

Year 6 2023: SATs Timetable

Monday 8th May 2023	Grammar & Punctuation test - 45 minutes Spelling Test - 20 minutes
Tuesday 9th May 2023	English Reading Test - 60 minutes
Weds 10th May 2023	Mathematics Arithmetics (Paper 1) - 30 minutes Mathematics Reasoning (Paper 2) - 40 minutes
Thurs 11th May 2023	Mathematics Reasoning (Paper 3) - 40 minutes
Friday 12th May 2023	No tests today

Maths Expectations

Addition - Year Five

- **Add whole numbers with more than 4 digits, including using a formal written method (columnar addition)**

NB Ensure that children are confident with the methods outlined in the previous year's guidance before moving on.

Continue to teach the use of **empty number lines** with larger numbers and decimal numbers, as appropriate.

Continue to develop the **formal written method for addition** with larger numbers (and decimal numbers) and with the addition of three or more numbers:

$$21,848 + 1,523 = 23,371$$

$$\begin{array}{r} 21848 \\ + 1523 \\ \hline 23371 \\ \small{1 \quad 1} \end{array}$$

Continue to use the language of place value to ensure understanding.

Ensure that the digits that have been 'carried' are recorded under the line in the correct column.

Use **the formal written method** for the addition of decimal numbers:

$$£154.75 + £233.82 = £388.57$$

$$\begin{array}{r} 154.75 \\ + 233.82 \\ \hline 388.57 \\ \small{1} \end{array}$$

Ensure that the decimal points line up.

Continue to practise and apply the formal written method throughout Y5, including the addition of more than two numbers.

NB If, at any time, children are making significant errors, return to the previous stage in calculation.

Addition - Year Six

No objectives have been included in the programmes of study explicitly related to written methods for addition in Y6.

However, there is an expectation that children will continue to practise and use the **formal written method for larger numbers and decimals** and use these methods when solving problems, when appropriate (see previous year's guidance for methods).

Our aim is that by the end of Y6, children **use mental methods (with jottings)** when appropriate, but for calculations that they cannot do mentally, they use an efficient **formal written method** accurately and with confidence.

Year Five - Subtraction

- **Subtract whole numbers with more than 4 digits, including using formal written method (columnar subtraction)**

NB Ensure that children are confident with the methods outlined in the previous year's guidance before moving on.

Continue to teach the use of **empty number lines** with larger numbers and decimal numbers, as appropriate.

Continue to develop the **formal written method for subtraction** with three-digit and four-digit numbers (see Y4 guidance), returning to an expanded method and using base ten apparatus, if necessary.

$$503 - 278 = 225$$

$$\begin{array}{r} 500 + 0 + 3 \\ - 200 + 70 + 8 \\ \hline \end{array} \quad \begin{array}{r} 400 + 90 + 13 \\ - 200 + 70 + 8 \\ \hline 200 + 20 + 5 \end{array}$$

In this example 503 has to be partitioned into 400+90+13 in order to carry out the subtraction calculation.

Ensure that children are confident in partitioning numbers in this way.

This leads into the **formal written method** (there is potential for error in this example):

$$\begin{array}{r} \\ \cancel{5} \cancel{3} \\ - 278 \\ \hline 225 \end{array}$$

There are no tens in the first number (503) so we have to exchange a hundred for 10 tens before we can exchange a ten for ten ones/units

Consider the use of base ten apparatus to support understanding.

NB It would be appropriate to discuss the use of **mental calculation methods** with an example like this one, i.e. would an empty number line be a more efficient method for these numbers?

When children are confident, extend with larger numbers and decimal numbers.

$$12,731 - 1,367 = 11,364$$

$$\begin{array}{r} \\ \\ \\ 1 2 7 3 1 \\ - 1 3 6 7 \\ \hline 1 1 3 6 4 \end{array}$$

In this example it has been necessary to exchange from the tens and the hundreds columns.

$$£166.25 - £83.72 = £82.53$$

$$\begin{array}{r} \\ \\ \\ 1 6 6 . 2 5 \\ - 8 3 . 7 2 \\ \hline 8 2 . 5 3 \end{array}$$

Ensure the decimal points line up.

Continue to practise and apply the formal written method with larger numbers (numbers with more than four-digits) including decimal numbers.

NB If, at any time, children are making significant errors, return to the previous stage in calculation and provide calculations where only one exchange is required.

Year Six - Subtraction

No objectives have been included in the programmes of study explicitly related to written methods for subtraction in Y6.

