

Brilliant Book List Y5

Essential reading for every Y5 classroom!



Suggested Books

Alice In Wonderland
by Lewis Carroll

Awful Auntie
by David Walliams

Billionaire Boy
by David Walliams

Demon Dentist
by David Walliams

Five Have Plenty of Fun
by Enid Blyton

Grandpa's Great Escape
by David Walliams

Grimm's Fairy Tales
by Jakob Grimm

Hansel and Gretel
by Michael Morpurgo

Harry Potter and the Philosopher's Stone
by J.K. Rowling

Heroes of Olympus: The Lost Hero
by Rick Riordan

Little Women
by Louisa May Alcott

Mr Stink
by David Walliams

My Family and Other Animals
by Gerald Durrell

The Parent Agency
by David Baddiel

Hetty Feather Series
by Jacqueline Wilson

Percy Jackson Series
by Rick Riordan

Wolf Brother
by Michelle Paver

Skellig
by David Almond

Time Travelling With a Hamster
by Ross Welford

There's a Boy in the Girls' Bathroom
by Louis Sachar

To Be a Cat
by Matt Haig

Continued

Stuff Happens: Ned
by Andrew Daddo

Under the Lights
Twinkl Originals

Stuff Happens: Fadi
by Scot Gardner

Bridge to Terabithia
by Katherine Paterson

Away in a Spaceship
Twinkl Originals

The Stone Lion
by Margaret Wild

Waiting for Anya
by Michael Morpurgo

Room 13
by Robert Swindells

How to Skin a Bear
Twinkl Originals

Stormbreaker
by Anthony Horowitz

Street Child
by Berlie Doherty

The Bomber Dog
by Megan Rix

"That's So Gay!"
Twinkl Originals

The Demon Headmaster
by Gillian Cross

The Magician's Elephant
by Kate Di Camillo

The Scarecrow and his Servant
by Philip Pullman

The Time Travelling Cat and the Egyptian Goddess
by Julia Jarman

The Watertower
by Gary Crew

Varjak Paw
by S F Said

The Curse of Cogston House
Twinkl Originals

History Hackers: Roman Rescue
Twinkl Originals

Please note: these books are not endorsed by Twinkl, they are simply a list of books that could be used when teaching on this theme.

NB: Some books may appear in more than one year group list.



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Suggested Books

Why The Whales Came

by Michael Morpurgo

A Monster Calls

by Patrick Ness

The Wyrmostooth Crown

Twinkl Originals

Beowulf

by Michael Morpurgo

Clockwork

by Philip Pullman

The Story of Easter

Twinkl Originals

Cosmic

by Frank Cottrell Boyce

Raider's Peril

Twinkl Originals

Darkmouth

by Shane Hegarty

Floodland

by Marcus Sedgwick

Code-Cracking for Beginners

Twinkl Originals

Flour Babies

by Anne Fine

The Dual World of Anders Arnfield

Twinkl Originals

Goodnight Mr Tom

by Michelle Magorian

How to Train Your Dragon

by Cressida Cowell

Twist the Text

Twinkl Originals

The Indian in the Cupboard

by Lynne Reid Banks

Kensuke's Kingdom

by Michael Morpurgo

Our Teachers are Superheroes

Twinkl Originals

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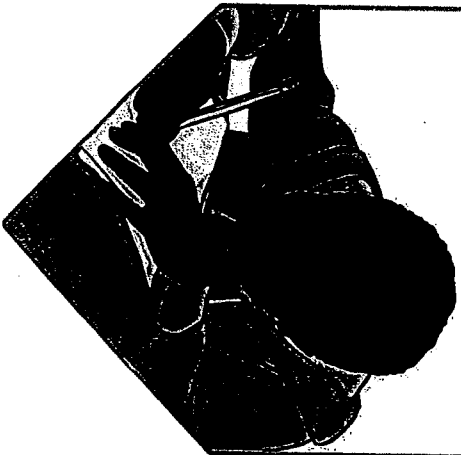
NB: Some books may appear in more than one year group list.

