

"For where two or three are
gathered together in my name,
there I am in the midst of them."

MATTHEW 18:20 (NHEB)



A Parent's Prayer

Lord, we pray for our children knowing that you care and watch over each of them completely.

Please encircle them with your great love and protection. Guide their pathways and walk beside them always. Minister by your Holy Spirit into their hearts and souls and bring your peace.

Bless them with goodness, come open their minds to the wonder and beauty of life.

Sow into their lives great heavenly treasure so they might carry light in their hearts and joy in their spirits.

Lord, may they understand more and more of your love for them.

May they appreciate themselves as you see them - unique and precious.

Father, please come and cover our parenting with your amazing love.

In Jesus name, Amen.



Welcome to Year 5 - 2026-2027

5G - Mrs Griffiths

TA - Mrs Gouldthorpe

5A - Mrs Asamoah

TAs - Mrs Bastian & Mrs Wasniowska



The Year 5 Curriculum

Our curriculum overview can be found on our class pages on the website.

This will keep you informed about what your child will be learning each week.

Included on the web page, you will find knowledge organisers, which will help you support your child in learning key terms and in understanding new vocabulary.



School Website

On our class pages you will be able to find:

- A copy of this PowerPoint
- Information about what the children will be learning this term
- Knowledge organisers for subjects
 - Half termly homework grid



<https://www.sphoward.herts.sch.uk/Year-5/>

New e-mail communication

5G & 5A
year5@sphoward.herts.sch.uk

Mrs Field (special needs questions and
information)
senco@sphoward.herts.sch.uk

Mrs Waugh, Headteacher
head@sphoward.herts.sch.uk

How to help your child's reading

- Reading underpins all learning and it is an essential skill. It happens in all subjects.
- We want our children to read for enjoyment but also be able to develop key skills such as reading for understanding.
- Guided Reading will take place throughout the week as whole class sessions.
- Teachers will hear your child read regularly, in different contexts.



Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.*



Why does it make such a difference?

- Increases their vocabulary
- Develops their attention span
- Improves their general knowledge
- Makes them better writers.

How can you help?

- Join the library, it's free - go online (search 'Hatfield Library' & follow the link) or go into the library (closed on Sunday/Thurs)
- If you are a library member you will also have access to free audio books through 'BorrowBox'. Good for bedtime listening & it develops their vocabulary.
- Read to your children and show them that you love books by reading yourself.

Reading At Home

- Encourage your child to read for 15 minutes **at least 4 times a week** at home. It is THE most important thing that supports your child's education. We do expect this to be noted in the reading record.
- Find a suitable time that fits in with their routine.
- Show an interest in what your child is reading by asking questions, and expect them to read with fluency.
- Encourage reading for pleasure.
- Please sign their reading record each week.



Spelling

- On the website you will find the statutory spelling lists for Years 3/4 and 5/6.
- These can be used at home to support your child with their spelling. Please learn them.
- Your child also has a login for Spelling Shed. Here they can play games linked to the week's spelling pattern.



English

Let's get busy!

Can I re-read

my writing

out aloud and

check that I have...?



1

capital letters

finger spacing

full-stop

(or question mark or exclamation mark)

Have I squashed

two sentences

together that need to be

separated with a full-stop,

?, ! or joined with

'and', 'but' or 'so'?

Does it make

sense?

Can I spot any

spelling errors I have

made? e.g. like,

said, went.



2

commas to separate
items in a list

e.g. milk, bread, cheese.

apostrophes for contraction

e.g. can't, it's, won't

and possession

e.g. the girl's hat.

present and past tense correctly used

e.g. 'We ~~was~~ were walking.' 'He is running.' 'We are shouting.'

letters formed correctly

Could I use a
'when', 'if', 'that'
or 'because' in
my writing?

Have I stayed in
the same tense -
present/past?

(My brother gets
very cross when
he is hungry.)



3

inverted commas to punctuate speech

e.g. "Run," said Henry.

commas to mark clauses

e.g. When Bea heard the doorbell ring, she leapt out of her chair.

correct spelling

Look out for -ed and -ing endings and where you double the consonant
e.g. swim becomes swimming.

apostrophes for contraction and possession, both singular

e.g. the girl's hat, **and plural** eg. the aeroplanes' wings.

'a' or 'an' used correctly

e.g. an open box.



Do I know
when to start
a new
paragraph?

4

**comma after a
fronted adverbial**

e.g. Suddenly, he fell.

**inverted commas and other
punctuation for direct speech**

e.g. Elsie whispered, "Let's go."

**apostrophes for contraction and
possession including irregular plural possession**

e.g. The children's school.

clear paragraphs or sections with headings



Do my vocabulary
choices make the
reader feel the way
I want them to feel?
e.g. sad/persuaded/
informed etc.



5

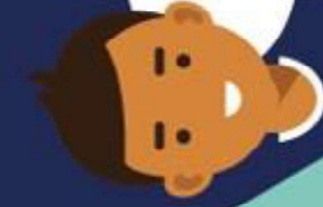
**commas to mark a relative
clause and to mark phrases
or clauses**

e.g. Mr Tickle, who had waited outside
the shop all night, expressed his joy when
the doors finally opened.

a range of correct punctuation

e.g. inverted commas and other punctuation to indicate
direct speech, full-stops, commas, dashes, brackets, hyphens.

**links between sentences within paragraphs and
links made from one paragraph to another**



Can I spot and correct
any spelling mistakes?

e.g. look for changes
caused by adding a suffix-
especially roots that end
in a, y or e.