However, there is an expectation that children will continue to practice and use **the formal written method for larger numbers and decimals** and use these methods when solving problems, when appropriate (see previous years' guidance for methods).

Our aim is that by the end of Y6 children **use mental methods (with jottings)** when appropriate, but for calculations that they cannot do mentally, they use an efficient **formal written method** accurately and with confidence.

Multiplication - Year Six

- **Multiply multi-digit numbers (including decimals) up to 4 digits by two-digit whole numbers**

NB Ensure that children are confident with the methods outlined in the previous years' guidance before moving on.

Continue to practise and develop the **formal short multiplication** method and the **formal long multiplication** method with larger numbers and decimal numbers throughout Y6. Return to an expanded forms of calculation initially, if necessary. **(See Y5 guidance).**

The formal written method of short multiplication:

$$3,256 \times 4 = 13,024$$

$$\begin{array}{r} 3256 \\ \times \quad 4 \\ \hline 13024 \\ \end{array}$$

The formal written method of long multiplication:

$$53.2 \times 24 = 1,276.8$$

$$\begin{array}{r} 53.2 \\ \times \quad 24 \\ \hline 2112.8 \\ 1064.0 \\ \hline 1276.8 \end{array}$$

The prompts (in brackets) can be omitted if children no longer need them.

NB If, at any time, children are making significant errors, return to the previous stage in calculation.

Our aim is that by the end of Y6 children use **mental methods (with jottings)** when appropriate, but for calculations that they cannot do mentally, they use an efficient **formal written method** accurately and with confidence.

Year Six – Division

- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

NB Ensure that children are confident with the methods outlined in the previous years' guidance before moving on.

Continue to practise the **formal method of short division**, with and without remainders, using the language of place value to ensure understanding (see Y5 guidance).

$$652 \div 8 = 81 \text{ r}4$$

$$\begin{array}{r} 81 \text{ r}4 \\ \hline 8 \overline{) 6512} \end{array}$$

The remainder can be expressed as a fraction, $\frac{4}{8}$ (the remainder divided by the divisor), which can be simplified to $\frac{1}{2}$.

The **formal method of short division** can sometimes be used to divide by a two-digit number:

$$496 \div 11 = 45 \text{ r}1$$

$$\begin{array}{r} 45 \text{ r}1 \\ \hline 11 \overline{) 4956} \end{array}$$

The remainder can also be expressed as a fraction, $\frac{1}{11}$ (the remainder divided by the divisor).

The same calculation can be solved using a **formal method of long division** (by repeated subtraction using multiples of the divisor):

$$\begin{array}{r}
 45 \text{ r } 1 \\
 \hline
 11 \overline{) 496} \\
 - 440 \quad (40 \times 11) \\
 \hline
 56 \\
 - 55 \quad (5 \times 11) \\
 \hline
 1 \quad (\text{remainder})
 \end{array}$$

Multiples of the divisor (11) have been subtracted from the dividend (496)

'40 (lots of 11) + 5 (lots of 11) = 45 (lots of 11)'

'1 is the remainder'

Answer: $45\frac{1}{11}$

Standard short division does not help with the following calculation. However, it can be solved using **long division**:

$$144 \div 16 = 9$$

$$\begin{array}{r}
 9 \\
 \hline
 16 \overline{) 144} \\
 - 64 \quad (4 \times 16) \\
 \hline
 80 \\
 - 64 \quad (4 \times 16) \\
 \hline
 16 \\
 - 16 \quad (1 \times 16) \\
 \hline
 0
 \end{array}$$

Multiples of the divisor (16) have been subtracted from the dividend (144)

'4 (lots of 16) + 4 (lots of 16) + 1 (lot of 16) = 9 (lots of 16).'

The answer is nine.

There is no remainder'

Children will need to select the most effective method for each calculation/problem they meet, including whether to use a formal written method of short division or a formal written method of long division.

$$432 \div 15 = 28 \text{ r } 12$$

$$\begin{array}{r}
 28 \text{ r } 12 \\
 \hline
 15 \overline{) 432} \\
 - 300 \quad (20 \times 15) \\
 \hline
 132 \\
 - 120 \quad (8 \times 15) \\
 \hline
 12 \quad (\text{remainder})
 \end{array}$$

Multiples of the divisor (15) have been subtracted from the dividend (432)

'20 (lots of 15) + 8 (lots of 15) = 28
12 is the remainder'

The remainder can also be expressed as a fraction, $\frac{12}{15}$ which can be simplified to $\frac{4}{5}$, or as a decimal, 0.8 (See next example)

This is an alternative way of recording formal long division:

$$432 \div 15 = 28.8$$

$$\begin{array}{r} 28.8 \\ \hline 15 \overline{) 432.0} \\ \underline{30} \\ 132 \\ \underline{120} \\ 120 \\ \underline{120} \\ 0 \end{array}$$

Only teach this method when children are completely secure with the previous method.