Year 5 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	<p>Can you find a word which begins with the prefix dis-?</p> <p>What does the prefix anti- mean? So what could this new word mean?</p>
maintain positive attitudes to reading and an understanding of what they have read	<p>Did you enjoy that book? Why?</p> <p>What kind of text would you like to read next?</p>
continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks	<p>What did you think about...?</p> <p>Shall we go and watch a play about...?</p> <p>Have you ever read a... poem?</p>
read books which are structured in different ways and written for a range of purposes	<p>Can you see any subheadings in this text? Why are they used?</p> <p>What organisational feature is this?</p>
increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions	<p>What type of story is this?</p> <p>Have you ever read a...?</p> <p>Let's go to the library and see if we can find a book from...</p> <p>What other cultures would you like to read about?</p>
recommend books that they have read to their peers, giving reasons for their choices	<p>Would you recommend it?</p> <p>Who do you think would like this book?</p> <p>What makes it so good?</p>
identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing	<p>Can you see a theme running through this story? What is it? How often is it mentioned?</p> <p>How does this text differ to a story?</p>
make comparisons within and across books	<p>Is that what... said had happened too?</p> <p>How is... similar to...? Do they differ?</p>
learn a wider range of poetry by heart	<p>Can you recite...?</p>
prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience	<p>Would you like to try going to a local drama group?</p> <p>Think about your voice when you read that; how might the witch speak?</p>
check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context	<p>Tell me about what you've just read.</p> <p>Were there any words you didn't quite understand?</p> <p>The word... means...; In a sentence it's...</p>

ask questions to improve their understanding	Is there anything you don't understand that you want to ask me about?
draw inferences, such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence	How do you think... is feeling? What makes you say that? Show me in the text. Why do you think... acted in that way?
predict what might happen from details stated and implied	What might....? What makes you think that? Show me in the text.
summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	What theme can we see across these paragraphs? Is anything mentioned more than once?
identify how language, structure and presentation contribute to meaning	Why is this text set out this way? How does that help you as a reader?
discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader	Can you find an example of figurative language on this page? Why might the author write in this way?
distinguish between statements of fact and opinion	Do you think... is a statement of fact or an opinion? How do you know?
retrieve, record and present information from non-fiction texts	Find the part of the text about... What does... mean?
participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously	I think that.... do you agree? Why do you agree / why not? Tell me your opinion about... I don't agree. I think that... In my opinion...
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Over the holidays, I would like you to plan a presentation for me on... Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...?
provide reasoned justification for their views	Why do you think that? What evidence supports that idea?

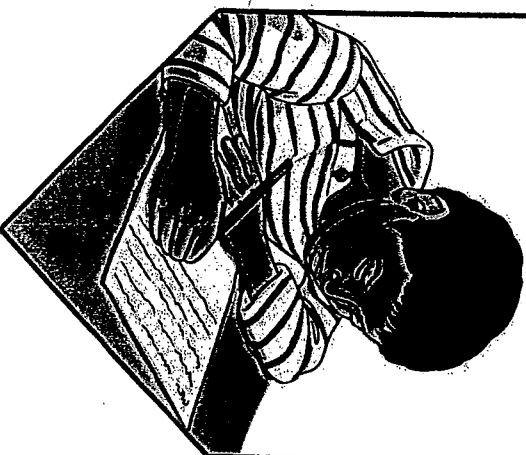
Characters

- Compare two characters in this book. What are their similarities and differences?
- Compare the main character in this book with the main character in another book you have read. What are the similarities and differences?
- Choose a part of the story and focus on the main character. Say what their thoughts and feelings are at this point and give evidence for your choices.



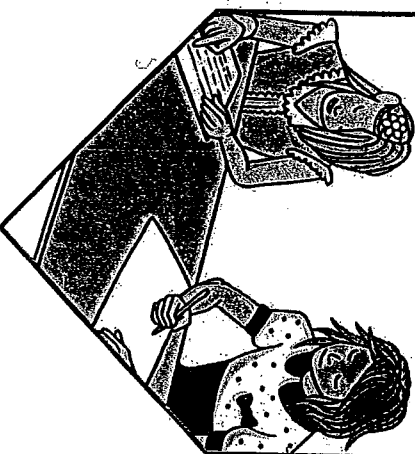
Language

- Find an example of figurative language used by the author and give reasons why they have used this language.
- Find a word of which you weren't sure of the meaning but worked it out. How did you use context to work it out? Talk me through your strategy.



