

Parents'
Information
Pack:
Year 6 SATs

New Curriculum Spelling List Years 5 and 6

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



Year 3 and 4 Spelling List



accident(ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion(ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight/eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though/although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman/women

Modal Verbs (indicating possibility)	Active Voice	Passive Voice	Past Progressive	Present Progressive	Past Perfect
could, should, would, can, may, might, must, shall, ought, will	Paul kicked the ball. Eva licked the lolly.	The ball was kicked by Paul. The lolly was licked by Eva.	Paul was kicking the ball. Eva was licking the lolly.	Paul is kicking the ball. Eva is licking the lolly.	Paul had finished his homework. Eva had eaten an ice-cream.
Subjunctive	Adverbs (indicating possibility)	Present Perfect	Relative Clause	Expanded Noun Phrase	Punctuating Bullet Points
If Paul were a better footballer, he could kick the ball straight.	never, always, often, rarely, maybe, perhaps, probably	Paul has kicked the football. I have eaten the lolly.	Paul, who enjoyed football, played every week.	The dark haired girl with a taste for frozen lollies.	Eva is hoping to: • make lollies • play football with Paul The plan for this lesson is: • We will learn more about SPaG. • The class will have fun.
Commas (to clarify meaning)	Colons	Colons (to introduce a list)	Hyphens (to avoid ambiguity)	Brackets, Dashes and Commas (for parenthesis)	
Eva likes fruit pasta and a drink for lunch. 'Fruit pasta!?' Eva likes fruit, pasta and a drink for lunch.	Paul likes two things: football and reading	The children will need several items: lollies, footballs and books.	a man eating snake a man-eating snake	• Eva (the lolly fan) is ten. • Paul - the football fan - plays in goal. • Eva and Paul, my friends, are kind.	
Dashes	Semi-Colons	Relative Pronouns used at the beginning of a relative clause			
Eva and Paul are friends - they have known each other for years.	Eva loves lollies; strawberry-flavoured ones are her favourite.	who, whom, which, whose, that, where, when Cheetahs, which are the fastest land mammals, have a decreasing population.			

Spellings...I need to know some of these:

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

Punctuation Reminders:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
,	Apostrophes for possession and missing letters.
,	Commas in lists, and to mark parenthesis, fronted adverbials and clauses.
“ ”	Inverted commas for speech (Don't forget the commas too!).

Writing Mat Working towards Year 6

Keep It Neat!

Write in a neat, legible style.

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Finally,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

Suspecting the worst,

Use a mixture of

simple, compound and multi-clause sentences.

Use a thesaurus to up-level your vocabulary choices.

It's All Relative!

Use a relative pronoun to add a relative clause.

who, which, where, when, whose, that

The Queen, who has reigned for 60 years, has four children.

Hedgehogs eat garden snails, which is important within the food chain.

The stench was so putrid that it made her eyes water.

They had ventured deep into the forest where they began to feel uneasy.

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as
before after until
unless since when

Can you use a subordinate clause in different places in your sentences?

Modal Verbs

Use modal verbs to describe how likely something is to happen.

It **might** rain today

You **will not (won't)** get any dinner!

Important Links!

Link your sentences and paragraphs using adverbials:

Time

Subsequently, Later that day,

Place

Deep inside the forest, Below the sea,

Frequency

Occasionally, Often,

Contrast/ Cause

On the other hand, In contrast,

As a result, Consequently,

Manner/ Behaviour

Breathing heavily, Waiting anxiously, Without warning,

Creating Cohesion Top

Tip: Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Be a Punctuation Professional:

A	Capital letters for sentences, initials and proper nouns.
.	Full stops
!	Exclamation marks for exclamations or surprise.
?	Question marks
'	Apostrophes for possession and missing letters.
,	Commas in lists, and sentences.
" "	Inverted commas for speech (Don't forget the commas too!).

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Modal Verbs

Modal verbs describe how likely it is that something will happen.

You **should not (shouldn't)** go to school today.

I **could** have a coffee with you.