The remainder is expressed as a decimal.

NB If, at any time, children are making significant errors, return to the previous stage in calculation.

Our aim is that by the end of Y6 children use **mental methods (with jottings)** when appropriate, but for calculations that they cannot do mentally, they use an efficient **formal written method** accurately and with confidence.

Writing Expectations

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- 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, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; 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 (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most 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.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Year 3 and 4 Statutory Spellings

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

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	

Grammar

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Active voice	<p>Where the <u>subject</u> performs the <u>action</u>.</p> <p><i>See also: passive voice</i></p>	<p>The boy <u>kicked</u> the ball. (Subject, action)</p> <p>She <u>smashed</u> the window. (Subject, action)</p>
Adjective	<p>A word that <u>describes a thing</u> (the <u>noun</u> or <u>pronoun</u>).</p>	<p>The boy is tall. (<u>noun, adjective</u>)</p> <p>She is happier than him. (<u>pronoun, adjective</u>)</p> <p>The green bird is happy. (<u>noun, adjective</u>)</p>
Adverb	<p>A word that <u>describes or adds meaning to words other than nouns</u>.</p> <p>They often tell us how, when or where something happened.</p>	<p>He ran quickly. (adverb)</p> <p>Sometimes it rains. (adverb)</p> <p>He soon learnt how to do it. (adverb)</p>
Adverbial phrases	<p>A <u>group of words that could be replaced with one adverb</u>.</p> <p>These can go at the beginning, in the middle or at the end of a sentence.</p>	<p>The girl talked at the top of her voice. (<i>This could be replaced with the adverb 'loudly'.</i>)</p> <p>At around seven o' clock, we walked home. (<i>This could be replaced with the adverb 'later'.</i>)</p>
Antonyms	<p>Two words that mean the opposite of one another.</p>	<p>dark / light</p> <p>tall / short</p> <p>above / below</p>
Clause	<p>A group of words built around a verb.</p> <p>Sentences can be made of one or more clauses.</p> <p>Main clause: This is the most important clause in a sentence. It must make sense by itself.</p> <p>Subordinate clause: This depends on the main clause to make sense. It cannot be a sentence by itself.</p>	<p>I'll walk to the town, <i>before it gets dark</i>. (Main clause, subordinate clause)</p> <p><i>As soon as he gets home</i>, we can start cooking. (Subordinate clause, main clause)</p> <p>The man, <i>who was nearly thirty years old</i>, walked along the beach. (Main clause, relative clause)</p>

	<p>Relative clause: This is a type of subordinate clause and begins with a relative pronoun, e.g. that, which, who. It tells us more about the noun.</p>	
Conjunction	<p>Words that link ideas together.</p> <p>Coordinating conjunction: This links two words or phrases together as an equal pair. E.g. and, but, so, or</p> <p>Subordinating conjunction: This introduces a subordinate clause. E.g. although, because, unless, even though</p>	<p>I like vegetables and fruit. (Coordinating conjunction).</p> <p>Do you want tea or coffee? (Coordinating conjunction).</p> <p>I like pineapple, although I don't have it very often. (Subordinating conjunction).</p> <p>I don't buy strawberries, unless they are reduced. (Subordinating conjunction).</p>
Contractions	<p>Two words shortened to make one word.</p> <p>Use an apostrophe to show where letters are missing. (Not often found in formal style writing)</p>	<p>I will → I'll</p> <p>she would → she'd</p> <p>John has → John's</p> <p>will not → won't</p>
Determiners	<p>A word or words that come before a noun or noun phrase. It makes it clearer what – or how many – the noun refers to.</p>	<p>Pass me a pen.</p> <p>Pass me the pen.</p> <p>Pass me that pen.</p> <p>Pass me some pens.</p> <p>Pass me three pens.</p>
Direct speech	<p>This is where the exact words that were spoken are written inside a pair of inverted commas.</p> <p>There is usually also a reporting clause that tells you who said / shouted (etc.) the words.</p>	<p>"Hello," said mum. (Exact words spoken.)</p> <p>Nathan shouted, "Where are you going? We're late!" (Exact words spoken.)</p>
Modal verbs	<p>These go before another verb and tell us how possible / likely something is.</p> <p>Modal verbs can indicate certainty – something is <i>definitely</i> going to happen (must, will, shall).</p> <p>Modal verbs can indicate possibility – something <i>might</i> happen (can, could,</p>	<p>I will go to town. (This is a <u>certainty</u>.)</p> <p>I could go to town. (This is a <u>possibility</u>.)</p> <p>Later on, we shall go running. (This is a <u>certainty</u>.)</p> <p>Later on, we may to go to town. (This</p>

