



Key Information for parents

Key Stage 2 Test week

Monday	English grammar, punctuation and spelling test: Paper 1 short answer questions Paper 2 spelling
Tuesday	English reading test: Reading booklet and associated answer booklet
Wednesday	Mathematics test: Paper 1 arithmetic Paper 2 reasoning
Thursday	Mathematics test: Paper 3 reasoning

- It lasts for four days beginning on **Monday 11th May 2020** and ending on **Thursday 14th May 2020**;

Monday: Grammar, punctuation & vocabulary

🕒 45 minutes

☑ 50 marks

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						

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016.
Further information is available on GOV.UK at www.gov.uk/hta



- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling

$20 + 50 = 70$ marks in total

Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 20 minutes, which takes place on **Monday 11th May 2020**.

Example questions:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 20 minutes, which takes place on **Monday 11th May 2020**.

Example questions:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

Spelling 19: The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

Spelling 20: The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

Grammar, Punctuation and Spelling (Paper 1)

Example questions:

1

Tick the sentence that must end with a **question mark**.What I wanted had already sold out ☐Ask Ryan what he thinks about it ☐What time will the film start ☐I didn't know what to say ☐Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.We was / were planning to hold a cake sale at school.I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

Grammar, Punctuation and Spelling (Paper 1)

Example questions:

1

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

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☒

I didn't know what to say

☐

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

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Antonym

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plausible

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1 mark

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am ☐

was ☐

were ☐

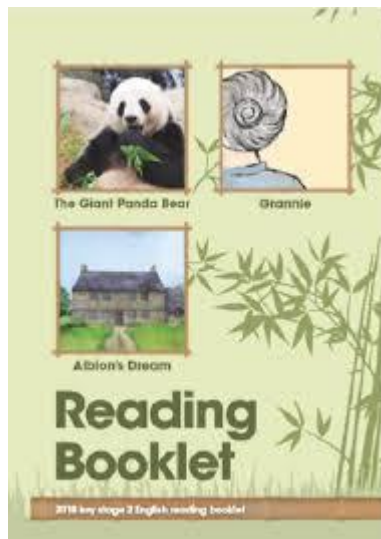
be ☐

chapter
menu

next
page

Reading

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.



- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

Reading

The Reading paper focuses on the following areas known as Content Domains:

- 2a) give/explain the meaning of words in context;*
- 2b) retrieve and record information/identify key details from fiction and non-fiction;*
- 2c) summarise main ideas from more than one paragraph;*
- 2d) make inferences from the text/explain and justify inferences with evidence from the text;*
- 2e) predict what might happen from details stated and implied;*
- 2f) identify/explain how information/content is related and contributes to meaning as a whole;*
- 2g) identify/explain how meaning is enhanced through choice of words and phrases;*
- 2h) make comparisons within the text.*

We remember VIPERS to help us to make sense of the content domains.

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise

Reading

Example question, based on Text 1 – *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading

Example question, based on Text 1 – *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading

Example question, based on
Text 2 – *Giants*:

17

Gentle, and small, and frail

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading

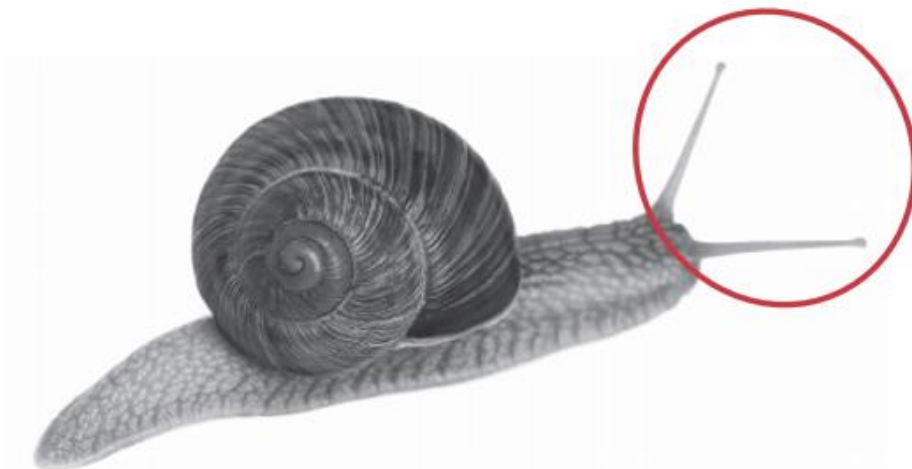
Example question, based on
Text 2 – *Giants*:

