

KS2 SATS and English

- ▶ Moved towards a text based approach, linking all aspects of:
 - ▶ Reading
 - ▶ Spelling
 - ▶ Grammar
 - ▶ Writing
- ▶ We start the week by introducing the section of text and rich vocabulary which is then referred to throughout the week
- ▶ The lessons are based around reading skills, discrete aspects of grammar, spelling rules and writing skills

Our learning journey

Guided Reading – Chapters 13 to 14 of 'Once' – Summarise ideas from across chapters – RIC questions

Reading Skills Intervention: Complete reading Chapters 16 and 17. Summarise ideas across chapters and identify quotes that support main ideas

Planning: Draw on prior learning and new vocabulary to make inferences linked to the text

Writing: Peer review of book review summarising the main ideas. Use KS2 Writing Teacher Assessment Framework

Building Grammar Skills: Read Chapter 15 and distinguish between homophones and other words that are easily confused

Planning: Complete GFS and use formal language structures to create an effective book review

Writing: Complete book review including adapted, quoted or paraphrased ideas that have been taken from prior learning

WRITING A BOOK REVIEW:
Including the historical context



Once – Key Vocabulary – Week 5

Rating scale: 1=Words you know and can use correctly. 2=Words you almost know, but the meanings are a bit foggy. 3=Words you think you have seen or heard before maybe from TV, conversations, magazines or in another subject. 4=Words you do not know at all.

Read each word aloud and look up its meaning in a dictionary if you do not know the meaning.

trudging

peering

fading

apartment

stairwell

candlestick

surgery

rummaging

syringes

cistern

utensils

frenzy

DATE:

LO: Identify the difference between skimming and scanning

Y6 ENGLISH - Steps

- Read Chapter 3
- SEEN TEXT
- Scanning practice
- Skimming practice
- Close reading practice
- UNSEEN TEXT
- Refine skills
- Mark and reflect



Once I saw a customer, years ago, damaging books in Mum and Dad's shop. Tearing pages out. Screwing them up. Shouting things I couldn't understand. Mum was crying. Dad was furious. So was I.

When customers are unhappy they should ask for a refund, not go mental.

These men are just as bad. They're hurting books cruelly and viciously and laughing about it.

Why?

Just because Mother Minka is a bit bossy? That's no reason to destroy the things she loves most in the world except God, Jesus, the Virgin Mary, the Pope, and Adolf Hitler.

Wait a minute, those wooden boxes the men are flinging around are book boxes from our library.

I get it.

Mother Minka was complaining to us library monitors only last week that the library was very messy and needed a tidy-up. She must have got sick of waiting for us to do it and called in professional librarians in professional librarian armbands. They've reorganized the library, and now they're burning the books that are left over.

No wonder Mother Minka is so upset. I bet she didn't give them permission to do that.

Reading - Skimming:

Once I saw a customer, years ago, damaging books in Mum and Dad's shop. Tearing pages out. Screwing them up. Shouting things I couldn't understand. Mum was crying. Dad was furious. So was I.

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Look at the text again:

Skimming is useful when you want to get a general idea of what a text is about. When skimming you ignore the details and look for the main ideas. Main ideas are usually found in the first sentences of paragraphs – but not always!

Reading - Scanning:

Once I saw a customer, years ago, damaging books in Mum and Dad's shop. Tearing pages out. Screwing them up. Shouting things I couldn't understand. Mum was crying. Dad was furious. So was I.

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Can you scan the text to find the following information?:

1. What should customers do when they're unhappy?
2. When was Mother Minka complaining to library monitors?
3. What are the 'so-called' professional librarians burning?

Practice SATS Questions:

1. Who was burning the Jewish books?

2. Look at the paragraph beginning: *Mother Minka looks at me sadly...* Which is the most likely reason?

He will have to give the carrot back.

She is struggling to run the orphanage.

She knows his parents aren't coming back.

She forgot his name.

3. Look closely at the last five paragraphs. What phrase is closest in meaning to 'fear was spreading all over me'.



Tick one



The Giant Panda Bear



Granni



Albion's Dream

Reading Booklet

2018 key stage 2 English reading booklet

2018 national curriculum tests

Key stage 2

English reading

Reading answer book

First name			
Middle name			
Last name			
Date of birth	Day	Month	Year
School name			
DfE number			



2018 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling

First name			
Middle name			
Last name			
Date of birth	Day	Month	Year
School name			
DfE number			



2018 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name			
Middle name			
Last name			
Date of birth	Day	Month	Year
School name			
DfE number			



SATs

- ▶ The children will take three tests in English:
 - ▶ Reading: 1 hour
 - ▶ Grammar: Paper 1: 45 minutes
 - ▶ Spelling: Paper 2
- ▶ Writing is based on teacher assessment throughout the year.
- ▶ Writing work is moderated at end of June.

