



# Welcome to Year Five

Bishop's Waltham Junior School, 2023



Welcome to Year Five, your child's first year within the upper school! We're looking forward to deepening children's understanding of their existing knowledge and extending this into new areas of learning.

## Year Group Staff

The teachers in Year Five are Mrs Arnold (Sycamore Class), Mrs Senior (Tamarind Class) and Mrs Mars (Eucalyptus Class). We are joined in the year group by our TAs, Mrs Hughes, Miss Ekless, Mrs Bathgate, Mrs Henderson and Mrs Kirby.



Mrs Mars, Mrs Kirby, Mrs Bathgate, Mrs Henderson, Miss Ekless, Mrs Arnold, Mrs Senior, Mrs Hughes

Children will be taught in their classes for all their subjects.

# Communication Between Home and School

The best way to get in touch with your child's teacher this year will be by email.

[Mrs.Arnold@bwjsapps.co.uk](mailto:Mrs.Arnold@bwjsapps.co.uk)

[Mrs.Senior@bwjsapps.co.uk](mailto:Mrs.Senior@bwjsapps.co.uk)

[Mrs.R.Mars@bwjsapps.co.uk](mailto:Mrs.R.Mars@bwjsapps.co.uk)

If you need to speak to your child's class teacher, we will be able to phone home on request. If you need to see your child's class teacher in person, we will be able to arrange appointments at mutually convenient times. There will be formal parents' evenings in October and March. In February, you will receive a mid-year report for your child which sets out strengths and targets for the core subjects of Reading, Writing and Maths. In July, you will receive a formal report of your child's progress over the year.

## Timetabling / Outline of the Day

Our PE lessons will be on a Wednesday this year, and our swimming lessons are scheduled to be a Friday.

We ask that children come to school on Wednesday in their PE kit so that they do not need to change. We will do PE outside whenever possible, so please ensure children are dressed warmly enough and wearing appropriate shoes.

Children will be expected to have a reading book in school every day: we will be keeping a library book in the classroom for this purpose.

The timetable for a normal day will run as follows:

**8:45** – Gates open

**8:55** – Registration, guided reading, English and spellings

**10:35** – Break

**10:50** – Maths

**12:00** – Lunch

**12:55** – Afternoon session

**2:50** – Assembly (Monday, Wednesday, Friday)

**3:15** – Home time

# Homework

Children in Year 5 will be expected to complete the following homework.

**Reading:** children will be expected to read at home independently every day for at least ten minutes. This might be reading out loud to an adult, or it might be reading quietly on their own. This reading doesn't need to be formally recorded.

**Time Table Rockstars:** children will be expected to play 20 games on Times Table Rockstars each week. This will improve their fluency, accuracy and speed in times tables recall.

**Weekly arithmetic:** children will be set one arithmetic task each week in Google Classroom. These tasks will focus on key arithmetic skills which the children will have practised in class. Children will get immediate feedback on this work once it has been completed, and we will check in school to make sure it has been done. Children who do not complete this work at home will be asked to come to Mrs Daniels' homework club on a Thursday lunchtime.

## Reading

Reading is our top homework priority at BWJS – it is the thing that makes the biggest difference to children's progress across the curriculum. Children should be reading at home, ideally every day. During our library sessions, children will have the chance to talk about books that they have been enjoying.

## Spelling and Phonics

Spelling will be taught within school, and children will not bring home lists of words to learn. We use the Little Wandle phonics programme for children who need this – this should provide a direct continuation of their work in Year 4. We will aim to make this transition as fast and smooth as possible.

Children who are working through the Little Wandle phonics programme will bring home two additional books at a time. The first of these will be matched to the specific phonic areas they are working on; children should be able to read this book fluently with a success rate of approximately 90% of the words. The second will be a book to share at home; this book will be a more challenging read for them to enjoy

with an adult. In addition to this, children will bring home a reading log to keep track of their progress.

## **Maths**

During their time in Year Five, your child will be taught a variety of methods to support their understanding in mathematics. Our Calculation Progression Document outlines the different methods for the four operations. It ensures pupils have a deep understanding before being moved onto the compact methods we use as adults. The document can be found on the Curriculum / Mathematics page of our website and we have created videos to support your understanding of the methods. This will hopefully help you to support your child with homework should any questions arise.

## **Behaviour**

Children in Year Five are expected to demonstrate good behaviour at all times based on the school's system of values. We will track their behaviour, good and bad, using our TrackIt system which will generate certificates as they receive team merits.