	may, might, ought, should, would)	is a <u>possibility</u> .)
Noun	<p>Naming words (person, animal, place, thing or idea).</p> <p>Common nouns: <u>general names</u> for a person, place, thing or idea. E.g. boy, town, music, happiness.</p> <p>Proper nouns: names for a <u>specific</u> person, place or thing. E.g. James, London, January. These always begin with a capital letter.</p> <p><i>See also: pronouns</i></p>	<p>The <u>cat</u> was scared of the loud <u>music</u>. (Common nouns)</p> <p>It is <u>time</u> to get some <u>sleep</u>. (Common nouns)</p> <p><u>Mr Thomas</u> stood outside <u>Connaught School</u> last <u>Friday</u>. (Proper nouns)</p>
Noun phrases	These are a group of words that could be replaced with <u>one noun</u>.	<p>All of the small dogs raced around the park. (This could be replaced with the noun '<u>dogs</u>').)</p> <p>Unfortunately, Simon dropped some of the fragile plates onto the floor. (This could be replaced with the noun '<u>plates</u>').)</p>
Object	<p>A noun, pronoun or noun phrase that is having something done to it.</p> <p><i>See also: subject</i></p>	<p>The boy <u>dropped</u> a <u>pen</u>. (<i>Verb, object</i>)</p> <p>He <u>drank</u> <u>coffee</u>. (<i>Verb, object</i>)</p> <p>Amy <u>pushed</u> <u>it</u> over. (<i>Verb, object</i>)</p>
Passive voice	<p>Where the action comes before the agent.</p> <p>(The passive voice often uses 'by' i.e. The was..... by.....)</p> <p><i>See also: active voice</i></p>	<p>The <u>ball</u> <u>was kicked</u> by the <u>boy</u>. (<i>Action before agent</i>)</p> <p>The <u>window</u> <u>was smashed</u> by the <u>girl</u>. (<i>Action before agent</i>)</p>
Prefix	A letter or group of letters which is added to the <u>beginning of a root word</u> to change its meaning.	<p>do → <u>undo</u></p> <p>circle → <u>semicircle</u></p> <p>legal → <u>illegal</u></p>
Prepositions	Tell you where or when something is / was compared to something else.	He waited inside his car before going out in the rain.

Pronoun	<p>Takes the place of a <u>noun</u> or <u>noun phrase</u>. They are often used to avoid repetition. E.g. I, me, you, he, it, we, us</p> <p>Possessive pronouns: pronouns that indicate <i>belonging</i>. E.g. mine, yours, his, hers, theirs</p> <p>Relative pronouns: introduce a relative clause. E.g. who, which, that</p>	<p><u>Steve</u> left the <u>book</u> in <u>Westgate</u>. <u>He</u> left <u>it</u> <u>there</u>. (Pronouns)</p> <p><u>James and Becci</u> read <u>some books</u>. <u>They</u> read <u>them</u>. (Pronouns)</p> <p>That is <u>my book</u>. That is <u>mine</u>. (Possessive pronoun)</p> <p>This pen, <u>which</u> has a blue lid, is brand new. (Relative pronoun)</p>
Sentence	<p>A sentence is made up of one or more main clauses. There are different types of sentences.</p> <p>Command: This tells someone to do something. These often start with a verb.</p> <p>Exclamation: Where you are saying something surprising or with force. These end with an exclamation mark.</p> <p>Question: This asks for information. They often start with a question word. They must end with a question mark.</p> <p>Statement: This gives information. It usually has the subject before the verb. It usually ends in a full stop.</p>	<p><u>Don't</u> shout out. (Command)</p> <p><u>Stop</u> doing that. (Command)</p> <p>What a surprise! (Exclamation)</p> <p>Awesome! (Exclamation)</p> <p>Is that yours? (Question)</p> <p>I'm excited, <u>are</u> you? (Question)</p> <p>I am hungry. (Statement)</p> <p>Next week I am going abroad. (Statement)</p>
Singular and plural	<p>Most nouns have a singular and plural form – singular for 'one' and plural for 'more than one'.</p> <p>Usually nouns can be changed to plural by adding 's'. Some words have irregular plural forms and others stay the same for singular and plural.</p>	<p>1 pot → 2 pots</p> <p>1 tooth → 2 <u>teeth</u> (Irregular)</p> <p>1 fish → 2 fish (No change)</p>
Standard English	<p>The formal version of English.</p>	<p><u>I did</u> my homework. (NOT 'I done')</p> <p><u>We were</u> walking home. (NOT 'We was')</p>
Subject	<p>The <u>noun, pronoun or noun phrase</u> that is <u>doing</u> what the verb says.</p> <p><i>See also: object</i></p>	<p>The <u>boy</u> <u>dropped</u> a pen. (Subject, verb object)</p> <p><u>He</u> <u>drank</u> coffee. (Subject, verb)</p>