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Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



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How would you like it –
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If an enormous creature,
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Your eyes
Just for the fun

2b) retrieve and record information/identify key details from fiction and non-fiction

Reading

Example question, based on Text 3 – *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

2e) predict what might happen from details stated and implied

Reading

Example question, based on Text 3 – *The Lost World*:

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

2e) predict what might happen from details stated and implied

Reading

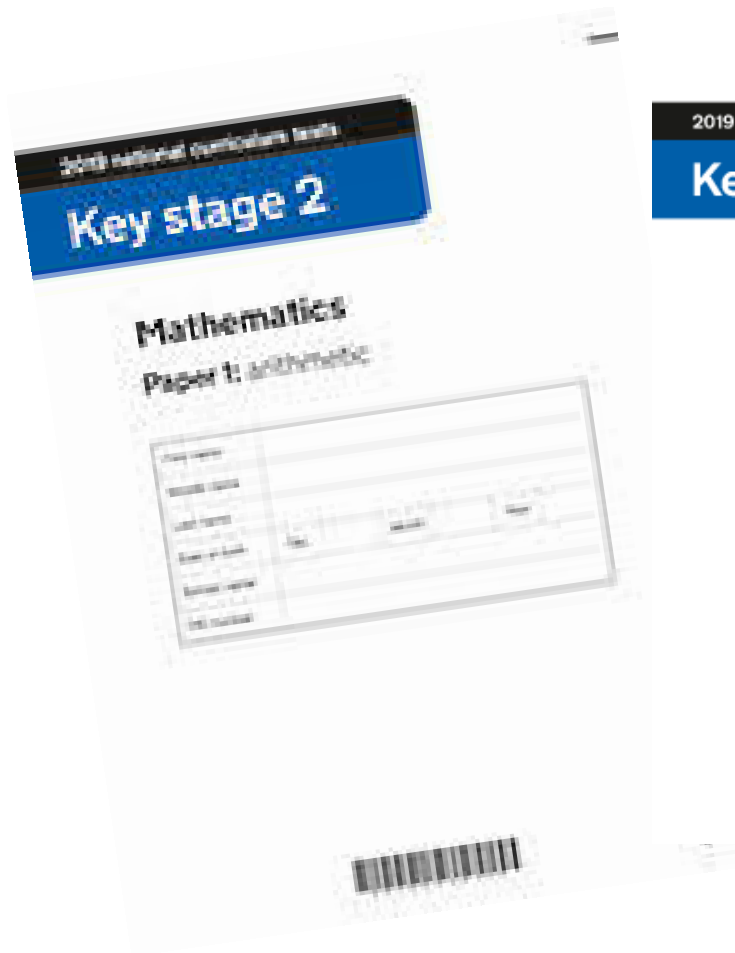
Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.

For example, in 2017:

- **20% of marks** could be gained by answering questions where children had to **give/explain the meaning of words in context** (Content Domain 2a);
- **Over a quarter of marks** could be gained by answering questions where children had to **retrieve/record information or details from the texts** (2b);
- **Almost half of the marks** were allotted to questions requiring children to **make inferences from a text, justifying inferences with text evidence** (2d).

So, **when reading with your child at home**, try asking questions like:

- Find a word in this paragraph that is closest in meaning to ‘provide word – e.g. annoyed’ (2a);
- In what year did ‘provide fact – e.g. the French authorities make it illegal for people to swim from France to England’? (2b);
- In the last paragraph, X does not want to Y.
Give two reasons why X does not want Y. (2d)



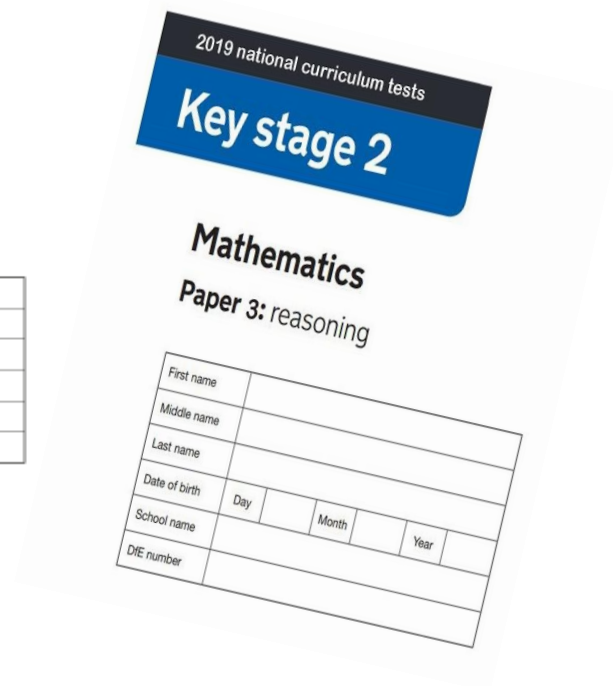
2019 national curriculum tests

Key stage 2

Mathematics

Paper 2: reasoning

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



2019 national curriculum tests

Key stage 2

Mathematics

Paper 3: reasoning

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

Maths Paper 1 (Arithmetic)

