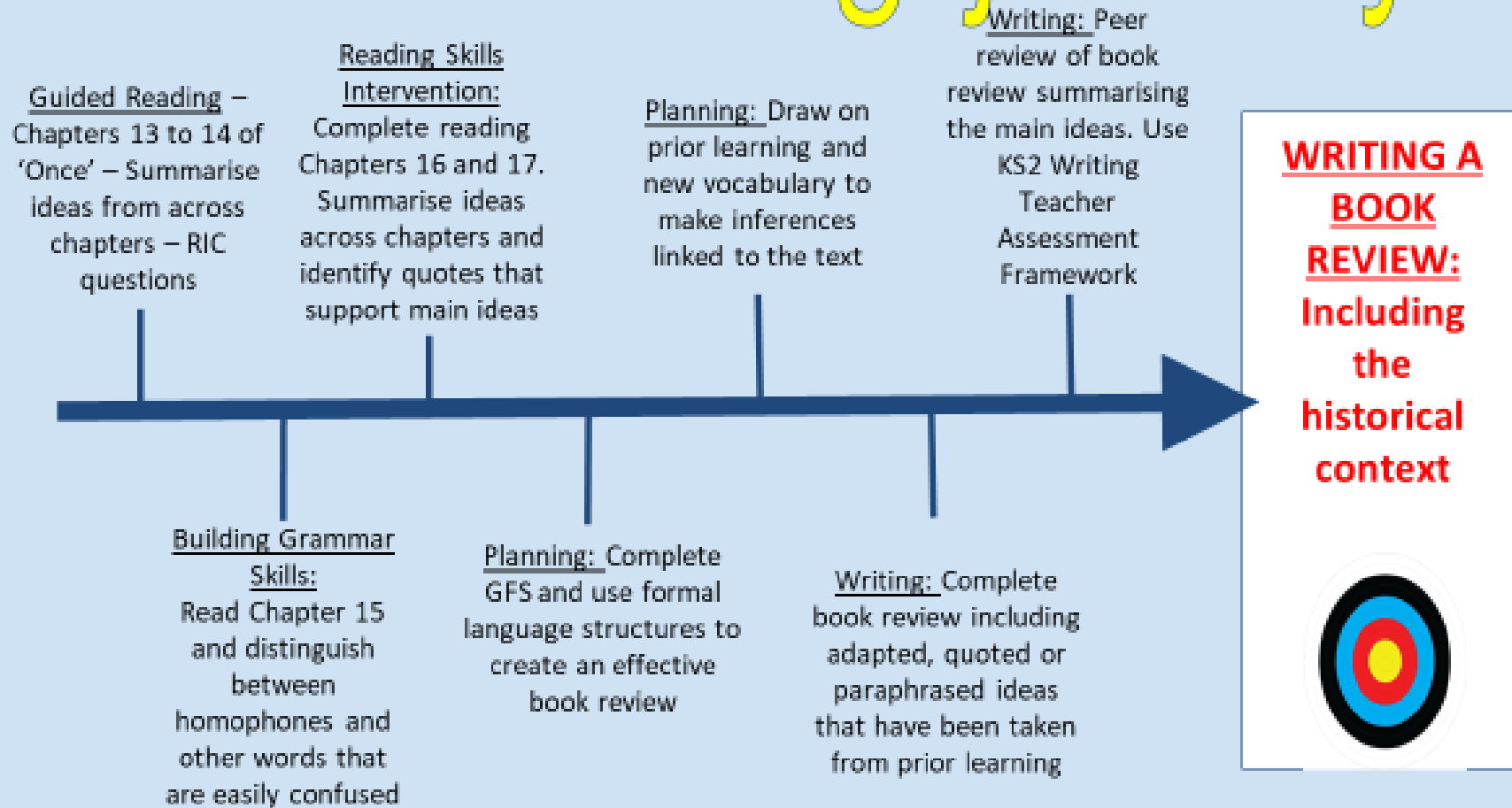


KS2 SATS and English

- ▶ 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



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



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.

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.



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.

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.

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



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?

Tick one

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'.





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
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
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
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

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

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.

1. _____
- _____
- _____
- _____
2. _____
- _____
- _____
- _____

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](#)

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



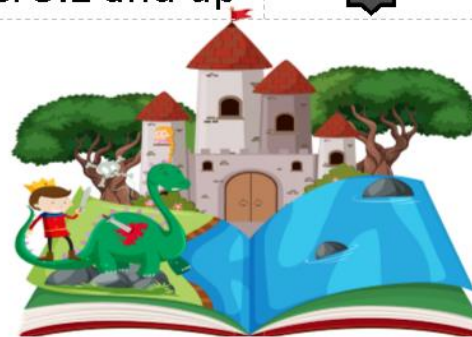
Level 6.1 to 7.0



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 spelling words 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



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> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

1 mark

CGP Resources to Help at Home -
To be ordered 30th November
£3 on parent pay - 70 people have
already ordered both Maths and English
by the looks of it, so thank you!



Year 6 SATS

Useful Resources

THE CONFIDENT TEACHER

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7 Helpful Vocabulary Websites

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