

# WEEKLY BULLETIN



Where learning has no limits

14<sup>th</sup> October 2019

Dear Parents,

We hope you all enjoyed your weekend.

Last week the children worked hard making tudor-style portraits in art, finishing our kites in design, creating beautiful descriptive writing about Aunt Carew from our class reader 'Treason' by Berlie Doherty, solving maths problems involving column addition and subtraction as well as practising our harvest song with the year 6s. This was beautifully sung in our harvest assembly last Thursday. We also learned a lot about internet safety in our special lesson taught by a guest teacher from Barnardos.

This week we are very excited to have our Shakespeare workshop on Wednesday. We will be learning about Shakespeare and understanding and performing one of his plays.

## **Homework**

**Monday:** Spellings to learn for Friday's test and to be written into sentences (due in on Thursday).

**Monday:** Maths – set online on Matific (due in on Friday)

**Tuesday:** SPaG work (due in by Thursday)

**Friday:** French homework set by Madame Al'Kattan

**Spellings:** Our spelling pattern this week is: more homophones and near homophones!

Children are to follow the read, say, cover, write approach to write the word 3 times in best handwriting. They are also to write the spellings into sentences to show they have comprehended the meaning of each word.

**SPaG:** This week we are focusing on similes and metaphors. The homework sheet asks the children to distinguish between similes and metaphors and group them.

**Maths:** Matific homework has been set on multiples and factors. Please let me know if there are any problems with logging onto and doing the tasks on Matific. Last week a challenging task was set for some of our more confident mathematicians. The information on that task from Matific was incorrect and it turned out to be a longer task and not related to what we had been doing in Maths during the week. I apologise if this caused worry to anyone. If a task is too difficult please just write me a short note to let me know, and of course no child will be punished if they are not able to do the work.

**Reading:** We have finished assessing each child's reading level and every child is reading at a level that is appropriate for their reading ability and comprehension. Please write a message in your child's reading record if you feel that they are ready to move up and I will re-assess their reading with our benchmarking scheme.

Please continue to use our new method of recording the children's reading with the use of their reading record book. We have noticed that some children have already stopped changing their book regularly – if this is because their book is quite long then of course that's absolutely fine as we understand they will need longer to finish reading it. If, however, they are forgetting to change it please help them by checking the dates in their book to improve their regularity of choosing new ones. Regular reading helps so much with learning grammar, punctuation and new vocabulary and having your support with this is so important.

If your child is asking for additional reading books and you are unsure as to which books are suitable for their age, please see this website for a list of age-appropriate books.

<https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10>

This week's spellings are as follows:

Homophones and Near Homophones	
farther	herd
father	led
guessed	lead
guest	mourning
heard	morning

\*All spelling patterns, which we concentrate on, have been taken directly from English appendix 1 of the national curriculum for year 5/6

If you have any questions or feel you need to talk to us about your child, and catching up with us at the end of the day won't give you enough time to speak to us fully, please make an appointment with the office.

Yours Sincerely,

Mr and Mrs Tapping