 times bigger.
Move each digit one place to the left.

$$4.5 \times 100$$

Th H T O t h th

$$\begin{array}{r} 4.5 \\ \leftarrow \leftarrow \leftarrow \\ 450 \end{array}$$

Makes the number 100 times bigger.
Move each digit two places to the left.

$$4.5 \times 1000$$

Th H T O t h th

$$\begin{array}{r} 4.5 \\ \leftarrow \leftarrow \leftarrow \leftarrow \\ 4500 \end{array}$$

Makes the number 1000 times bigger.
Move each digit three places to the left.

- 1) Lay out the number
- 2) Work out the number of places the digits need to move.
- 3) Move each digit, adding in zeros as placeholders.

Divide by 10, 100 and 1000

4 5 7 ÷ 1 0
Th H T O.t h th

4 5 7
4 5 . 7

Makes the number 10 times smaller.

Move each digit one place to the right.

4 5 7 ÷ 1 0 0
Th H T O.t h th

4 5 7
4 . 5 7

Makes the number 100 times smaller.

Move each digit two places to the right.

4 5 7 ÷ 1 0 0 0
Th H T O.t h th

4 5 7
0. 4 5 7

Makes the number 1000 times smaller.

Move each digit three places to the right.

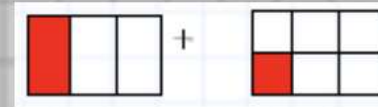
1) Lay out the number

2) Work out the number of places the digits need to move.

3) Move each digit, adding in zeros as placeholders.

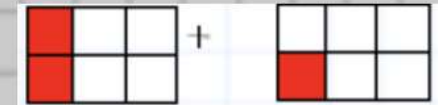
Add fractions

$$\frac{1}{3} + \frac{1}{6}$$



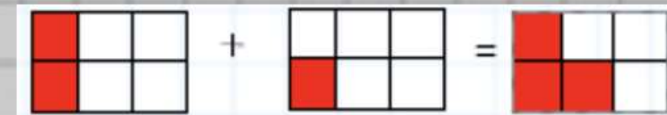
1) Convert both fractions to have the same denominator. $\frac{1}{3} \times 2 + \frac{1}{6}$

$$\frac{2}{6} + \frac{1}{6}$$



2) Add the numerators, but not the denominators.

$$\frac{2}{6} + \frac{1}{6} = \frac{3}{6}$$



3) Simplify the answer if you can.

$$\frac{3}{6} = \frac{1}{2}$$

÷ 3

Subtract fractions

$$\frac{2}{3} - \frac{1}{6}$$



1) Convert both fractions to have the same denominator.

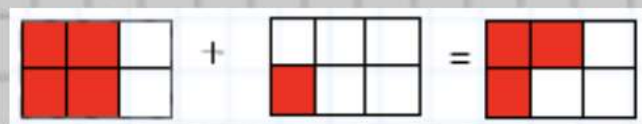
$$\frac{2}{3} \begin{matrix} \times 2 \\ \hline \end{matrix} - \frac{1}{6} \begin{matrix} \hline \times 2 \end{matrix}$$

$$\frac{4}{6} - \frac{1}{6}$$



2) Add the numerators, but not the denominators.

$$\frac{4}{6} - \frac{1}{6} = \frac{3}{6}$$



3) Simplify the answer if you can.

$$\frac{3}{6} \begin{matrix} \div 3 \\ \hline \end{matrix} = \frac{1}{2}$$

$\div 3$