Maths Paper 1 (Arithmetic) will take place on **Wednesday 13th May 2020.**

It has a standard timing of **30 minutes** and is worth a total of **40 marks**.

It covers the **four operations** (division, multiplication, [addition](#), subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example question:

1

$979 + 100 =$

1 mark

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Example question:

1

979 + 100 =

1,079

1 mark

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Example question:

7	472 - 9 =	<div>1 mark</div>


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Example question:

7	$472 - 9 =$	
		<div>463</div>


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Example question:

31	$20 - 4 \times 2 =$																			
																				

1 mark

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Example question:

31 $20 - 4 \times 2 =$

20 - 8 = 12

12

1 mark

The screenshot shows a question box with a blue header containing the question number '31' and the problem $20 - 4 \times 2 =$. Below the problem is a large grid for writing the answer. The answer '20 - 8 = 12' is written in red across the top of the grid. A smaller box at the bottom right of the grid contains the number '12' in red. To the right of the grid is a vertical bar with a small square box and the text '1 mark' below it.

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Example question:

24	15.4 – 8.88 =																			

1 mark

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Example question:

24	15.4 – 8.88 =																			

6.52

☐
1 mark

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Example question:

[illegible]

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Example question:

25

133016

- 26

41

- 39

26

- 26

0

232

Show your method

232

2 marks

- 1 – 13
2 – 26
3 – 39
4 – 52
5 – 65
6 – 78
7 – 91
8 – 104
9 – 117
10 – 130

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Example question:

[illegible]

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Example question:

27	95% of 240 =	<div></div> <div>1 mark</div>

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Example question:

27	95% of 240 =																			
	$10\% = 240 \div 10$																			
	$10\% = 24$																			
	$5\% = 24 \div 2$																			
	$5\% = 12$																			
	$95\% = 240 - 12 = 228$															228				
	<div>1 mark</div>																			

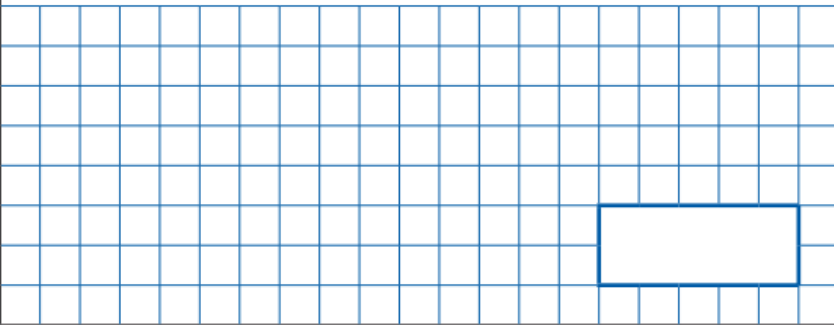
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Example question:

30	$17 \times 1\frac{1}{2} =$	<input type="text"/> 1 mark
		

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Example question:

30	$17 \times 1\frac{1}{2} =$
	$17 \div 2 = 8\frac{1}{2}$
	$17 \times 1\frac{1}{2} = 17 + 8\frac{1}{2} = 25\frac{1}{2}$
	$25\frac{1}{2}$
	<input type="text"/>
	1 mark

Maths Paper 2 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

7 minutes to 9 or

8:53

1 mark

Maths Paper 2 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.
Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.
Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

Maths Paper 2 (Reasoning)

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Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

115

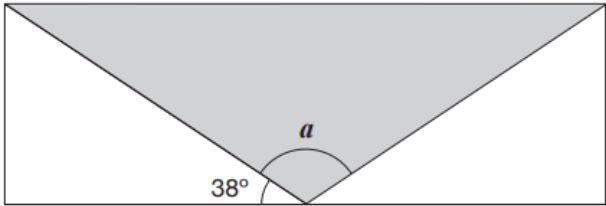
1 mark

Maths Paper 2 (Reasoning)

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Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a .