Writing Mat

Expected Year 6



Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive
Or 'show' a character's feelings:

his breathing quickened her heart raced
sweat trickled gasping for air

Check for:

- consistent tense and person
- cohesive links
- subject/verb agreement
- genre features
- layout devices
- paragraphs with

Spellings... I need to know many of these:

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

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as
before after until
unless since when

Writing Mat

Greater Depth Year 6

Spellings... I need to know all of these:

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
according	curiosity	interfere	relevant
achieve	definite	interrupt	restaurant
aggressive	desperate	language	rhyme
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controversy	guarantee	pronunciation	vehicle
convenience	harass	queue	yacht

Punctuation Reminders:

A	.	!	?	'	,	"	"	()	...	:	;	-
---	---	---	---	---	---	---	---	----	-----	---	---	---

Use a full range of punctuation.

Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices
- pronouns/ nouns for cohesion

Active and Passive

Use active and passive sentences appropriately:

Active: In front of millions of screaming fans, the star striker missed a vital penalty.

Passive: In front of millions of screaming fans, a vital penalty was missed by the star striker.

Create a Mood!

Where appropriate, in formal writing, use the subjunctive mood:

If I were The Queen, ...

Were there to be a change in my circumstances...

Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if	because	as
before	after	until
unless	since	when

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed
apprehensive

Or 'show' a character's feelings:

his breathing quickened
her heart raced
sweat trickled
gasping for air

Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Be a Punctuation Professional!

Use semi colons, colons and dashes to mark independent clauses. It felt like forever- the longest six weeks holiday of all time. Jack's eyes slowly opened; there was no one to be seen. They all knew his secret: he was a specialist secret agent.

Important Links!

Link your sentences and paragraphs using time, place, frequency, contrast/cause and manner adverbials, e.g.

Later that day, Deep inside the forest, Occasionally, On the other hand, Consequently, Waiting anxiously,

Managing Formality!

here appropriate, can you switch between levels of formality from formal to informal?

passive sentence structures

precise, formal word choices

independent clauses marked with semi-colons or colons

survey has been published this week, which says almost 50% of the UK population believe that there is other intelligent life out there within the universe; in fact, it is a mainstream viewpoint shared across most of the western world. So, what do you think? Martians, aliens, little green men – or whatever you want to call them – after years of searching, have yet to be found anywhere in the universe. Does that mean they ever will,

question tags

who knows?

colloquialisms, slang or less formal language

refer directly to the reader

Modal Verbs

Use modal verbs to describe the possibility of something happening.

We **ought** to go and see Granny today.
You **shall not** (shan't) go to the ball.

PUNCTUATION

The full stop (.) is an easy one, used at the end of a sentence.

The question mark (?) another easy one, or is it?

Commas (,) as I'm sure you are aware, are used to separate clauses within a sentence to stop them from getting too long! They can also be used in lists; I enjoy reading, horseriding, painting and hang gliding.

Exclamation marks (!) are generally used in dialogue (when someone is speaking) to show that someone is shouting or angry or to really make a point. "I really, really hate peas!"

Semi Colons (;) are used when you are making two short similar points. He loves cooking; he can't get enough of recipes. They can also be used to separate a list from a comma (as above!)

Colons (:) are used to provide more information. She was a great writer: she worked so hard trying to make her characters come alive.

Inverted Commas (" "), some children find it easier to refer to them as 66 and 99. These are used around speech when a character in a story is talking, "I hate grammar", the little boy whispered.

Ellipses (...) we use ellipses to build suspense. There was a noise, a loud, uncomfortable noise...

Brackets () these add extra information for the reader. She was pretty (or so she thought).

Hyphens (-) used to join words that have a combined meaning (There are ten eleven-year-olds in the class.) or to link words that have been cut off at the end of a line.

Apostrophes (') there are two kinds – possession and to show a missing letter.

Possession – the girl's coat (one girl) or the girls' coats (more than one girl).

Missing letter – can't, don't, didn't.