## **Safeguarding**

The school's number one priority is to ensure the safety and well-being of the children. Located on the front page of the school website is a link for parents directing them to information regarding the school's safeguarding procedures, a list of the key safeguarding documents and access to a wealth of valuable resources, including elements of online safety.




## **Website**

The school website ([www.bwjunior.hants.sch.uk](http://www.bwjunior.hants.sch.uk)) provides parents (and children) with a wealth of information concerning all aspects of school life. As well as keeping up to date with the school blog, parents can view information about their child's year group, including curriculum topics, etc., and access information regarding

school staff, absence requests, school clubs, governors, key statutory policies, and much more.

**You can also follow the school on Facebook, Instagram and Twitter.**

## Must-have apps

<p><b>Arbor</b></p> <p>Arbor is our main system for communicating directly with parents. It allows us to send emails directly, and manage real-time pupil data / attendance information. It is also the system we used for managing payments for trips, lunches, etc.</p>	
<p><b>School Jotter</b></p> <p>School Jotter contains links to the school website, the school blog, BWJS facebook page, PTA (FoBS) facebook page and BWJS twitter feed.</p> <p>As the app is directly linked to the school website, it will notify you when a letter is uploaded.</p> <p>The app also:</p> <ul style="list-style-type: none"><li>- hosts the school calendar</li><li>- displays latest news/achievements/notices</li><li>- has a photo gallery</li><li>- provides email contact links for each class teacher</li></ul> <p>Each time the school uploads news, notices, letters etc. – a notification will be sent to the device.</p>	
<p><b>Times Table Rockstars</b></p> <p>Speed AND accuracy are very important when children are doing times tables work – the more facts your child remembers, the easier it is for them to do more challenging calculations.</p> <p>Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables! The game can be played on any smart phone/tablet/PC.</p> <p>Every child in the school has a unique account for TTR.</p>	

### **Gooseberry Parent**

Gooseberry Planet is a website we use in our computing curriculum to teach aspects of e-safety. It explores a wide range of e-safety scenarios and it includes a selection of games which reinforce the learning points.

'Gooseberry Parent' works alongside Gooseberry Student and allows the parent to see how their child reacts to the game. The resource area is full of tips and advice for the carer to learn about key aspects of online safety and be part of their child's learning journey.

Every child in the school has a unique account for Gooseberry Planet.



## **School Uniform**

At Bishop's Waltham Junior School, we believe that the wearing of a school uniform encourages pride in the school, helps children to feel they belong to the school community and makes them look ready to work.

We expect everyone in Year Five to wear the correct school uniform every day, and we ask parents / carers to support us in ensuring that children come to school dressed appropriately.

School uniform should be selected from the following items:

- Red sweatshirt or cardigan (school logo optional)
- White shirt
- White or red polo shirt (school logo optional)
- Black or grey school trousers or shorts.
- Black or grey skirt or pinafore dress.
- Red gingham dress
- Black 'school' shoes. (No open toed sandals)

PE/Games/swimming:

- School team colour T shirt (with logo – this needs to be purchased from skoolkit)
- Plain black or navy hoodie
- Plain black or navy shorts

- Plain black or navy joggers or leggings
- Trainers
- Swimming trunks/jammers/costume (one piece)
- Swimming hat

School uniforms can be purchased directly from the 'Skoolkit' store in Fareham, or orders can be placed online at [www.skoolkit.co.uk](http://www.skoolkit.co.uk) Items of uniform can also be purchased from Asda/Tesco/Sainsbury's/Primark/Matalan etc. Please ensure you purchase the correct coloured PE top based on your child's house team.

## Pencil Cases

Your child does not need to bring a pencil case to school: we will provide all the equipment they will need during the school day (*and they will be expected to use a school handwriting pen if they are writing in pen*). If your child would like to bring in a pencil case containing their own colouring pencils, etc., they will need to bring in something small which will fit in their tray. We cannot take responsibility for lost or broken stationery from home.

## Water Bottles

Your child should have a water bottle in school - which they can use during the day. We would be grateful if this bottle could incorporate a sports cap to avoid spillages in the classroom.

