

John Randall

Be Ready, Be Respectful, Be Safe

Year 5 Homework



Fortnightly homework

This PowerPoint presentation contains your fortnightly homework as well as ideas and resources to help you complete the tasks set.



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The Power of Respectful Deeds

Spellings for this fortnight

Week beginning 3.5.22 'able words'	Week beginning 3.5.22 'able words'
Group 1	Group 2
1. reliable	1. reliable
2. enviable	2. enviable
3. beatable	3. beatable
4. suitable	4. suitable
5. adorable	5. adorable
	6. changeable
	7. comfortable
	8. knowledgeable
	9. definite
	10. desperate



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Timetables to learn this fortnight:7

You will be tested on this timetable on Friday in school.



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Remember to read at least three times this week please and bring your reading diary to school on Wednesday morning.



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Suggestions to help you learn your spellings

Highlight the hard bit

Frequently, there will be one part of a word that trips up your child each time. Look at the word together and highlight the part that they find particularly tricky. For example:

Night Separate Was Receive Weird

What Two Friend Said Cheap

Or there may be two parts that need attention, for instance;

Accommodate Address Necessary

Once you've done the highlighting together, get them to write out the word again without looking. This time they'll be more focused on getting that tricky bit right, and will be able to remember how it looks.

Make the spelling stick

If one or two parts of a particular word just don't seem to 'sink in' by simply highlighting them, try to think of other ways to help them stick.

For example:

- With weird, people often get the i and e confused. Help by saying **we** are weird, so your child remembers that **we** is the first part of the word.
- For the double s in dessert: desserts are both **sweet** and **sugary**.
- For a word with two 'tricky' parts, like necessary, think **Cats Eat Salty Sardines** to remember the c and the double s (see 'Make it an acronym' below).



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Suggestions to help you learn your spellings

Break it down

Try breaking down polysyllabic words to make each **syllable** easier to remember. Even young children may be doing this at school – they might call syllables 'beats'. Help them decipher how many 'beats' or syllables there are in a word by clapping the word together, one clap per syllable.

So, for **two-syllable** words...

Danger Dan / ger

Windmill Wind / mill

Option Op / tion

And for **three-syllable** words...

Relation Re / la / tion

Beautiful Beau / ti / ful

It may help to segment the words into a chart like this:

Syllable 1 Syllable 2 Syllable 3

Re la tion

Copy it, copy it, recall it

Use a chart like this:

Copy it Copy it Recall it

What What What

After your child has copied the word twice, fold the paper over so they can't see what they've written and ask them to have a go at writing the word unaided. They should be able to recall the spelling without looking.

Another classic technique is known as **Look, cover, Write and Check**.

So, they **look** at the word...

Cover the word...

Write the word...

And finally **check** it.

Download our **Look, Cover, Write and Check blank template** to apply this method to your child's spelling words.



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Suggestions to help you learn your spellings

Create pictures in your mind

It's a well-researched memory trick: if you can conjure up a visual image, what you're trying to remember (in this case spellings!) may come more readily.

For example, if your child is learning 'bank' but writing 'banc', help them remember it's a 'kicking K' by saying, "I kicked my legs into the bank". If they're writing 'cat' as 'kat' remind them it's a 'curly c' by saying, "The cat likes to curl up and go to sleep". Encourage your child to invent their own ways of remembering words; if they have thought up the image themselves, it will be a more powerful tool.

Say it as it's spelled

To remember **double s**, really stress and extend the sound: fussssssss.

To remember **double z**, again stress and extend it: buzzzzzzzzz.

Same for **double e**: seeeeeeeeem.

To remember **ea** instead of **ee**, pronounce it as two separate sounds: cre - a - m.



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Suggestions to help you learn your spellings

Make it an acrostic

Sometimes, visualising a difficult word in a different way can suddenly make it stick. Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. Try these, or have your child make up their own!

Because:

Big

Elephants

Can

Always

Understand

Small

Elephants

Ocean: Only Cats' Eyes Are Narrow

Rhythm: Rhythm Helps Your Two Hips Move

Necessary: Never Eat Chips Eat Salad Sandwiches And Raspberry Yoghurt

If this strategy really works with your child, our [Thinkalink!](#) book is essential further reading.

In the palm of your hands

If your child is a **kinaesthetic learner** (in other words they learn best through doing), ask them to write each letter of the word into the palm of their hand or onto their leg with their finger. With enough repetitions, they'll remember how the word felt to write (this is known as muscle memory).

Sing the word

This is reportedly one of the most popular methods used by contestants at **American Spelling Bees**. Simply learn the word by saying or singing the letters out loud, developing a melody. This melody should then imprint in your child's memory; if they forget a spelling they will still remember how the word's rhythm and sound, which will serve as a prompt.

Try some more unusual, yet effective methods to **help your child learn how to spell**, then reinforce what you've learned with our range of **spelling worksheets**.