SATs

- ▶ Reading:
- ▶ 3 texts
- ▶ Heavy reading load
- ▶ Variety of question types - 1 word / tick box / matching / long answer
- ▶ Variety of reading areas - retrieval / inference / word choice (impression)

READING PAPER QUESTIONS

4

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

1 mark

READING PAPER QUESTIONS

5

Look at page 4.

In Ajay's opinion, how do people feel about the park?

1 mark

READING PAPER QUESTIONS

6 Look at the paragraph beginning: 'You boys best get to school...' to the end of page 4.

'But what about...?' Joe started to say.

Which words would best complete Joe's question?

Tick **one**.

your breakfast

our games

your job

our homework

1 mark

READING PAPER QUESTIONS

- 13 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

Rectangular Snip
2 marks

In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.

This suggests that...

Tick **one**.

farming has helped bees.

paved gardens are attractive.

bees are good at finding their way.

bees have only started struggling recently.

Rectangular Snip

1 mark

READING PAPER QUESTIONS

32

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Rectangular Snip

3 marks

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

- ---

- ---

Rectangular Snip

3 marks

How to Help with Reading

- ▶ Encourage your child to read daily
- ▶ Encourage them to read a range of texts
- ▶ They should be able to read the text with 90% accuracy
- ▶ **Spend time reading with them**
- ▶ **Help select books at the appropriate level**
- ▶ **All children have been given a ZPD/ BL**
- ▶ **Indicates books that are perfect for them**
- ▶ **Accelerated Reader**

How to Help Your Child With Reading and Writing @ Home!



Accelerated Reader™
Renaissance Learning





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Pupil Learning Links

Online learning links for Emmanuel Middle School Pupils

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[Google Classroom](#)

[Maths.co.uk](#)

[Tassomai Student Login](#)

[Accelerated Reader Login](#)

[Parents Evening Booking Login](#)

[Sparx Maths](#)

Renaissance

See Every Student.

Welcome Back!

I'm a Student

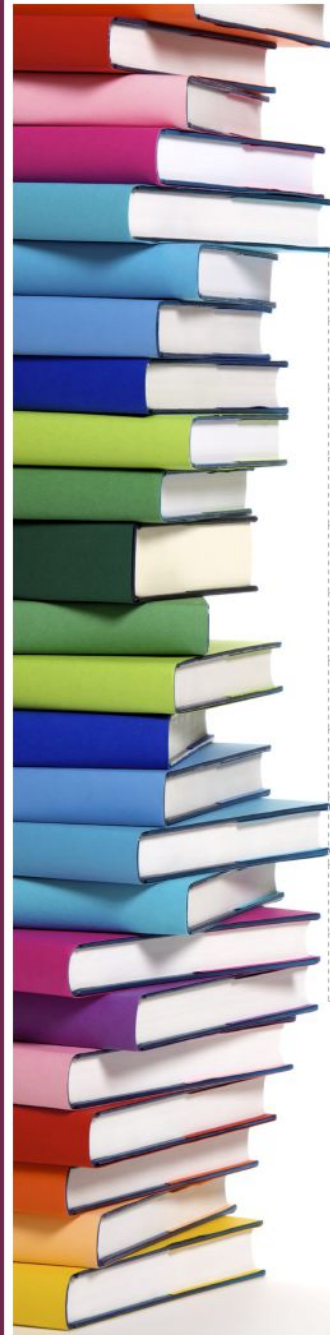
I'm a Teacher/Administrator

[Check Software Requirements](#)



Renaissance - ID
RP-17493725

ColourGuide for Accelerated Reader



Level 0.1 to 1.5



Level 1.6 to 2.0



Level 2.1 to 2.5



Level 2.6 to 3.0



Level 3.1 to 3.5



Level 3.6 to 4.0



Level 4.1 to 5.0



Level 5.1 to 6.0



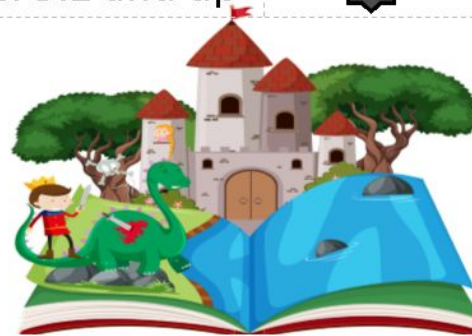
Level 6.1 to 7.0



Level 7.1 to 8.0



Level 8.1 and up



How to help with writing!