## School Lunches

Children at BWJS have a choice of three school lunches each day at a cost of £2.60. They are also welcome to bring in a packed lunch from home. Our school menu works on a three-week rolling cycle and can be viewed online

<https://www.hants.gov.uk/educationandlearning/hc3s/primaryschools/menu>

Payments for school lunches will be made via the Parentmail (IRIS) App and then via ARBOR)

### Free School Meals

A child is eligible for free school meals if their parent or carer receives one or more of the following benefits:

- Income Support
- income-based Job Seekers' Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)

### **Check eligibility for pupil premium and free school meals**

If you believe you might qualify/be eligible for 'Free School Meals please complete the 'Hub application' (*link is below*). Even if you do not wish for your child to receive the free lunch, if they are eligible, the school will receive vital funds through the Pupil Premium, which can be used to support their learning – help subsidise trips, music tuition etc.

<https://www.gov.uk/apply-free-school-meals/hampshire>

To complete a check, you need the following information for yourself or the person you are checking on behalf of:

- your name, date of birth, and contact details
- National Insurance number or National Asylum Seekers Number
- child's name and date of birth
- school your child is attending or will attend

## **Drop off / Collection**

Children can enter the school site from **8.45 am**. Please do not arrive before this time. Children will proceed directly to their classes for registration.

Only pupils attending the Early Bird Club or cross country/swim squad clubs can be onsite before 8.45am. Parents are asked to park on the lower school playground if dropping their children off for a before school club.

School finishes at 3.15 pm. Year Five children will leave from the door to the left of reception. If you would like them be able to walk home alone (or meet you along the way), permission will need to be given to the office.

## Early Bird and ActiveMe360

An Early Bird Club operates at the school daily, providing child care before the start of the school day – costing **£4.00** per session. The club will take place in the school hall between **7.45 – 8.45 am**. Pre-booking **is** required for this facility.

Booking and payments for Early Bird Club are to be made via the Arbor App.

Other costs:

- Free School Meals/Pupil Premium = **£2.00** per session
- Sibling discount = **£2.50**

For those parents requiring after school care for their children (**3.15-6.00 pm**), a third-party provider called 'ActiveMe360' offers this service. Details of this facility, including costs and application details, are accessible via the link below:

- <https://bookings.activeme360.co.uk/project/38461>

## Clubs

We offer a range of school clubs which changes every term. At the beginning of each term, children will be asked to select the clubs they would like to join. When numbers are limited, places will be allocated at random. Many of our school clubs are offered free of charge. We also host a range of clubs offered by external providers – these clubs are paid for by the term.