Other activities you can do with your spellings

- If you do not know the meaning of a word, check the definition of the word in a dictionary.
- Use your spellings in a sentence. Can you write them in a short sentence, compound sentence, complex sentence or a passive sentence.
- Could you use a thesaurus to find and locate better synonyms for these words.

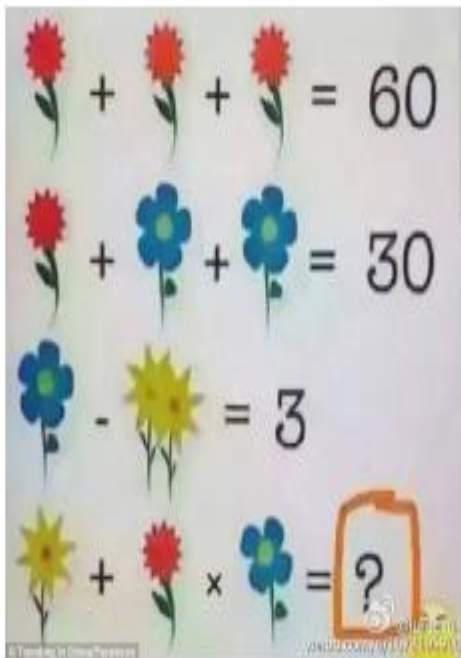


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Different ways to learn your timestables

Puzzles

Your child can create puzzles to test his/her classmates. Gap fill activities such as the one below require deeper problem solving skills. This repeated addition activity also targets times table knowledge.



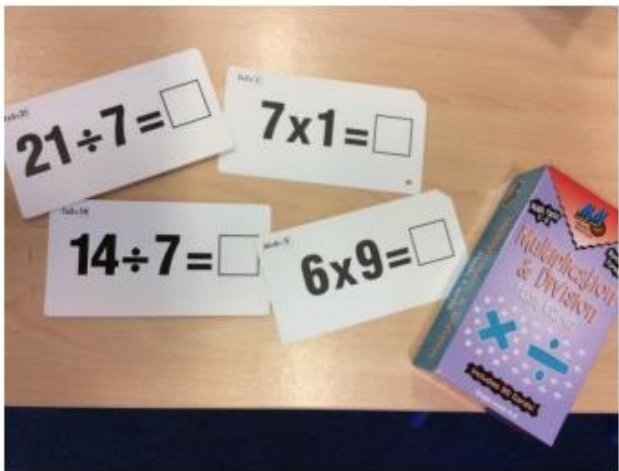
Board game multiplication and division

Create your own board game using multiplication and division facts on each square. Alternatively, you could add sticky notes to each of the squares of an existing board game.



Flashcards

Using coloured card, you can make simple games to help your child learn their times tables. For instance, cut some card into 24 identical pieces, and write out all the questions for one times table on 12 of the cards. Then write the answers on the other 12 cards. Spread them out on a table and see if your child can match them all up correctly. Once they are more confident, time them with a stopwatch. See if they can try to beat their own record each time they do it!



12x Table Flash Cards

7×12	84
8×12	96
9×12	108

Create colourful diagrams to represent multiplication and division facts pictorially



Single out the tricky one!

We all have a few particular times table questions that we get stuck on. If your child finds a particular equation difficult, for example $7 \times 8 = 56$, get them to 'single it out' by drawing it in bubble writing with marker pens on a big piece of paper. Stick it up in their room so they see it every time they walk in. You could get them to say it in a silly voice every time they see it, which should help them to remember it even better!

Super fingers

This is a game for two players. This is played like 'rock, paper, scissors' but with numbers. Two players count to 3 and then make a number using their fingers. Both players then have to multiply both numbers together. The one who says the answer quickest is the winner.

Multiplication Snap

You will need a pack of cards for this game. Flip over the cards as if you are playing snap. The first person to say the fact based on the cards turned over (a 2 and a 3 = 6) gets the cards. The person who has the most cards at the end is the winner.

Rhyme time

Silly rhymes can help children to learn tricky times tables facts e.g. $8 \times 8 = 64$ He ate and ate and was sick on the floor, eight times eight is 64. $7 \times 7 = 49$ Seven times seven is like a rhyme, it all adds up to 49.

Bingo

This game will need two players. Make a grid of six squares on a piece of paper and ask your child to write a number in each square from their target tables. Give them a question and if they have the answer they can cross it off. The first person to mark all their numbers off is the winner.

One less = nine

This is a strategy for learning the 9 times tables. The key is that for any answer in the nine times tables, both digits in the answer add up to 9. E.g. Subtract 1 from the number you are multiplying so if 7×9 , one less than 7 is 6. This number becomes the first number in the answer so $7 \times 9 = 6_$. The two numbers in the answer add up to 9, so if the first digit is 6, the second digit is 3 because $6 + 3 = 9$.

Posters

Create posters to demonstrate your child's understanding of a specific times table.



