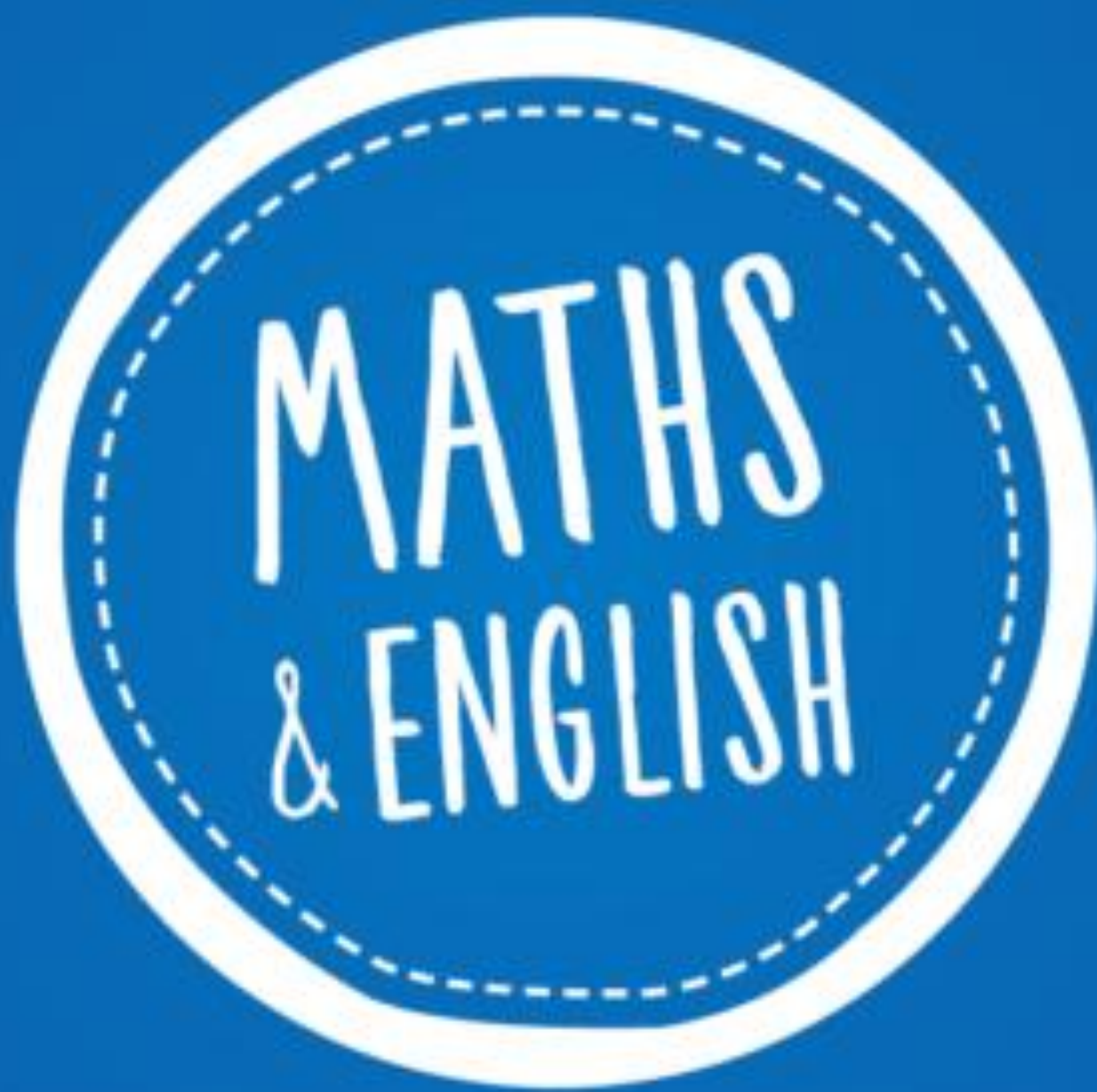


Meet the Teacher - Year 5

Curriculum

1. Full curriculum information is available on the Greenmount Primary School website. Please refer to the curriculum pages for subject overviews, progression and key learning.