# Important Dates for 2023 – 2024

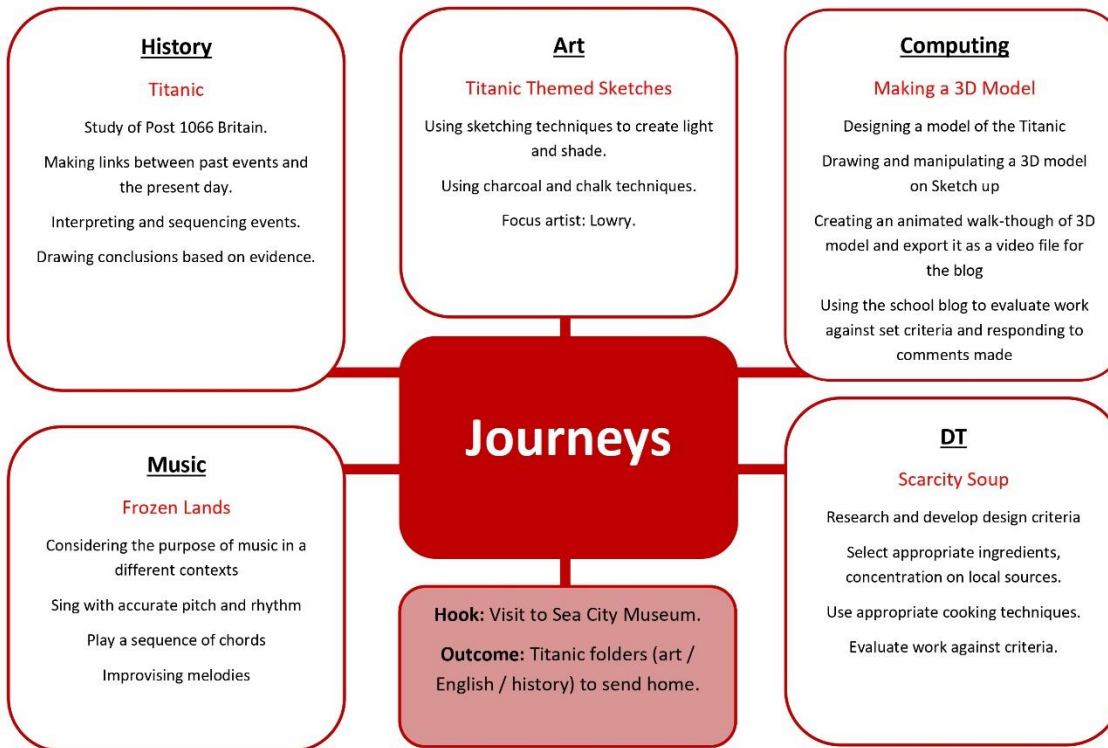
## Inset Days

- Friday 1st September 2023
- Monday 4th September 2023
- Tuesday 2nd January 2024
- Monday 19th February 2024
- Monday 3<sup>rd</sup> June 2024

## Curriculum Map

The following pages show the outline of our curriculum throughout the year.

(Please note: the curriculum is subject to change as the year progresses.)



## YEAR 5

### SPRING TERM OVERVIEW

# Vive la France!

#### Geography

##### Locality Study: France – La Plagne

Study region of Europe (France).  
Use 4 and 6 figure grid references on OS maps.  
Understand latitude, longitude and time zones.  
Compare a French locality to our own.  
French Day: exploring different regions, foods and costumes

#### French

##### Vocabulary development

Develop appropriate pronunciation of simple French greetings and conversational language.

#### English

##### Rooftoppers – book study

Balance Arguments – Issues within the text  
Letters – communication between characters in the book  
Newspaper Reports – reporting on events within the story

#### Science

##### Changing State

Classify materials according to a variety of properties.  
Know about reversible changes and identify irreversible.  
Understand mixtures and solutions.

#### Maths

Formal methods of addition, subtraction, multiplication and division.  
Area of compound shapes, time and measure.  
Problem solving, fractions and place value work.

#### SMSC Links

Learning about French culture and influences

**Hook:** French Day.

**Outcome:** Accessing websites created by children at home (as well as regular blogs).

#### Music

##### Music History

Listen to a variety of different musical genres and key musical figures.  
Discover the characteristics of these genres.

#### PSHE

##### Health

Communication  
Sex and Relationships Education

#### Art

##### Pointillism

Improve mastery of techniques such as drawing and painting.  
Learn about great artists.  
Using sketch book to collect, record, review and revisit ideas.

#### Music

##### French Music

Listen to a range of French music to discover a variety of styles and genres.  
Use 'Frere Jacques' to develop our playing skills.

#### Computing

##### Making a Website

Understand uses of networks for collaboration and communication.  
Be discerning in evaluating digital content.  
Create a website of your own content.

#### RE

##### Sacred Texts

The Crucifixion

#### Computing

##### Making a maths quiz

Planning, testing and refining algorithms to make an interactive maths quiz with a score based on variables.