Looking for patterns

Being able to spot patterns in numbers is an important skill and can also help with learning times tables. Children can investigate the following rules:

Odd number \times odd number = odd number (E.g. $3 \times 5 = 15$)

Even number \times even number = even number (E.g. $4 \times 6 = 24$)

Odd number \times even number = even number (E.g. $3 \times 6 = 18$)

Random number generators

Use dice, playing cards, or even the egg box game below to generate random numbers to multiply together.



Egg box game

Using an old egg box, assign a number to each section. Place two buttons in the egg box, close the lid and give it a good shake! Multiply the two selected numbers together. Each player adds their scores from each multiplication calculation. The first to reach 100 wins.



Tricky Sixes

Six times tables can be difficult to learn. One helpful trick is that in the 6 times tables, when you multiply an even number by 6, they both end in the same digit.

$$2 \times 6 = 12$$

$$4 \times 6 = 24$$

$$6 \times 6 = 36$$

$$8 \times 6 = 48$$

Double, double

A trick for learning the four times tables is to double, double. Double the number, and then double it again. E.g. 3×4 double 3 is 6, double 6 is 12 so $3 \times 4 = 12$.

Speed tables

Time challenges can be a good way of helping times tables become automatic. Some ideas include:

- Time how long it takes to write out a times table, then try to beat that time.
- See how many times table facts from the target times tables can be written in one minute.
- Races against other people at home.

Buzz

This game requires at least 2 players.

- Choose a number between 2 and 9. The first player says 1, the next player says 2, and so on.
- Instead of saying a multiple of the selected number, the player says "buzz."
- If a player forgets to say buzz or says it at the wrong time, he or she is out.
- Continue until the players reaches the last multiple of the number times 9.
- For example, if "2" is chosen. The first player says "1," the next player says "buzz," the next player says "3," the next player says "buzz," and so on.

Physical Tables

Children can use their bodies to learn their tables! Decide on a physical movement that represents $1x$..., $2x$..., $3x$... etc and the children then run through this routine as they chant their tables. For example, $1x$...could be the left shoulder up, $2x$... the right shoulder up, $3x$..., the left shoulder down, $4x$...the right shoulder down, $5x$ stretch the arms out in front and wiggle the fingers!

Group objects together or divide objects up

Try using objects such as sweets or toys to help your child visualise the times tables and see what they really mean.



Beat your partner

Two players needed. They stand with their backs to each other. Ask the pair a question - whoever knows the answer s/he turns around, gives the answer and shouts gotcha! The winner of each round gets a point. The first child to score 10 points wins the game.

Real life examples

Bring in real life cases such as saving 4p every day would lead to a total weekly savings of 28p.



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Reading at home

Reading is an extremely important and vital life skill!

Please can we actively encourage you to read with your child at least three times a week at home. If you can do it more than three times all the better. It can only help them become a better reader quicker.

When you have read with your child, please write:

- the date when reading took place
- the title and author of the book
- a comment about your child's reading

Please strongly encourage them to read quietly to themselves too. Older children can also make these comments in their diaries.

We ask that your child's reading diary is brought into school on a Wednesday morning in order for staff to see how often your child is reading and to see any comments you have written. It will then be sent back home with your child on a Friday so reading can take place over the weekend and into the following week.



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Questions grown-ups can ask after reading

Reading Question Grid

Each time you read your book can you answer two questions from the grid?

What is the main idea of the story?	Retell a main event within the story.	Find an unfamiliar word in the story and look it up in the dictionary.	What questions do you have about the story?	Is the book fiction or non-fiction? How do you know?
Predict what will happen in the story.	How might you end the story differently?	Identify one problem or conflict in the story.	Which character can you relate to so far? Why?	What do the pictures in the book tell you about the story?
How was a problem solved?	Who is the illustrator? Who is the author?	How would you attempt to solve a problem in the story?	How does the story relate to your life?	What do the pictures on the cover tell you about the story?
Write a summary of the story.	What lessons can you learn from the story?	Who are the main characters?	Choose a problem in the story. How could this problem have been avoided?	What questions do you have about the story?
How does the story end?	How are you and the main character alike?	What does the title tell you about the story?	What questions do you have about the story?	How might this story relate to your own life?
How can you relate to the story?	How are you and the main character different?	Where does the story take place?	Did the solution to one problem make another problem?	Identify any unfamiliar words that you found in the book.



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Read Write Inc. phonics

If your child is currently receiving lessons in phonics, there are website links to videos on the next page which are designed to help parents support phonics learning at home.



Read Write Inc. phonics

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Read Write Inc. homepage which contains links to videos and resources for parents.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/understanding-phonics-video>

Parent tutorial which explains what phonics is.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Parent tutorial demonstrating how to say the letter sounds.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Parent tutorial explaining how to use Read Write Ink resources.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/set-1-sound-phonics-video>

Parent tutorial explaining how to teach Set 1 sounds.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/independent-blending-phonics-video>

Parent tutorial explaining how to blend sounds.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/two-letters-one-sound-phonics-video>

Parent tutorial teaching two letters, one sound.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/sound-blending-phonics-video>

Parent tutorial teaching sound blends.