SPaG Checklist

- ☐ Have I used an appropriate writing style without slang or informal language?
- ☐ Have I used specialist vocabulary correctly?
- ☐ Have I written in paragraphs?
- ☐ Do my sentences start with capital letters and end with full stops?
- ☐ Have I checked my work to make sure my meaning is clear and makes sense?
- ☐ Have I capitalised names and places?
- ☐ Are my quotations in inverted commas?

Have I checked my work?

Punctuation

- **Full stop:** marks the end of a sentence.
- **Apostrophe:** shows belonging or missing letters e.g. can't and couldn't.
- **Colon:** joins two related clauses, where one cannot stand alone.
- **Semicolon:** joins two clauses that are related but can stand alone as well.
- **Question mark:** shows that a question is being asked.
- **Inverted commas:** When a quotation is made.

Homophones

there: I would love to go there.
their: I borrowed their lawnmower.
 they're: They're going to the shops.
 to: I am going to go home.
 too: Me too.
 two: There are two of them.
 your: Your house is big.
 you're: You're welcome.
 new: She has a new pen.
 knew: He knew a lot for his age.

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Jail Words

something
anything
doesn't
with
want
couldn't
across
really

Conjunctions

although as when which because but then however since also therefore whereas	and but so on the other hand as long as for example such as so far moreover alternatively in contrast nevertheless	consequently as well as for example what is more as a result of this firstly secondly thirdly despite furthermore
---	---	--

Commonly Misspelled Words

across argument basically beginning business completely definitely disappear embarrass environment friend government	independent knowledge necessary occurred occasion politician propaganda publicly really religious remember sense	separate successful surprise tomorrow tongue truly unfortunately until wherever
---	---	---

Year 6 Maths Assessment Targets

Number and Place Value	Addition, Subtraction, Division and Multiplication	Fractions	Ratio and Proportion	Algebra	Measurement	Geometry	Statistics
I can find pairs of numbers that satisfy number sentences involving two unknowns.	I can solve addition and subtraction multi-step problems in contexts.	I can multiply simple pairs of proper fractions, writing the answer in its simplest form.	I can solve problems involving the calculation of percentages and the use of percentages for comparison.	I can generate and describe linear number sequences.	I can recognise that shapes with the same areas can have different perimeters and vice versa.	I know that the diameter of a circle is twice the radius.	I can interpret and construct pie charts and use them to solve problems.
I can round any whole number to a required degree of accuracy.	I can use my knowledge of the order of operations to carry out calculations involving the four operations.	I can divide proper fractions by whole numbers.	I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	I can enumerate possibilities of combinations of two variables.	I can calculate the area of parallelograms and triangles.	I can recognise, describe and build simple 3D shapes, including making nets.	I can interpret and construct line graphs and use them to solve problems.
I can use negative numbers in context, and calculate intervals across zero.	I can perform mental calculations.	I can add and subtract fractions with different denominators and mixed numbers.	I can solve problems involving the relative sizes of two quantities.	I can use simple formulae.	I can convert between miles and kilometres.	I can illustrate and name parts of circles, including radius, diameter and circumference.	
I can compare numbers up to 10,000,000 and determine the value of each digit.	I can divide numbers up to 4 digits by a two-digit whole number using short division.	I can use common factors to simplify fractions.	I can solve problems involving similar shapes where the scale factor is known or can be found.	I can express missing number problems algebraically.	I can recognise when it is possible to use formulae for area and volume of shapes.	I can draw 2D shapes using given dimensions and angles.	
I can read numbers up to 10,000,000 and determine the value of each digit.	I can divide numbers up to 4 digits by a two-digit whole number using long division.	I can use common multiples to express fractions in the same denomination.		I can find pairs of numbers that satisfy an equation with two unknowns.	I can use, read, write and convert between standard units.	I can compare and classify geometric shapes based on their properties and sizes.	
I can order numbers up to 10,000,000 and determine the value of each digit.	I can identify common factors, common multiples and prime numbers.	I can associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.			I can calculate, estimate and compare volume of cubes and cuboids using standard units.	I can find unknown angles in any triangles, quadrilaterals and regular polygons.	
I can write numbers up to 10,000,000 and determine the value of each digit.	I can multiply multi-digit numbers up to 4 digits by a two-digit whole number.	I can compare and order fractions.			I can solve problems involving the calculation and conversion of units of measure.	I can recognise angles where they meet at a point.	