		Amy pushed it over. (Subject, verb)
Suffix	A letter or group of letters which is added to the end of a root word to change its meaning.	do → doing agree → agreement legal → legalise
Synonym	Two words that have a similar meaning to one another.	happy / cheerful big / large angry / furious
Verb	' Doing ' or ' being ' words <i>See also: modal verb</i>	I jumped around the garden. I have three pens. She is tired but I am not.

<u>Tenses</u>		
<u>Term</u>	<u>Function</u>	<u>Examples</u>
Future (simple)	For an action which will happen in the future . Usually uses ' will ' and then the verb .	They will live in London. He will walk home. I will eat dinner.
Past (simple)	For an action which was completed in the past . Usually uses verbs with the -ed suffix.	They lived in London. He walked home. I ate dinner. (<i>Irregular verb</i>)
Present (simple)	For something that is happening now or generally happens frequently or regularly . Can describe habits or something that is generally true.	They live in London. (True) He walks home. (Happening now) I eat dinner. (Frequent habit) I visit Gran every Christmas. (Regular habit)

<p>Progressive</p>	<p>The progressive tense is used for actions that are <u>ongoing</u>.</p> <p><u>Present progressive:</u></p> <p>Use the <u>present</u> form of 'to be' and the <u>present</u> form of the <u>main verb</u>, (an 'ing' ending).</p> <p><u>Past progressive:</u></p> <p>Use the <u>past</u> form of 'to be' and the <u>present</u> form of the <u>main verb</u>, (an 'ing' ending).</p>	<p><u>Present progressive:</u></p> <p>I <u>am walking</u>.</p> <p>She <u>is going</u>.</p> <p>They <u>are eating</u>. (<i>Irregular main verb</i>)</p> <p><u>Past progressive:</u></p> <p>I <u>was walking</u>.</p> <p>She <u>was going</u>.</p> <p>They <u>were eating</u>. (<i>Irregular main verb</i>)</p>
<p>Perfect</p>	<p>The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.</p> <p><u>Present perfect:</u></p> <p>Use the <u>present</u> form of 'to have' and the <u>past</u> form of the <u>main verb</u>, (usually an 'ed' ending).</p> <p><u>Past perfect:</u></p> <p>Use the <u>past</u> form of 'to have' and the <u>past</u> form of the <u>main verb</u>, (usually an 'ed' ending).</p>	<p><u>Present perfect:</u></p> <p>I <u>have walked</u>.</p> <p>She <u>has gone</u>. (<i>Irregular main verb</i>)</p> <p>They <u>have eaten</u>. (<i>Irregular main verb</i>)</p> <p><u>Past perfect:</u></p> <p>I <u>had walked</u>.</p> <p>She <u>had gone</u>. (<i>Irregular verb</i>)</p> <p>They <u>had eaten</u>. (<i>Irregular verb</i>)</p>