Maths

- In order to fully prepare for the test, please start to support your child in learning their multiplication facts using Time Table Rock Stars (TTRS) or 1-minute White Rose App, Top Marks.
- Your child will also need to become increasingly more confident with written methods for the four calculations - addition, subtraction, multiplication and division.
- Your child will also have access to MyMaths and homework will be set on there and/or Google Classroom.



Useful links for Maths

***TTRS link**

<https://ttrockstars.com>

***Top Marks**

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3>

Homework

Spelling tasks are set on a Friday, to be completed by the following Monday, which will then be marked in class.

We are giving a short maths homework piece, three times a week, to consolidate the fundamental skills needed for Maths. These will be marked in class.

Spelling dictations will be completed during English, to ensure consolidation of the week's spelling pattern.



Attendance

- Your child's progress is greatly helped by good attendance. School starts at 8:40am and finishes at 3:15pm.
- Literacy Gold children come in at 8:30am.
- Early morning work is an important part of the school day (including interventions 8:30am).
- Registers are taken at 8:50am. Your child will be marked in as late after this time.



PE & Forest School

- Uniforms, PE kit and book bags must be ***clearly labelled***.
- Wellies ***must*** be worn for Forest School.

P.E. - Tuesday & Thursday (both year 5 classes)

Forest School - Thursday (both year 5 classes)

Children must wear trainers during PE lessons.



Home-School Agreement

<https://docs.google.com/document/d/12B9604bDqpy5mDCQkBVLur9uxS1a48jm/edit>

Social Media

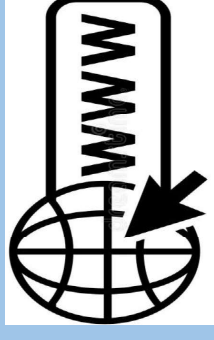
Your children are not old enough to be using social media apps/sites, such as Instagram, WhatsApp, Tik Tok and Snapchat. The minimum age for users is 13 and when you register, your child's date of birth is required.

As such, it is not the school's responsibility to deal with any problems that arise from your child using these platforms. Please carefully monitor your child's internet activity.

We strongly suggest that they do not have access to their mobile phones in their bedrooms at night time.



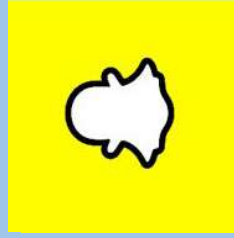
e-safety



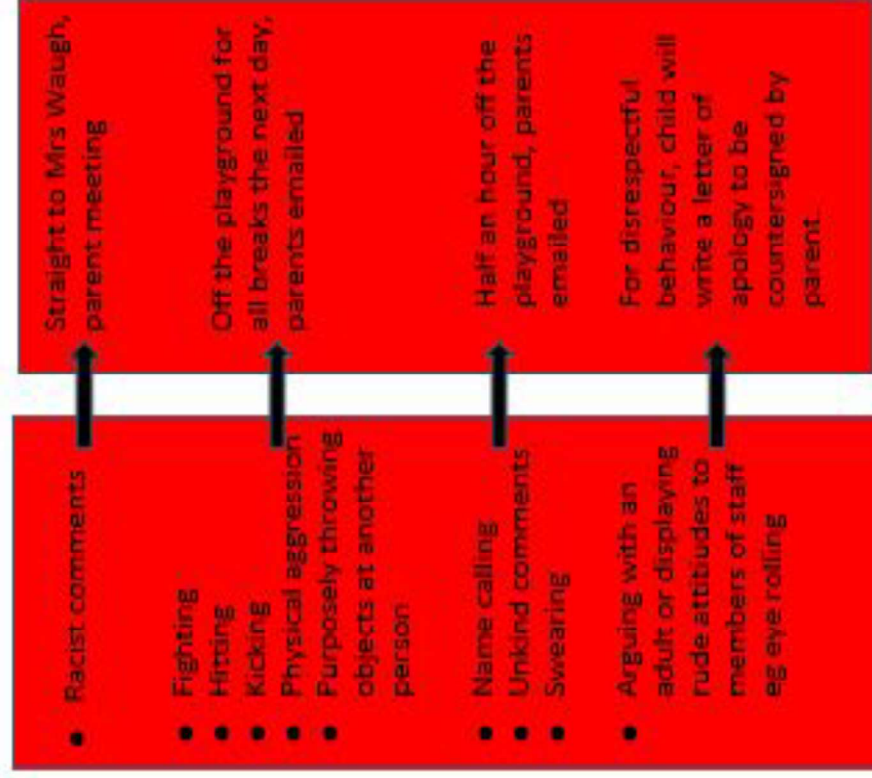
ICT including the internet, email and mobile technologies has become an important part of learning in our school. We want all children to be safe and responsible when using any ICT. During computing and PSHE lessons pupils will learn about e-safety.

Please take care to ensure that appropriate systems are in place at home to protect and support your child. Each year, there are increasing numbers of social media issues and this is usually because the children involved are accessing sites that should not be used until the age of 13 – for example, Facebook, TikTok, Snapchat and Instagram. WhatsApp has now changed to 16+. Please ensure your child does not have access to these apps and please regularly monitor their devices.

If you have any concerns or would like some advice please contact Mrs Waugh, Mrs Field or Mrs Gajjar.



Red and Yellow Cards Breaktime and Lunchtime



• Consistent accidental pushing eg. whilst playing a game • Playing in the building or the toilets • Slide tackling • Running in the wrong end of the forest • Not following rules eg. playing football on the wrong day or in the wrong area • Not tidying up
Yellow card incidents to be recorded in Yellow card book SG Sept 25