Dividing Fractions

$$\frac{2}{5} \div \frac{2}{3} \rightarrow \frac{2}{5} \times \frac{3}{2}$$

Invert the numerator and denominator to make the problem a multiplication problem.

Multiply the numerators. Multiply the Denominators.

$$\frac{2}{5} \times \frac{3}{2} = \frac{6}{10}$$

Simplify the fraction by dividing the numerator and denominator by the lowest common factor

$$\frac{6}{10} = \frac{3}{5}$$

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Fractions

Division by whole numbers

The Problem: $\frac{2}{3} \div 2$

Step 1: $\frac{2}{3} \times 2 = \frac{2}{6}$

Multiply the denominator by the whole number.

Step 2: $\frac{2}{6} = \frac{1}{3}$

Simplify the fraction to its simplest terms.

Multiplying Fractions

$$\frac{2}{4} \times \frac{3}{6}$$

$$\frac{2}{4} \times \frac{3}{6} = \frac{6}{24}$$

Multiply the numerators. Multiply the Denominators.

$$\frac{6}{24} = \frac{1}{4}$$

Simplify the fraction by dividing the numerator and denominator by their lowest common factor.

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Division Strategies

Short Division

three digit numbers

$$434 \div 7 = ?$$

Work out how many 7s go into 430. (The answer must be a multiple of 10.)

In this case 7 goes into 430 sixty times leaving a remainder of 10.

Add this 10 to the remaining 4 from the original 434 to make 14.

Divide 14 by 7 to get 2.

Combine 60 and 2 to get the answer.

$$7 \overline{)430 + 4} = 7 \overline{)420 + 14}$$

This method can be shortened to:

$$\begin{array}{r} 62 \\ 7 \overline{)434} \end{array}$$

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Division Strategies

Long Division

$$399 \div 15 = ?$$

$$\begin{array}{r} 26 \frac{3}{5} \\ 15 \overline{)399} \\ \underline{300} \\ 99 \\ \underline{90} \\ 9 \\ \frac{9}{15} = \frac{3}{5} \end{array}$$

First partition the number.

Divide 300 by 15. Write this on the answer line above the correct units.

Divide 99 by 15.

Write any remainders as a fraction as simplified as possible.

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Multiplication Strategies

Column Method

4-digit x 2-digit carrying not shown

$$\begin{array}{r} 5368 \\ \times 24 \\ \hline \end{array}$$

Write the numbers above each other in columns.

$$\begin{array}{r} 5368 \\ \times 24 \\ \hline 21472 \end{array}$$

Multiply 5368 x 4

$$\begin{array}{r} 5368 \\ \times 24 \\ \hline 21472 \\ 107360 \end{array}$$

Multiply 5368 x 20

$$\begin{array}{r} 21472 \\ + 107360 \\ \hline 128832 \end{array}$$

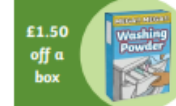
Add the products.

$$5368 \times 24 = 128\,832$$

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Solve Ratio and Proportion Problems Involving Unequal Quantities

In a supermarket, washing powder is sold in three sizes:

 Buy 4, get one free!	 $\frac{1}{3}$ off original price	 £1.50 off a box
Standard 2.5kg Price £3	Large 10kg Price £10	Mega 20kg Price £18

What would be the cheapest way to buy 20kg of washing powder?

Standard: 20kg ÷ 2.5kg = 8 boxes needed, 8 - 2 (free) = 6 boxes 6 × £3 = £18 for 20kg	Large: $\frac{1}{3}$ of £10 = 10 ÷ 3 = £2 (reduction) £10 - £2 = £8; 2 boxes needed: £8 × 2 = £16 for 20kg	Mega: £18 - £1.50 = £16.50 for 20kg
---	--	---

The problem can be solved using bar modelling.