Punctuation

<u>Term</u>	<u>Function</u>	<u>Examples</u>
Apostrophes	<p>For omission: Show you have omitted (missed out) some letters, often when joining words together. <u>See: contractions.</u></p> <p>For possession: Show that one thing belongs to another.</p>	<p>For omission:</p> <p>have not → haven't</p> <p>she will → she'll</p> <p>For possession:</p> <p>The tree's leaves. (The leaves belong to the <u>tree</u>.)</p> <p>The trees' leaves. (The leaves belong to the <u>trees</u>.)</p>
Brackets	<p>Used to add extra information that is not essential.</p> <p>The sentence should make sense even if the information in the brackets is ignored.</p>	<p>Mr Arnold (<i>my new neighbour</i>) shouted at my cat.</p> <p>The tree in my garden (<i>a large oak</i>) was chopped down last night.</p>
Capital letters	<p>Used at the beginning of a sentence or for proper nouns.</p>	<p>Tomorrow Mrs Green is going to walk to Bagshot.</p>
Colons	<p>Used before a definition or an explanation about something or to introduce a list.</p>	<p>I know what to do: I'll use a bucket and spade. (<i>explanation</i>)</p> <p>Spiders: small black creatures with eight legs. (<i>definition</i>)</p> <p>I have three cats: Tom, Jerry and Smudge. (<i>introduce a list</i>)</p>
Commas	<p>1. Separate items in a list</p> <p>2. Separate parts of a sentence i.e. clauses.</p>	<p>1. I need to buy flour, eggs and milk.</p> <p>2. Tom, who is my friend, met me in town.</p>
Dashes	<p>Used to separate parts of a sentence.</p>	<p>The men – all fifty of them – started to run towards the new shop.</p> <p>The girl finally arrived at my house – only one hour late!</p>
Exclamation marks	<p>Show when something is surprising or said with force.</p>	<p>Wow! That's amazing!</p> <p>Bang! That was loud!</p>

Full stops	Used at the <u>end of a sentence</u>.	His name is Ben. I live in London.
Hyphen	Used to link two or more words together, often to make the meaning clearer.	I have five <u>ten-pound</u> notes. The <u>seven-year-old</u> boy stood up.
Inverted commas	Go around <u>speech</u> (what someone has said). Speech always begins with a capital letter, even if there is a <u>reporting clause</u> first (e.g. <u>Tom said</u> , "Hi."). A comma is used to introduce the speech. The <u>end punctuation</u> goes before the closing inverted commas. (e.g. "How are you?" "That's great!" shouted Amy.)	<u>"Hello,"</u> said mum. Nathan shouted, <u>"Where are you going? We're late!"</u>
Question marks	Show that someone has asked a <u>question</u>.	What is your name? Where are you going?
Semi-colons	Used to link two complete sentences on the same theme.	She dropped the bag; it was heavy. Mr Philips was tired; he hadn't slept well the previous night.

Reading Expectations

Year 5 and 6—Daily Reading Activities



- One to be completed every other day e.g. Monday, Wednesday, Friday, Sunday
- You can interchange between levels
- Record your findings/answer in one box in your reading record

Easy

- Can you recall what has happened in the book/give key facts from the book coherently and confidently, without having to refer back to the book?
- Can you write a short and concise summary of the chapter?
- Can you identify the *author, illustrator and blurb*? *Is the blurb engaging? Why? Why not?*
- Can you identify where the story is set?
- Can you identify whether the story is fiction (made-up) or non-fiction (factual)? Explain how you know by giving evidence.
- Tell me three new words that you have learned. What do they mean?
- Find three examples of fronted adverbials

Medium

- Can you tell me which reading genre your book belongs to? Explain why
- Can you explain the reasons for why a character might behave in a particular way?
- Find 2 relative clauses beginning with 'who' or 'which'
- Find 3 subordinate clauses. How are they punctuated?
- Find words that contain the suffix *-ise*. How does this change the word class?
- Find some examples of modal verbs
- Find an example of a colon being used. Why has the colon been used here? Copy the sentence(s) out and explain the usage.
- Change the setting of the story and rewrite it.
- Change the personalities of the characters, e.g. good to bad, and rewrite it. How might the ending of the story differ?
- If the story were to continue, what might happen next?
- Create a Venn Diagram and compare and contrast the two main characters.
- Can you rewrite the ending of the story?
- Find different ways that the comma is used in your text. Explain the differences.

Hard

- Find two adjacent sentences in the text. Can you rewrite/tweak them so that they can be joined using a colon/semi colon?
- Write an acrostic poem about your book
- Find three words where an apostrophe has been used for a different reason. Explain what the apostrophe has been used for in each example?
- Find three abstract nouns in your text
- Find an example where the author has switched between levels of formality. Explain why the author has done this
- Make a list of words/phrases that have been effective in making you want to continue reading this text.