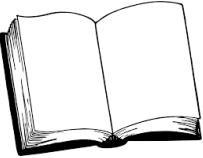





<p><b>Reading</b></p> <p>Read and discuss books together after school, before school, in the car, in fact almost anytime and anywhere. Enjoy 4-5 pages at a time, at least 5 times a week. Note this in your reading record with a date and an adult's signature. The children will have the opportunity to change their school reading books every Friday. Feel free to read other books too!</p> 	<p><b>Big Maths Learn Its</b></p> <p>A few juicy mathematical facts for you to learn off by heart: very rapid recall! These progress systematically and need quick reactions and no fingers! Learn Its challenges will take place each Friday and three facts will be highlighted to practice at home for the following week.</p> 
<p><b>Spellings</b></p> <p>We will be continuing to review some spelling patterns that we have identified as regularly being spelled incorrectly in the children's writing. There won't be a weekly spelling test but we will regularly assess the children's progress. Practise the spellings at home. Confident spellers may wish to practise the Year 5/6 spelling words (see below).</p> 	<p><b>Times Tables Rock Stars</b></p> <p>Log in to Times Table Rock Stars and practise the times table and division facts for 20 minutes each week - that's less than 3 minutes per day! Challenge yourself to beat your personal best! Times Tables Rock Star stats will be checked every Friday.</p> 
<p><b>Curriculum Home Learning</b></p> <p>In Geography lessons, we will be learning about North America and South America. We would like you to choose a country in North America or South America to research. Here are some countries you can choose from, but there are more!</p> <p><b>North America:</b> United States, Mexico, Canada, Guatemala and Cuba  <b>South America:</b> Brazil, Colombia, Argentina, Peru and Venezuela</p> <p>In Term 6, you will have the opportunity to present your learning. You can choose to present your learning however you like (poster, booklet, Powerpoint, video, etc).</p> <p>You may want to focus on a different element each week, for example:</p> <ul style="list-style-type: none"> <li>• Choose a country to focus on and record what you already know.</li> <li>• Research the language, food, environment, climate, population, flag, currency, cities, religion, culture, etc. of this country</li> <li>• Begin to create your presentation.</li> <li>• Do any further research you may need and add to your presentation.</li> <li>• Present to the class.</li> </ul>	

## Word list – years 5 and 6

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

## Helping Your Child Learn to Spell

### **Segment it!**

Speak like a robot to say the separate sounds in a word. For example, to spell the word **clear**, say each sound in turn.../c/, /l/, /ear/. Write down the representation of each of these sounds.

### **Spelling Rules!**

In school, your child will investigate certain spelling principles. It is important that your child understands the principle and can apply it to any word. To help them, they may be asked to consolidate their learning at home. As a parent you will be given clear guidance about the principle.

### **Approaches to support learning spellings visually:**

Sometimes it is not possible to spell a word by segmenting it. Instead, your child will need to learn it by sight using some of the following strategies to help:

#### **What is the difficult bit?**

Talk with your child about the tricky bit of the word where the letters do not correspond to the sounds the children know (e.g. in **different** the difficult bit is the e in the middle because you can't hear it.)

#### **Which looks right?**

Write a word 3 times, once spelled correctly and twice with an incorrect spelling. For example: **becus**, **because**, **becuz**. Ask your child to point out the one that looks right.

#### **Sparkler Writing**

Ask your child to close their eyes and imagine that they are writing a word with a sparkler as you spell the word out loud.

#### **Speed - write**

Give your child 30 seconds to write a word down as many times as they can.

#### **Words in words**

Talk with your child about words that they can see within a word. For example, "Can you see **the** in **they**?"

### Build it up

Write a word letter by letter:

t  
t h  
t h e  
t h e r  
t h e r

### Display:

On the wall next to where you eat, in the bathroom, up the stairs are all good places to display words.

### Decorate/illustrate a word

Write a word for your child in 'bubble' writing. Use colouring pens/pencils, glitter etc. Talk to your child about the word and its spelling.

was

### Say it as it sounds

The funny pronunciation can help us remember how to spell a word. For example, say **Wed-nes-day** rather than **Wednesday**.

### Mnemonics

There are a few sight words where a mnemonic may help:

said: Sally-Anne Is Delightful

could: C Oh U Lovely Duck!

because: Big Elephants Can Always Understand Small Elephants

### Look, Cover, Write, Check

Ask your child to look at the word. Then, cover it so they can not see it. Your child should then write it down. Finally, uncover the word and compare your child's spelling with the correct spelling, talking about any differences.

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