



Making Good Progress

One to One tuition in Hertfordshire

Understanding progress in English: a guide for parents and carers

Level 5

Working at level 5 in English

Children will be able to do many of the following:

Speaking and listening

- narrate, recount or express their ideas clearly in a way that takes account of the listener
- pick up on some nuances or implications in what they hear
- judge the level of formality needed in a situation and adapt their speech accordingly
- adopt different roles and strategies in a group to achieve the purpose or task
- sustain a character in role and work with others also in role
- explain some of the differences they notice in people's speech.

Reading

- select relevant evidence from different points across the text
- quote or refer to the text to support their ideas
- read between the lines and understand meanings that are implied rather than stated
- give a general overview of the purpose of the text and its effect on the reader.

Writing

- establish and maintain a clear purpose for their writing, using a style and form that matches the purpose
- hold the reader's interest by the imaginative development of their ideas and choice of words
- organise and shape paragraphs to suit the purpose of the writing and guide the reader through the text
- express more complex ideas, using varied sentence structures to build up detail or vary pace and emphasis.

What you can do at home

to help your child make progress

Speaking and listening

- find opportunities for them to talk at length about increasingly complicated ideas and situations, for example, explain an experiment they have done in science or a topical subject such as cyber bullying
- help them take more account of the listener's reaction when speaking, for example, when telling a story to a younger sibling making it exciting
- encourage them to listen and express their opinions about local and national issues in the news.

Reading

- give them regular opportunities to make their own choices in what they read at home, for example, visits to the library, magazines that cover out of school interests
- encourage them to develop their response to a text in more detail, for example, ask them to tell you how their feelings towards a character changed at different points in a story
- talk with them about the writer's choice of language, for example, ask them to choose a section they think is good and explain why they think it works well.

Writing

- encourage their personal writing, for example, a journal or diary, social networking, a blog
- talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject
- help them to reflect on their writing, particularly the effect they hoped to have on the reader, for example, is the reader sufficiently prepared for the ending?
- encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

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Making Good Progress

One to One tuition in Hertfordshire

Understanding progress in mathematics: a guide for parents and carers

Level 5

Working at level 5 in maths

Children will be able to do many of the following:

- identify and obtain information and select the mathematical tools needed to tackle a problem
- use mathematical language, symbols and diagrams accurately
- understand connections between fractions, decimals and percentages
- solve ratio problems, for example, adapting a recipe for 4 to feed 6
- understand how percentages can be used to compare different proportions and find simple percentages mentally. For example, they could work out 20% of £16 by finding 10% (£1.60) and doubling it
- construct and use simple formulae to find the answer to problems, such as working out how many texts and minutes you would get for a £10 top-up with different mobile phone network providers
- know facts about angles, such as the sum of the angles of a triangle (180°) and the sum of angles around a point (360°)
- construct diagrams using mathematical approaches and equipment, for example, they can create scale drawings or plot graphs of data
- convert between different metric measures, for example, understand that 1.04kg is 1040g
- understand probability, for example they understand that when throwing a six-sided dice, all numbers are equally likely – but that doesn't mean that if you roll the dice six times you'll get each of these numbers
- use data to assess likelihood and risk in simple situations, for example, if a newspaper headline reports '50% more people likely to die from flu' but the chance of dying from flu is 1 in 5000 each year.

What you can do at home

to help your child make progress

- look at the weather page in a local newspaper or website and find out what all the different sets of numbers/pieces of information mean
- look for and discuss the use of percentages in articles in a newspaper or on the television or discuss the per cent (%) interest on a savings account
- talk about supermarket offers, for example, "3 for the price of 2", "Buy 1 get 1 free", "Two for £2", "Buy one get one half price". Work out together which is the cheapest or best value
- calculate percentage sales discounts
- adapt recipe amounts for different numbers of people
- play the 'estimate the size of the shopping bill' game, that is, round every item to the nearest 50p and see how the estimated bill compares to the actual cost
- consider the probabilities of certain events happening when playing simple games with dice, for example, the chance of gaining a particular total when two dice are thrown
- read timetables and maps when planning a journey
- look at local ordnance survey maps and talk about how bearings are measured from your city, town or village to other nearby places.

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