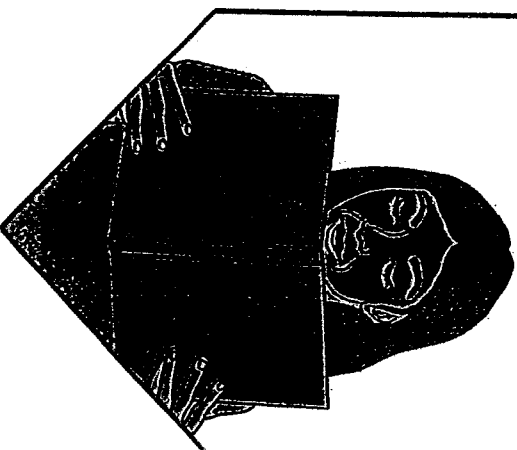
Reaction

- Tell me about a book you have enjoyed and give reasons for your opinion.
- Ask a question to help you understand the text better.
- Can you say anything to disagree with the author in a sensible and thoughtful way?
- What would you say politely to someone who disagreed with you about enjoying this text?



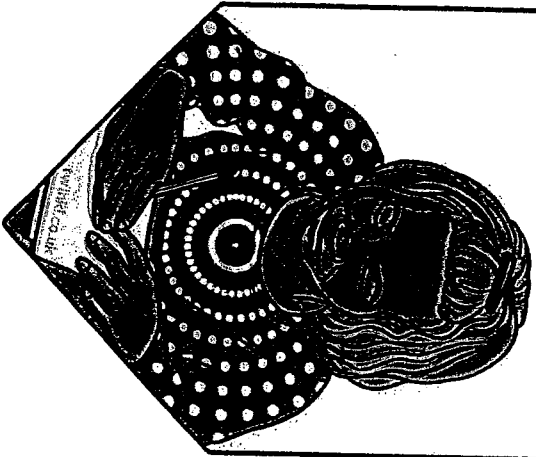
Content

- Find 3 examples of facts in the text.
- Find three examples of opinion in the text.
- What might happen next? Give reasons and evidence for your thoughts.
- Give a brief summary of the whole book.
- Give a brief summary of this page.
- Give a brief summary of this chapter/section.



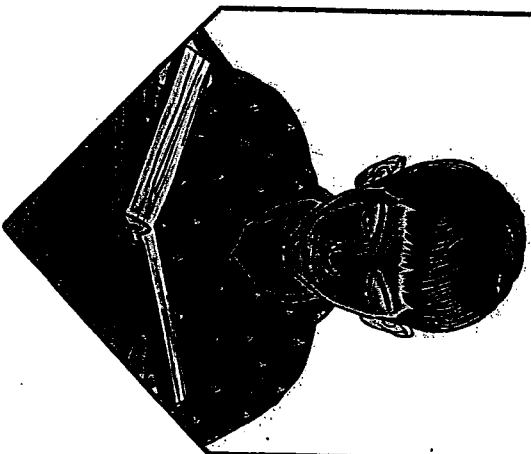
Style

- What themes run through this book?
- Does the author have a style of writing? If so, can you identify some characteristics of this style?
- How is the text structured? Why? (Think about beginning, middle and end.)



Performance

- Which parts of the performance poetry or text will you say louder and why?
- Where will you use different tones of voice and why?
- Which parts of the text might be less clear to the audience and what are you doing to make them clearer?
- What tones of voice will you use for which parts and why?



New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

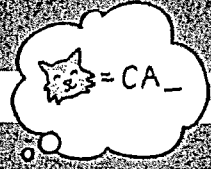
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht



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Further Guidance and Spelling Rules Which May Be Covered In Years 5 or 6



'cious' and 'tious'

Either during year 5 or 6, children will learn the spelling patterns using the above endings. If the root word ends in 'ce' then 'cious' is added, e.g. grace – gracious.

We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

'cial' or 'tial'

Other spelling patterns such as 'cial' and 'tial' may be introduced. The 'tial' ending comes after a consonant letter whereas 'cial' is common after a vowel, e.g. special and partial.

