

Some of the LNF expectations for Year 5 include:

## Oracy

### Developing and presenting information and ideas

- Explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids.*
- Speak clearly, using formal language and projecting voice effectively to a large audience, *e.g. event for parents/carers, presentation to visitors.*
- Listen carefully to others, asking questions and responding to both the content and the speakers' viewpoints.
- Contribute to group discussions, taking some responsibility for completing the task well. *e.g. introducing relevant ideas, summing up.*

## Reading

### Locating, selecting and using information

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organization and prior knowledge of content
- Scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams.*

### Responding to what has been read

- Show understanding of main ideas and significant details in texts, *e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process.*
- Identify and explore ideas and information that interest them.

## Writing

### Organising ideas and information

- Write with a clear purpose, showing consideration for the learner, *e.g. by choosing appropriate vocabulary and presentational devices.*
- Revise and improve writing, explaining why they have made changes.

### Writing accurately

- Use appropriate vocabulary, including subject-specific words and phrases.
- Use the full range of punctuation to guide the reader in complex sentences, *e.g. commas, bullet points, speech marks and apostrophes for possession.*
- Use a variety of strategies to spell words with complex regular patterns, *e.g. exercise, competition.*

# Supporting children in Year 5

**A leaflet for parents**  
Help your child with literacy

## Supporting your Year 5 child: Oracy

- ✓ Ask your child to find specific information for you on a computer or tablet. Once they find this information, ask them to give you a verbal summary of the information that they found.
- ✓ Encourage your child to participate in family discussions, e.g. during meal times, and guide them to listen carefully to what other people are saying and to respond appropriately by asking questions or explain why they agree or disagree with someone's viewpoint.
- ✓ Set up opportunities for your child to role-play their favourite sports personality, singer, tv celebrity etc. Encourage your child to find information about the person of their choice and then use 'hot seating' to test their knowledge about the person – they sit in the 'hot seat' and try to answer the questions that you pose.
- ✓ You could watch a television programme or film with your child and then ask them questions about the contents, getting them to express their opinions and preferences.
- ✓ Talk to your child about the articles in your local or national free /electronic/ daily newspaper or news watched on the television.
- ✓ Involve your child in discussions about the planning and organising of day trips, holidays, visiting other family members etc.

## Reading

- ✓ Encourage your child to set up a reading club at home, inviting friend or family members to become members. Club members could select their 'book of the week', organise book discussion forums and 'live' reading from favourite books etc.

- ✓ Don't forget that games like karaoke require on-screen reading (and performance) which children usually love to play with friends and family.
- ✓ Setting up games, such as on the *Wii*, involve reading and understanding instructions, so make sure that your child can do this for themselves (although they normally teach us).
- ✓ Show your child a recipe and go over it together. Ask your child to read the recipe to you as you work, and tell the child that each step must be done in a special order. Let your child help mix the ingredients. Your child could write down other recipes from a cookbook or from the internet, that he or she would like to help make.
- ✓ Discuss the possibility of your child taking up a new hobby. Once you have agreed on a suitable hobby that really interests your child, encourage them to find as much information as possible online and in books about their new hobby. They could make digital notes of the information that they find.
- ✓ Encourage your child to read suitable stories and factual material to younger siblings.

## Writing

- ✓ Encourage your child to make up his/her own crossword puzzles or word searches for friends and family. This will help to develop vocabulary and dictionary skills.
- ✓ *Scrabble* is a classic spelling game – guaranteed to get the family talking and possibly lead to some disagreement!
- ✓ Play around with anagrams to help with patterns and spelling, e.g. make as many words as you can out of longer words or names of places.

- ✓ Inspire your child to write about their family story. You could collect photos of relatives from as many generations as possible and help your child create an informal family tree or timeline, weaving in as many memorable tales as you can throughout the process. You and your child can also start a family storybook. Encourage your child to write some of her favorite anecdotes and put them alongside related photos or mementos in a bound book. Additional pages could be added as she continues to learn more about your family's history.
- ✓ Encourage your child to carry a notebook and write down ideas and interesting things that your child sees or hears throughout the day. Being an active observer of the world is critically important to becoming a gifted writer.
- ✓ Help your child start a journal. Firstly, you could discuss the different topics that can be written about, such as making a new friend, or an interesting school or home activity just completed. You could also keep a journal yourself and compare notes at the end of the week. You and your child could read aloud parts of your journals that you want to share.
- ✓ Ask your child to gather old photos or pictures from magazines and encourage them to make up a story based on the images, or have them make up stories for photographs they have taken of things that catch their eye. You could challenge them to create a story for a wordless picture book, prompting your child's interpretation of the images they see with questions, e.g. What's going on here? Why does this character look worried? You can also start a story yourself and then encourage your child to complete the story. After your child describes what should happen next, you could take turns adding events to the story.
- ✓ You could set aside a special time and place to write every day. Many families enjoy a daily reading time, and in a similar way you

could set-aside some writing time—even if it's just for ten minutes. If your child isn't writing yet, you can take this opportunity to transcribe their ideas. In addition, encourage your child to find a special "writing place" where they feel inspired to write or think: it can be in bed, at the kitchen table, a favourite chair, or even outside.