[Greenmount Primary School - Curriculum](#)





The survey of 71,400 children and young people by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%) aged eight to 18 read daily for enjoyment.**

Why is there a decline in reading for pleasure?

Games and online distractions

Rise in social media

Find books boring

Lack of time (apparently)

Not being read to from an early age by adults (at home and school)

Seeing reading as a process for learning rather a pleasure activity

'Reading for pleasure' is being confused with 'literacy' by many parents at home who commonly don't realise that the more it's pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.

Benefits of reading for pleasure:

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

Impact of reading

Amount of reading	20 mins	5 mins	1 min
Number of minutes per year	3600	900	180
Number of words per year	1.8 Million	282,000	8000
Hours read by the end of primary school	851	212	42
Performance on tests	90%	50%	10%

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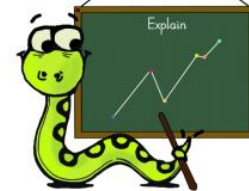
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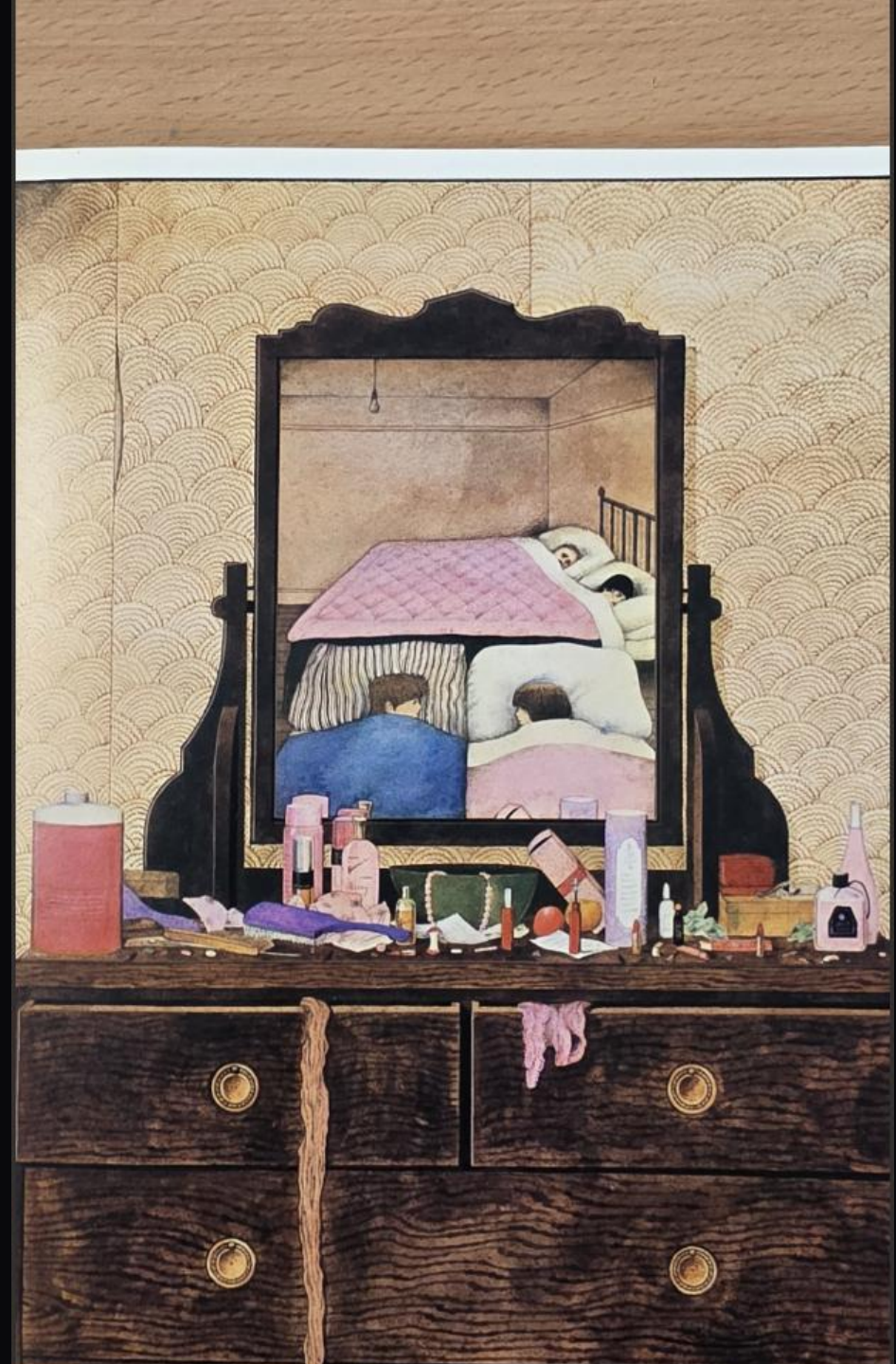
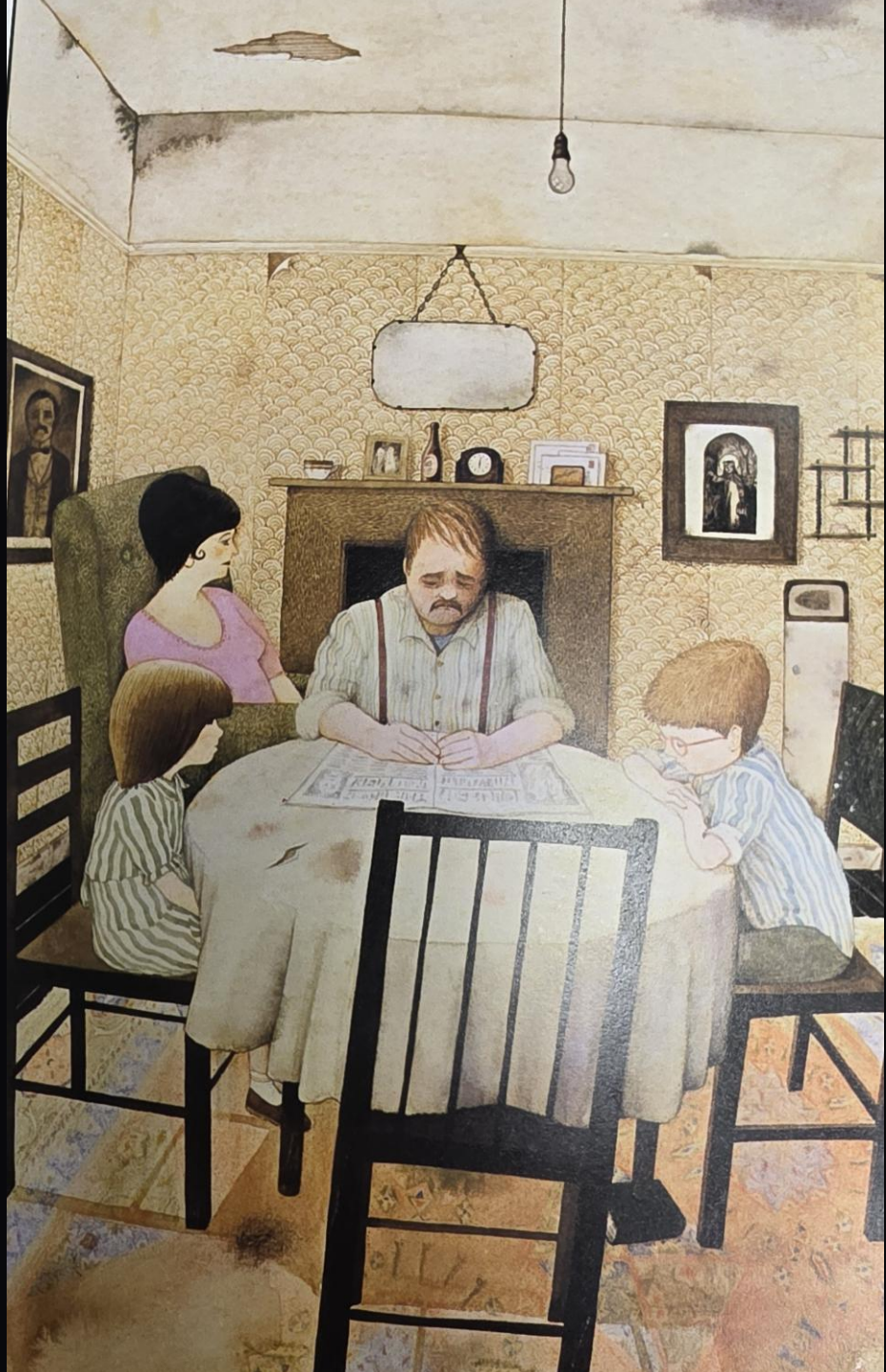
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The woodcutter lay fretting in bed at night, tossing and turning. He sighed and said to his wife, "What's going to happen to us? How can we feed our children when we haven't got enough for ourselves?"