#### PE

##### Gym

##### Dance

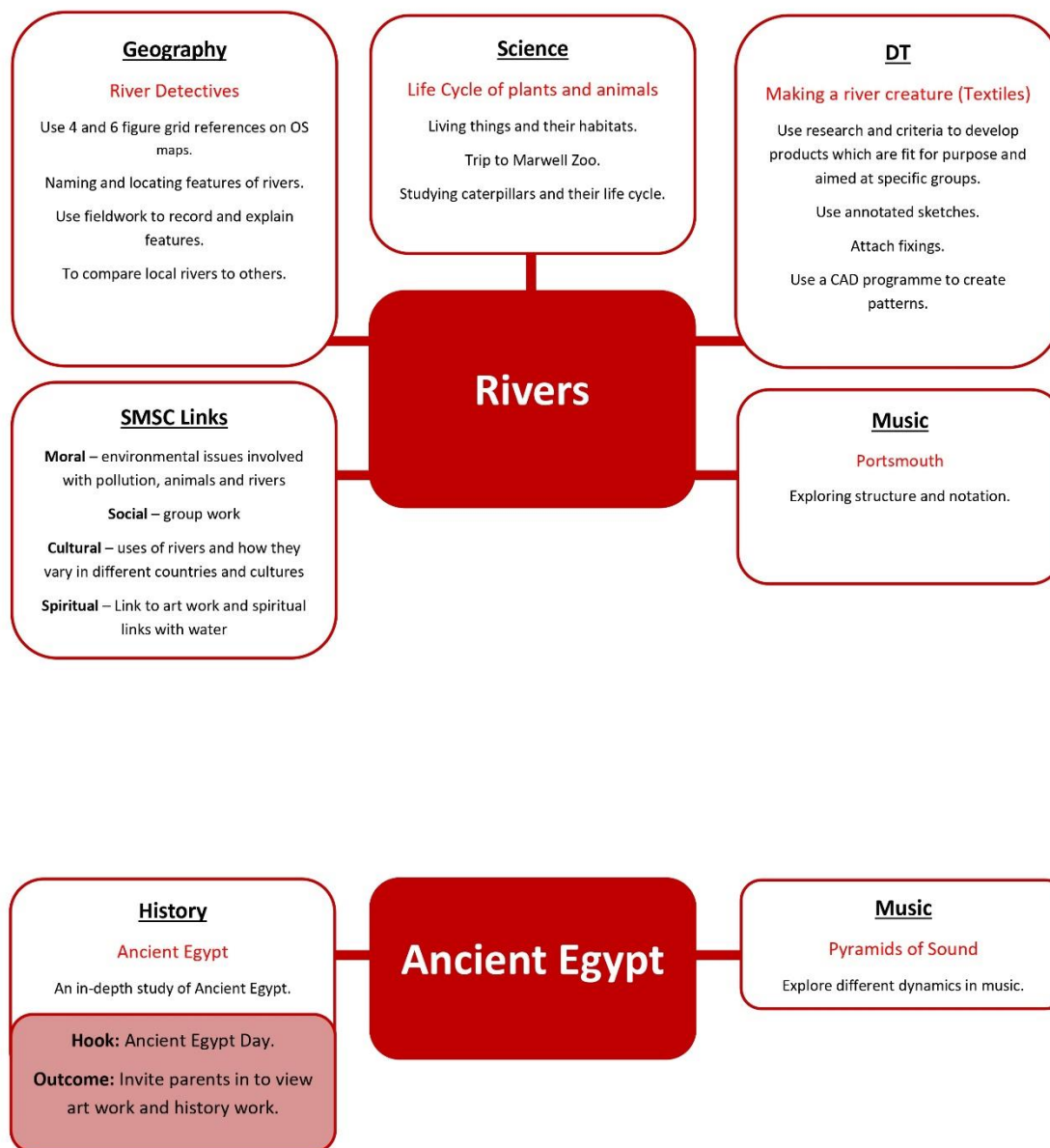
Develop flexibility and control in gym and dance.  
Compare performances to achieve personal bests.

##### Swimming

Improve stroke technique and stamina.

#### Guided Reading

Survivors  
Ultimate Survival Guide For Kids



# Key End of Year Expectations for Year Five

The rest of this booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children, please talk to your child's teacher.

# Year Five Reading

## Key End of Year Expectations

### **Word Reading**

- Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are encountered.

### **Themes and Conventions**

- Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

### **Comprehension - Clarify**

- Asks pertinent and helpful questions to improve their understanding of a text.

### **Comprehension - Monitor and Summarise**

- Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

### **Comprehension - Select and Retrieve**

- Retrieves, records and presents information from non-fiction.

### **Comprehension - Respond and Explain**

- Participates in discussions about books that are read to the child and those that can be read independently.
- Provides reasoned justifications for their views about a book.

### **Inference**

- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences.

### **Language for Effect**

- Identifies how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate.

## **Performance standard**

By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English

A child can:

- use reading strategies to work out any unfamiliar word;
- accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;
- read books selected independently;
- recognise themes in what is read, such as loss or heroism;
- compare characters, settings, themes and other aspects of what is read.

A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.

A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.

In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.

# Year Five Writing

## Key End of Year Expectations

### **Transcription**

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt.

### **Handwriting**

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

### **Composition: Composition and Effect**

- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own composition.
- Describes settings, characters and atmosphere.

### **Composition: Text Structure and Organisation**

- Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).
- Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly).

### **Composition: Sentence Structure**

- Sentence structure varied in line with the expectations of English Appendix 2.

### **Vocabulary, grammar and punctuation**

- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify).
- Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must).
- Uses commas to clarify meaning or avoid ambiguity.

### **Performance standard**

With reference to the KPIs

By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.

A child can:

- structure and organise a range of texts effectively for different purposes;
- use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;
- write effective descriptions;
- apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading;
- select a handwriting style appropriate to the task.

A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.