Exceptions include: financial, provincial and commercial.

words ending in 'ant', 'ance', 'ation', 'ancy', 'ent', 'ence' and 'ency'

These common spelling patterns may be learned in either year 5 or 6, e.g. pendant, appearance, toleration and hesitancy.

adding suffixes to words ending in 'fer'

This rule applies if the suffix begins with vowel letters. The 'r' is doubled if the 'fer' is still stressed when the suffix is added, e.g. preferred. The 'r' isn't doubled if the 'fer' isn't stressed anymore e.g. reference.

the 'j' before 'e' except after 'c' rule

Children may be taught that this rule applies to words such as ceiling and receive. They might also look into any possible exceptions.

Other spelling patterns which may be taught include words containing 'ough' and words with silent letters such as knight and thistle.

Glossary of Terms Used in Spelling, Punctuation and Grammar

Teaching in Primary Schools

Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective - for example 'bright red', 'frighteningly bad'.
Adjective	A word which describes a noun .
Adverb	An adverb can modify a verb , an adjective , another adverb or even a whole clause .
Adverbial phrase	A phrase built around an adverb - for example 'as quickly as possible', 'very rudely'.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a <u>man-eating</u> shark'.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe '	A punctuation mark used to show possession or to represent missing letters in a contracted form . See also possessive apostrophe .
Article	Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs . For example, 'be' is used in the progressive tense verbs such as 'I <u>am</u> running', 'he <u>was</u> eating'.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
Bullet points	A way of setting information out in a list of points, which may be phrases , words or short sentences .
Capital letter	A letter used at the beginning of a sentence and for proper nouns . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
Clause	Clauses are the building blocks of a sentence . They are groups of words that contain a subject and a verb . They can be 'main' or 'subordinate'.
Cohesion	A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.
Collective noun	A noun which refers to a group of people, animals or things, for example, 'a <u>class</u> of children', 'a <u>herd</u> of elephants', 'a <u>pride</u> of lions'.
Colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.
Comma ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion . Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.

Glossary of Terms Used in Spelling, Punctuation and Grammar

Teaching in Primary Schools

Command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject . Often a command will begin with this imperative verb or with a time connective . For example, 'Eat your dinner. Next add the eggs to the mixture'.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.
Common noun	Describes a class of objects (e.g. dog, man, day) which do not have a capital letter (e.g. Rover, John, Tuesday). See also proper nouns .
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the suffix '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also superlative .
Complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction . They can also be called multi-clause sentences . The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
Compound sentence	Formed by joining two main clauses with a connective . The two clauses can stand on their own as sentences . For example, 'I like dogs but my friend likes cats'.
Compound word	A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.
Concrete noun	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be common nouns , or proper nouns that need a capital letter . For example, 'Mr Jones', 'Blackpool Tower'.
Conjunction	A type of connective that joins clauses . Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'. See also subordinating clause .
Connective	Any word which joins two bits of text.
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).
Contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe . For example, 'did not' is contracted to 'didn't'.
Co-ordinating conjunction	A conjunction which joins two main clauses to create a compound sentence (for, and, nor, but, or, yet, so).
Co-ordination	The joining of clauses in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
Dash	Used in a similar way to brackets or parentheses to set information apart in a sentence . For example, 'My three friends - Jack, Sam and Callum - are coming to my house for tea'.
Definite article	See article .
Determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
Digraph	A sound represented by two letters - for example 'ee' or 'th'.

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Teaching in Primary Schools

Direct speech	A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.
Embedded clause	A clause used in the middle of another clause . It is usually marked by commas . For example, 'The man, <u>walking along with his dog</u> , whistled a tune to himself'.
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).
Exclamation	A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop . Begins with the words 'how' or 'what' and must also contain a verb . For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'
Exclamation mark !	A punctuation mark used at the end of an exclamation – for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
Exclamative statement	See exclamation .
First person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Fronted adverbial	Words or phrases used at the beginning of a sentence , used like adverbs to describe the action that follows. For example, ' <u>With a happy smile</u> , she skipped into the room'.
Full stop	A punctuation mark used to demarcate the end of a statement or command .
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'. For example, 'Tomorrow I will do the shopping'.
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.
Grammar	The rules that cover spoken and written language.
Grapheme	A letter or string of letters that represents a spoken sound.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same – for example, 'there/their/they're'; some are spelt the same but have different meanings – for example, 'fair' ('Let's go to the fair!/'That's not fair').
Hyphen -	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command .
Indefinite article	See article .