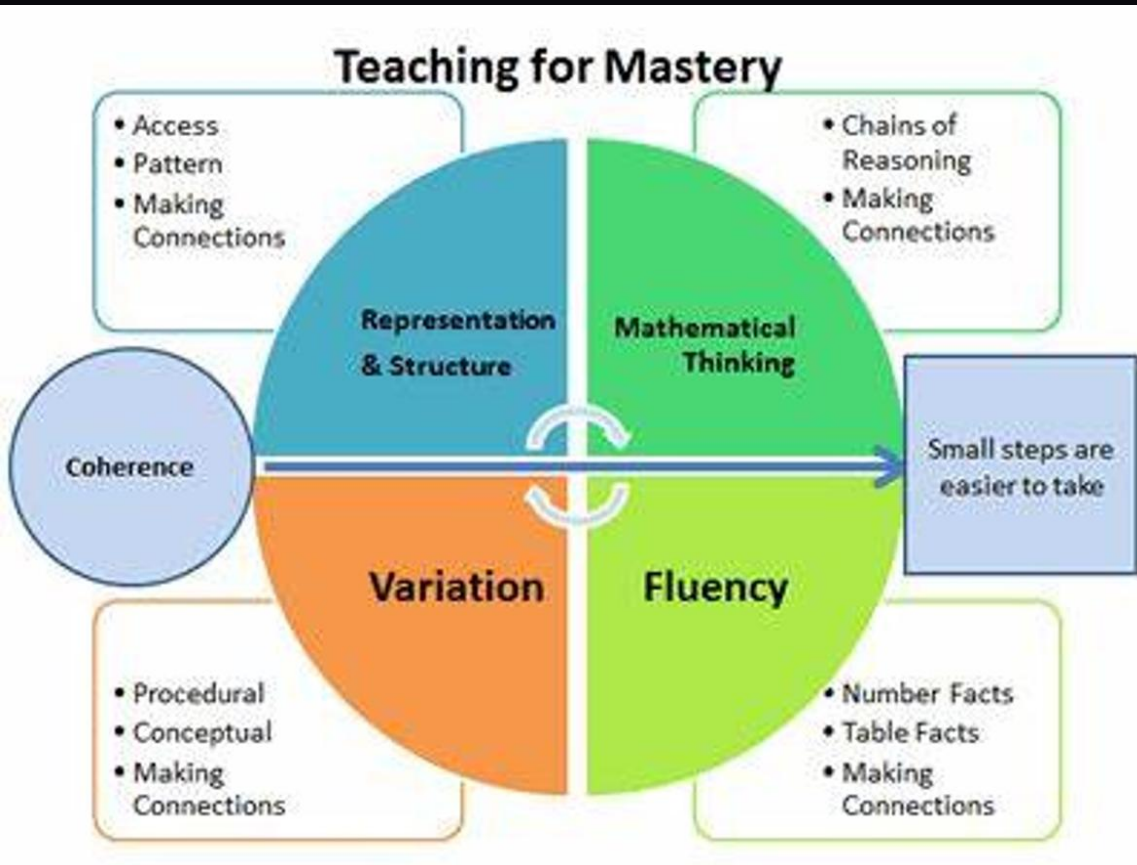
"I'll tell you what," said his wife, "early tomorrow morning we'll take the children out into the thickest part of the forest. We'll make them a fire and give them each a little piece of bread. Then, we'll go to our work and leave them alone. They will never find their way home and we'll be rid of them."