# Year Five Maths

## Key End of Year Expectations

### **Number and place value**

- Reads, writes, orders and compares numbers to at least 1,000,000 and determines the value of each digit
- Interprets negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero

### **Addition and subtraction (inc statistics)**

- Adds and subtracts whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction)
- Numbers mentally with increasingly large numbers (eg  $12,462 - 2,300 = 10,162$ )

### **Statistics:**

- Completes, reads and interprets information in tables, including timetables

### **Multiplication and division**

- Identifies multiples and factors including finding all factor pairs of a number and common factors of two numbers
- Solves problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes
- Solves problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

### **Fractions (including decimals)**

- Compares and orders fractions whose denominators are all multiples of the same number
- Reads and writes decimal numbers as fractions eg  $0.71 = \frac{71}{100}$
- Reads, writes, orders and compares numbers with up to three decimal places.
- Solves problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25

### **Measurement**

- Converts between different units of metric measure (eg kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

- Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres
- Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>)

**Geometry: properties of shape**

- Draws given angles and measures them in degrees (°)
- Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles

**Performance standard**

By the end of Y5, a child should be fluent in formal written methods for addition and subtraction. Using a developing knowledge of formal methods of multiplication and division, a child should be able to solve problems including properties of numbers and arithmetic.

A child can:

- make connections between fractions, decimals and percentages;
- classify shapes with geometric properties and use the vocabulary needed to describe them; and
- read, spell and pronounce mathematical vocabulary correctly.

# Year Five Spelling Expectations

This is the Year 5 / 6 spelling list. To be working at age related expectation, your child should be able to spell these words by the end of Year 6. They will start to learn them in Year 5.

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

# Year Five SPAG Terminology

<b>Brackets</b>	<p>Used for additional information or explanation. Sometimes called parentheses.</p> <p><i><b>To clarify information</b></i>  <i>Jamie's bike was red (bright red) with a yellow stripe.</i></p> <p><i><b>For asides and comments</b></i>  <i>The bear was pink (I kid you not).</i></p> <p><i><b>To give extra details</b></i>  <i>His first book (The Colour Of Magic) was written in 1989.</i></p>
<b>Cohesion</b>	<p>A text has this if it is clear how the meanings of its parts fit together. There are repeated references to the same thing and logical relations, such as time and cause, between different parts.</p> <p><i>E.g. <b>A visit</b> has been arranged for <u>Year 6</u>, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. <b>This is an overnight visit.</b> <u>The centre</u> has beautiful grounds and a nature trail. <u>During the afternoon</u>, <b>the children</b> will follow the trail.</i></p>
<b>Commas to avoid ambiguity</b>	<p>Lack—or overuse—of commas can alter meaning and/or result in ambiguity.</p> <p>Ambiguous sentences are hard to understand and can be misinterpreted. Commas can clarify the meaning of a sentence.</p> <p><i>E.g.</i>  <i>Most of the time travellers worry about their luggage.</i>  <i><b>Most of the time, travellers worry about their luggage.</b></i></p>
<b>Dash</b>	<p>This looks like a hyphen but is used to emphasise a sudden change of thought or to add additional information into a sentence.</p> <p><i>E.g.</i>  <i>She might come to the party—you never know.</i>  <i>Mr. O'Donnell—the man who found the wallet—was good</i>  <i>enough to hand it into the police</i></p>

<b>Modal Verb</b>	<p>These are used to change the meaning of other <u>verbs</u>. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p><i>E.g. She <u>might</u> come to the party.</i></p>
<b>Parenthesis</b>	<p>The use of brackets, dashes, or commas to mark out additional information within a sentence.</p> <p><i>E.g. His first book (The Colour Of Magic) was written in 1989. Mr. Hardy, aged 68, ran his first marathon five years ago. Jackie – my best friend- baked me a cake for my birthday.</i></p>
<b>Relative Clause</b>	<p>This is a special type of <u>subordinate clause</u> that gives more information about a <u>noun</u>. It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>It may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, this feature is underlined, and both the pronouns and the words they refer back to are in bold.</p> <p><b><u>Examples</u></b>  <i>That's the <b>boy</b> <u>who</u> lives near school. [who refers back to boy]  The <b>prize</b> <u>that</u> I won was a book. [that refers back to prize]  The <b>prize</b> <u>I won</u> was a book. [the pronoun that is omitted]  <b>Tom broke the game, <u>which</u> annoyed Ali.</b> [which refers back to the whole clause]</i></p>
<b>Relative Pronoun</b>	<p>Words such as <i>who</i> and <i>that</i>, which refer back to the noun, though it is often omitted (see above)</p>