Glossary of Terms Used in Spelling, Punctuation and Grammar

Teaching in Primary Schools

Indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. For example, 'Mum told us to tidy our rooms'.
Informal speech	See formal speech .
Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses . For example, 'Even though the weather is bad, <u>I will still go for a walk</u> '.
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You <u>should</u> do your homework'), possibility (e.g. 'I <u>might</u> have pizza for tea'), ability (e.g. 'You <u>can</u> ride a bike now') or permission (e.g. 'You <u>may</u> go out now').
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words , prefixes , and suffixes . An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Noun	A naming word for things, animals, people, places and feelings. Can be common , proper , concrete , abstract or collective .
Noun phrase	A small group of words that does not contain a verb . A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.
Object	The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped <u>my cup</u> on the floor'.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Parenthesis	See brackets .
Passive voice	A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.
Past continuous tense	See past progressive tense .
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I <u>had walked</u> to school'.
Past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also progressive tense , past perfect tense .
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct GPCs .

Glossary of Terms Used in Spelling, Punctuation and Grammar

— Teaching in Primary Schools

Phrase	A small group of words that does not contain a verb .
Plural	More than one. Using plurals can affect the nouns and verbs in a sentence .
Phoneme	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.
Personal pronoun	A pronoun which replaces a person, place or thing. For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
Possessive apostrophe	An apostrophe used before the letter s to show ownership. For example, 'This is Sally's coat'.
Possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').
Prefix	Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
Prepositional phrase	A phrase which contains a preposition . For example, 'under the carpet', 'behind the door', 'after school'.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I <u>have cycled</u> two miles already.'
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, 'I am <u>learning</u> to speak French'.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also present perfect tense and present progressive tense .
Pronoun	Any word which can be used to replace a noun. See personal pronoun , possessive pronoun .
Proper noun	A noun which names a particular person, place or thing. For example, 'John', 'London', 'France', 'Monday', 'December'.
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word, for example full stop , comma , question mark , colon , speech marks .
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which). For example, 'He ate too many cakes, <u>which</u> made him feel ill'.
Relative pronoun	A pronoun used in a relative clause (who, that, which). A pronoun used in a relative
Reported speech	See indirect speech .
Root word	A basic word, with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word.
Question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'

Glossary of Terms Used in Spelling, Punctuation and Grammar

Teaching in Primary Schools

Question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop .
Second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to - in other words, using the pronoun 'you'.
Semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses , provided they are not already joined by a coordinating conjunction . For example, 'My car is red; my friend's car is blue'.
Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark . Usually contains a subject and always contains a verb .
Simple sentence	Has a subject and one verb . See also compound sentence and complex sentence .
Singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence .
Speech marks " "	Punctuation marks used to demarcate direct speech in a sentence.
Split digraph	A digraph that is split by a consonant. Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).
Statement	A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.
Subject	The subject of a sentence is the thing or person carrying out the main action. For example, 'The <u>cow</u> ate the grass'.
Subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction . It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though <u>sometimes it is raining</u> '. Subordinate clauses contain a subject noun and a verb.
Subordinating conjunction	A conjunction that connects a main clause to a subordinating clause . Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
Suffix	A string of letters that go at the end of a root word , changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb .
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. For example, 'Mia ran <u>fastest</u> on Sports Day'. 'I am hungry, you are hungrier than me, but he is the <u>hungriest</u> of all'. See also comparative .
Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.
Synonym	A word which has exactly or nearly the same meaning as another word.

Glossary of Terms Used in Spelling, Punctuation and Grammar

—Teaching in Primary Schools

Third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about - in other words, using the pronouns 'he', 'she', 'it' or 'they'.
Time connective	Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. <u>Then</u> you can read your book'.
Trigraph	A string of three letters which make a single sound, for example 'igh'.
Verb	A word used to describe an action, occurrence or state. An essential part of a sentence .
Vowel	The letters a, e, i, o and u.
Word family	A group of words which may share a common root word or morphology . For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.