- ▶ When doing writing at home, encourage them to sit at a table properly and in a quiet environment.
- ▶ ARE skills:
 - ▶ Does their writing make sense?
 - ▶ **Quality of handwriting**
 - ▶ Have they punctuated it correctly?
 - ▶ **Are they accurate with their spelling?**
 - ▶ Are they structuring their writing effectively?
- ▶ Next steps:
 - ▶ Varying the starts of their sentences
 - ▶ Using advanced conjunctions (despite, although, since)
 - ▶ Paragraphing
- ▶ Challenge:
 - ▶ Varying their sentence structure confidently
 - ▶ Full range of KS2 punctuation to clarify meaning

How to help with spelling!

- ▶ Children are now expected to be able to spell some complex words.

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

How to help with spelling!

- ▶ Spelling lists are learned in school with the week's spelling rule

		LOOK - SAY - COVER - WRITE - CHECK			Y6 SPELLINGS	
2019 SATS Spellings Rules (7) - ful/ fully suffix						
NAME:		CLASS:			DATE: 23.01.2023	
Group:		Monday	Tuesday	Wednesday	Thursday	Friday
1	careful					
2	beautiful					
3	truthful					
4	powerful					
5	thoughtful					
6	carefully					
7	beautifully					
8	truthfully					
9	powerfully					
10	thoughtfully					
Challenge: How many similar words can you find?						

- ▶ When learning spellings at home, more emphasis should be placed on the rules and patterns rather than the individual words.
- ▶ Little and often is key - Registration and embedded in planning - using a diagnostic approach as well as National Curriculum

How to help with grammar!

- ▶ Types of words - *noun, adjective, adverb, verb, prepositions, determiners (pick up a sheet)*
- ▶ Clauses, phrases and sentences
- ▶ Conjunctions and prepositions
- ▶ Sentence structure and tense
- ▶ Writing style
- ▶ Making and choosing words
- ▶ HOMework
- ▶ www.spag.com



1

Tick the sentence that must end with a **question mark**.

Tick **one**.

Why he went there was a mystery

What he thinks about the problem is
anyone's guess

When are your cousins expected to
arrive

How they would get to the match was
unclear

1 mark

3

Which sentence uses **capital letters** correctly?

Tick **one**.

We went to manchester for Kajal and Jamal's party.

we went to Manchester for Kajal and Jamal's party.

We went to Manchester for Kajal and Jamal's party.

We went to Manchester for Kajal and Jamal's Party.

1 mark

9

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

verb

determiner

1 mark

29

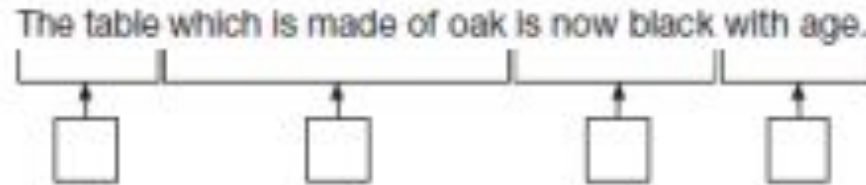
Insert a **pair of commas** in the correct place in the sentence below.

Jenna a very gifted singer won the talent competition
that was held in her local theatre.

1 mark

13

Tick one box to show which part of the sentence is a relative clause.



1 mark

17

Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
Billie could not play tennis with her <u>friend Lana</u> because Lana did not have a racket.		

1 mark

CGP Resources to help at home -
many of these have already been
ordered - thank you!



Year 6 SATS



Useful Resources

“Reading is one of the most powerful tools we have to connect, create and grow.”



The 3Rs - by Alex Quigley

3 Rs is my fortnightly newsletter where I'll share interesting writing, reading, and interesting research from the world of education and beyond.

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ALL
IN.**

The National Literacy Trust and Department for Education unveil “Go All In” brand identity for the National Year of Reading 2026

The National Literacy Trust, in partnership with the Department for Education, unveiled “Go All In” as the brand identity for the National Year of Reading 2026, a landmark...

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We empower people with the literacy skills they need to succeed in life. Together we're helping people change their stories.



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