Standard	£3	£3	£3	£3	£3	£3	£3	£3	£18
	£9		free		£9		free		£9 × 2
Large		£10		£10		£10		£10	£16
	£2	£2	£2	£2	£2	£2	£2	£2	£8 × 2
Mega									£16.50
								£1.50	£18 - £1.50

So the best way to buy 20kg of washing powder would be 2 boxes of large for £16.

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SLOW WRITING

Sentence 1	Include a fronted adverbial.
Sentence 2	Include at least one expanded noun phrase.
Sentence 3	A rhetorical question.
Sentence 4	Include at least one expanded noun phrase.
Sentence 5	Include commas for parenthesis.
Sentence 6	Include a relative clause.
Sentence 7	Include onomatopoeia.
Sentence 8, 9 and 10	A series of short sentences for effect.

- The first sentence must have a noun phrase.
- The next sentence must have three adjectives in a list.
- Now start your sentence with a fronted adverbial of time, place or manner.
- The next sentence must contain a relative clause.
- End this sentence with an exclamation mark.
- Your final sentence must begin with a preposition.

1	This sentence must contain seven words.
2	This sentence must start with a <u>simile</u> .
3	This sentence must contain an adverb.
4	This sentence must start with an interesting opener.
5	This sentence must use personification.
6	This sentence must start with a fronted adverbial.
7	This sentence must contain an expanded noun phrase.
8	This sentence must have a clause in it.
9	You must use a thesaurus to up-level two words in this sentence.
10	This sentence must contain a high-level conjunction



Give/explain meaning of words 2a

- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?



Inference/justify views 2d

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?



Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?



Predict using details 2e

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?



Summarise main ideas 2c

- What's the main point in the first paragraph?
- Summarise the main events in the story so far.
- What is the most important sentence in the last section you read? Explain your reasons.
- Explain what happened on the last page you read in twelve words or less.



Connections and meaning 2f

- Why is the main character important in the story?
- Why has the author used pictures/chapter titles?
- What clues do you have that the main character is liked/disliked/loved/hated?
- How are the events in the story linked?



Language choice 2g

- What adjectives has the author used to describe the main character? What does this tell you about their personality?
- Which words do you like best from the last section you read? Why?
- Find an example of figurative language in the text (simile, metaphor, personification)- what effect does this create?



Making comparisons 2h

- How are the characters similar/different?
- Compare the first setting with a later setting in the book. How, and why, are they different?
- Do you prefer this book or the one you last read? Explain your views?
- Does this book remind you of another book? Why?



2A (KS2)

Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ...
How does this make you feel?
- Which of these words..... is a synonym for (choose a word from the text)?
- Find and copy one word meaning.....
- Give the meaning of the word..... in this sentence
- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence)
- What does this phrase mean? (idiomatic or figurative language)

2B (KS2)

Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text)
- What was revealed at (beginning, middle, end, paragraph)
- Which of these statements is true/false?

2C (KS2)

Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph

2D (KS2)

Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?

2E (KS2)

Predict what might happen from details stated and implied

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2F (KS2)

Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.

2G (KS2)

Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- What do these words mean and why do you think the author chose them?
- What impression do these words... give you about... (use a synonym for the previous words)?

2H (KS2)

Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

End of Key Stage 2 statutory assessment – Working at the expected standard in WRITING	
write effectively for a range of purposes and audiences	
selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
In narratives, describe:	Settings
	Character
	Atmosphere
integrate dialogue in narratives to convey character and advance the action Being able to hold the reader’s attention whilst interweaving just the right amount of dialogue!	
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately Fiction: using contracted forms in dialogues, Non-fiction: formal phrasing = in addition to this... Using passive verbs to affect how information is presented... using modal verbs to suggest degrees of possibility	
use a range of devices to build cohesion within and across paragraphs Fiction: Fronted adverbials to link ideas together e.g After the disastrous day had ended... Once the journey was complete... pronouns... synonyms Non-fiction: Linking paragraphs = On the other hand... Other people believe... In addition to this...	
use verb tenses consistently and correctly throughout their writing	
using a wide range of clause structures, sometimes varying their position within the sentence Whilst the boy wandered through the graveyard, he had a feeling he wasn’t alone. The boy had a feeling he wasn’t alone, as he wondered through the graveyard. The boy, who was wandering through the graveyard, had the feeling that he wasn’t alone.	
using the range of punctuation taught at KS2 mostly correctly:	inverted commas “Wake up!” shouted the officer, “it’s time to leave!”
	commas for clarity= making sure your sentence makes sense Most of the time, travelers worry about their luggage... OR... most of the time travelers worry about their luggage
	punctuation for parenthesis = embedding extra information using dashes, brackets or commas The boy, who was wondering through the graveyard, had the feeling that he wasn’t alone. The boy (who was wondering through the graveyard) had the feeling that he wasn’t alone. The boy - who was wondering through the graveyard - had the feeling that he wasn’t alone.
	semi-colons To separate items in a descriptive list = he could see: glittering, glimmering waves; coral sparkling like precious gems; dolphins skirting majestically across the waves ... To separate two main clauses instead of any conjunction = He knew it was his last chance; this was his moment to shine.
	dashes To add in extra information = It was his time to shine – or so he thought For parenthesis = The boy - who was wondering through the graveyard - had the feeling he wasn’t alone.

	colons To begin a list = you will need: courage, energy and a jam sandwich. To separate two main clauses instead of because = He knew it was his last chance: this was his moment to shine. To build tension = He looked through the doorway and saw it: it was him.
	hyphens To avoid confusion in description: man eating shark ... OR... man-eating shark. To aid description: grass-like... empty-handed... life-size
spell correctly <u>most</u> words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
maintain legibility in joined handwriting when writing at speed	

End of Key Stage 2 statutory assessment – Working at the expected standard in MATHS

PLACE VALUE

I can demonstrate an **understanding of place value, including large numbers and decimals**

(e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9?$; $28.13 = 28 + + 0.03$).

I can use **negative numbers** in context, and calculate intervals across zero

I can **round any whole number to a required degree of accuracy** and solve problems which require answers to be rounded to a specific degree of accuracy

FOUR OPERATIONS

I can **calculate mentally**, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation

(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).

I can perform **mental calculations**, including with mixed operations with large numbers

I can use **formal methods to solve multi-step problems** (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).

I can **divide numbers up to 4 digits by a 2 digit number using formal written methods of long division and interpret remainder in various ways**

I use my **knowledge of order of operations** to carry out calculations involving all 4 operations (**BODMAS**)

I can **multiply 1 digit numbers with up to two decimal places by whole numbers** (2.34×4)

FRACTIONS, DECIMALS & PERCENTAGES

I can **recognise the relationship between fractions, decimals and percentages** and can **express them as equivalent quantities** (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).

I can **calculate using fractions, decimals or percentages** (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$; 15% of 60; $112 + 34$; 79 of 108; 0.8×70).

I can use common factors to simplify fractions ; use common multiples to express fractions in the same denomination
I can add and subtract fractions with different denominators and mixed numbers , using the concept of equivalent fractions
I can multiply same pairs of proper fractions , writing the answer in its simplest form
I can divide proper fractions by whole numbers
I can associate a fraction with division and calculate decimal fraction equivalents
I can solve problems involving the calculation of percentages
ALGEBRA
I can express missing number problems algebraically
I can find pairs of numbers that satisfy number sentences involving two unknowns
I can solve problems involving the relative sizes of two quantities where the missing value can be found using integer multiplication and division facts
SHAPE
I can recognise, describe and build 3-d shapes , including making nets
AREA & PERIMETER
I can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
I can calculate the area of a parallelogram and triangles and calculate , estimate and compare volume of cubes and cuboids using standard units
MEASURES
I can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
I can read, write and convert between standard units , converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit , and vice versa, using decimal notation to up to 3.d.p
ANGLES & CIRCLES
I can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).
I can illustrate and name parts of circles, including radius, diameter, circumference and know that the radius is half the diameter