Number Facts: Year 5

Addition and subtraction

Multiplication and division

Pupils should be taught to:

- add and subtract with more than four digits and with decimals (informal and formal methods)
- recall prime numbers to 19
- multiply and divide mentally using known facts
- multiply and divide whole and decimal numbers by 10, 100 and 1000
- recognise and use square numbers

Fractions, decimals and percentages

Pupils should be taught to:

- read and write decimal numbers as fractions (e.g. $0.8 = \frac{8}{10}$)
- recognise and use thousandths, relating them to tenths, hundredths, and decimal equivalents
- recognise the per cent symbol (%) and know that per cent relate to the number of parts per hundred
- write percentages as a fractions with a denominator of 100 and as a decimal fraction (e.g. $0.71 = \frac{71}{100} = 71\%$)

Pupils should be taught to:

- convert between different units of metric measure such as kilometre to metre, centimetre to metre, centimetre and millimetre, gram and kilogram, litre and millilitre
- know and use equivalences between metric units and common imperial units such as inches, pounds and pints

Geometry

Pupils should be taught to:

- identify angles at a point (one whole turn) as 360°
- identify angles at a point on a straight line (half a turn) as 180°
- identify angles in a right angle (quarter of a turn) as 90°
- recognise multiples of 90°
- know the sum of the angles in any triangle is 180°
- know the sum of the angles in any quadrilateral is 360°

Number facts:

Addition and subtraction; multiplication and division

- Derive new facts from known facts:
For example:
 $12 \times 5 = 60$
 $5.2 \times 5 = 6.0$
 $5 \times 7 = 35$
 $5 \times 0.07 = 0.35$
- Square numbers:
1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144
- Prime numbers:
2, 3, 5, 7, 11, 13, 17, 19
- Associated facts
 $10,000 = 9500 + 500$
 $10,000 = 5000 + 5000$
 $10,000 = 2500 + 2500 + 2500 + 2500$
 $10,000 + 2 = 5000$
 $10,000 + 4 = 2500$
 $10,000 + 5 = 2000$
 $10,000 + 10 = 1000$
 $10,000 + 100 = 100$

Number Facts: Fractions

- $1 \div 100 = \frac{1}{100} = 0.01$ $2 \div 100 = \frac{2}{100} = 0.02$
- $3 \div 100 = \frac{3}{100} = 0.03$ $4 \div 100 = \frac{4}{100} = 0.04$
- $5 \div 100 = \frac{5}{100} = 0.05$ $6 \div 100 = \frac{6}{100} = 0.06$
- $7 \div 100 = \frac{7}{100} = 0.07$ $8 \div 100 = \frac{8}{100} = 0.08$
- $9 \div 100 = \frac{9}{100} = 0.09$ $10 \div 100 = \frac{10}{100} = \frac{1}{10} = 0.1$

- $10\% = 0.1 = \frac{1}{10} = \frac{10}{100} = \frac{10}{1000}$
- $50\% = 0.5 = \frac{1}{2} = \frac{5}{10} = \frac{50}{100}$
- $25\% = 0.25 = \frac{1}{4} = \frac{25}{100}$
- $75\% = 0.75 = \frac{3}{4} = \frac{75}{100}$
- $20\% = 0.2 = \frac{1}{5} = \frac{2}{10} = \frac{20}{100}$
- $40\% = 0.4 = \frac{2}{5} = \frac{4}{10} = \frac{40}{100}$

Number Facts: Measure

- $1\text{mm} = \frac{1}{10}\text{cm}$
- $1\text{mm} = \frac{1}{1000}\text{m}$
- $1\text{kg} \approx 2.2\text{ lbs}$
- $1\text{L} \approx 1.76\text{ pints}$
- $1\text{m} \approx 39.4\text{ inches}$
- $1\text{cm} \approx 2.54\text{ inches}$

\approx means 'approximately equal to'

Number Facts: Geometry

- $360 \div 4 = 90$
- $360 \div 2 = 180$
- $\frac{3}{4}$ of $360 = 270$
- complements such as
 $70 + 110 = 180$
 $95 + 85 = 180$
- multiples: 90, 180, 270, 360, 450, 540