"No I won't do it," he said. "How could I bring myself to leave my children alone in the forest? The wild animals would soon come and eat them."

"You fool!" said his wife. "Then we must all four die of hunger...."

She gave him no peace until he consented.

Mathematics and Mastery



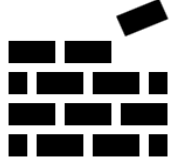
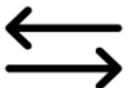
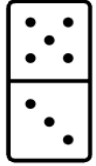
1. In Year 5 we follow the Teaching for Mastery approach. Children are encouraged to develop deep understanding rather than simply memorising procedures. Lessons focus on fluency, reasoning and problem solving. Everyone can achieve in mathematics with the right support, challenge and mindset.

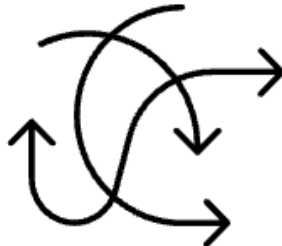
Mr Coop - Primary Mastery Specialist

1. Mr Coop is a Primary Mastery Specialist. I help support the development of teaching for mastery in mathematics in schools across Greater Manchester
2. This involves developing deep mathematical understanding, improving teaching practice, supporting colleagues and helping schools embed effective mastery approaches.

Due to this role, Mr Coop will not be in class on Wednesdays. On these days, Mrs Rowlands will be teaching year 5.

	to actively listen to others and use mathematical language to explain thinking
	to anticipate the result of one's activity so that you no longer need to carry out the activity to determine the result.
	to check – but moving beyond using the exact strategy that you have just used

	to make connections to what is already known
	to be observant – to notice the maths before finding the solution
	to see and feel the maths –the representation is a tool for thinking and supports to understand the structure of the maths
	to move between representations securing learning being able to connect contexts to different mathematical models
	to use number sense to find solutions selecting appropriate methods

	to reflect on what could be an error or an aspect of the maths that was tricky
	to be prepared to have another go, not stopping at the first hurdle, learning from bumps in the road

1. An apple weighs about 0.1kg. Approximately how many apples are there in a 1.8kg bag?



2. I have a 0.35m length of wooden rod. How many 0.01m lengths can I cut it into?



PE

PE Days: Wednesday and Thursday

Please ensure children have the correct kit and footwear.

Homework and spellings

Homework will be provided on a Friday and due for the following Friday.

I ask for your support in completing homework instilling a positive work ethic in our children.

Spellings will be uploaded onto Spelling Frame on the Friday.

They will be formally introduced to the children on the Monday.

We will then learn and practise in school.

However, it is still important they practise them at home.

Transition from Year 4 to Year 5

1. There is a shift from guided learning towards greater independence. Children will increasingly be expected to think for themselves, apply previous learning and manage their own learning behaviors.

Attitudes to Learning

- Maturity,
 - **resilience**
 - Perseverance
 - independence
 - organisation
 - pride in learning
-
- are all key expectations in Year 5.

Mobile Phones and Online Safety

We encourage families to carefully consider delaying smartphone ownership for as long as possible. Risks can include distraction, social media pressures, cyberbullying, inappropriate content and reduced sleep.

Government policy – mobile free environments. Only if walking. Our school rules stay the same. Lock them away. Signed form from me. Don't give to all just those that may need one.

Working Together

Thank you for your support. Together, we will help your child have a successful Year 5.