Show your method

a is °

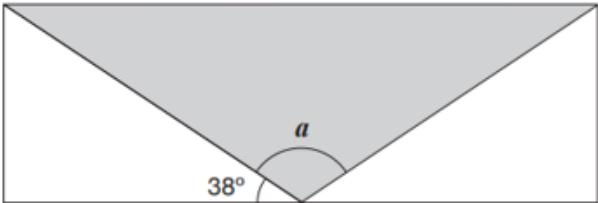
2 marks

Maths Paper 2 (Reasoning)

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Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.
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Example questions:

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a .

Show your method

$$38 \times 2 = 76$$
$$180 - 76 = 104$$

a is 104°

2 marks

Maths Paper 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 15th May 2019**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 16th May 2019**.

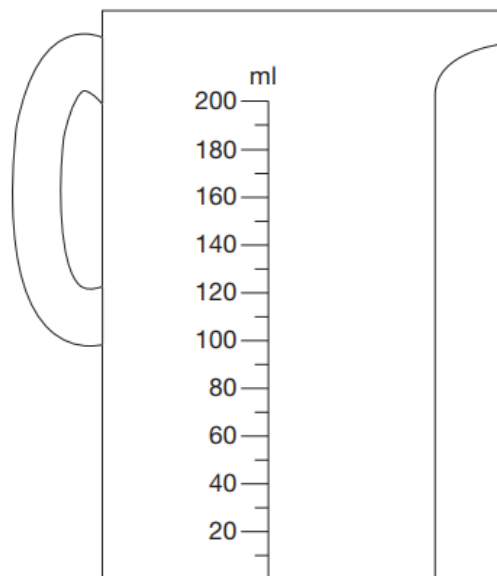
Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

Maths Paper 3 (Reasoning)

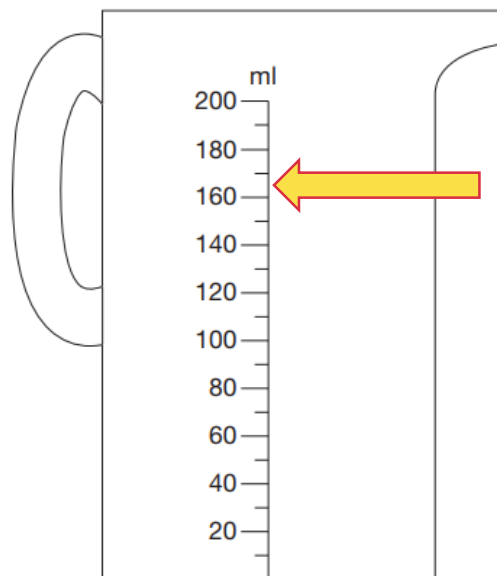
Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.
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Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

Maths Paper 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

7

Write the number 53,148 in **words**.

1 mark

Maths Paper 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.

Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

7

Write the number 53,148 in **words**.

Fifty-three thousand, one hundred and forty-eight

1 mark

Maths Paper 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020.**


Maths Paper 3 (Reasoning) is scheduled for Thursday 14th May 2020.

Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

10 A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

2 marks

Maths Paper 3 (Reasoning)

Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.
Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.
Both have standard timings of **40 minutes** and are worth **35 marks** each.

Example questions:

10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

$$100 \div 5 = 20 \text{ p}$$

$$180 \div 4 = 45 \text{ p}$$

$$45 \text{ p} - 20 \text{ p} = 25 \text{ p}$$

$$25 \text{ p} / £0.25$$

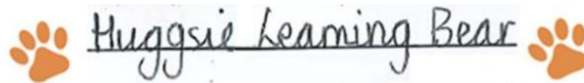
2 marks

Writing is assessed internally by the class teacher

Pupil B - Piece D: promotional material

Context: as part of a theme on product design, pupils were asked to produce their own ideas for an educational toy, and to write a promotional leaflet that would persuade parents to buy it.

The pupil can use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.



Attention all parents and carers who wish to get prepared early for Christmas this year - look no further and listen here! Are your little ones becoming bored of playing with their old, worn out teddy bears? Do you need some help to advance your little angel's education? Wouldn't it be fantastic if they could meet the age expected standards before they even begin learning in the foundation Stage? Well, we have a new, interactive product that you will be keen to snap up! The Huggsie Learning Bear is a wonderful and thrilling product which will entertain as well as educate your child while they have the time of their lives playing and responding to his every request! We promise you that this

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).

Scaled Scores

What is meant by 'scaled scores'?

It is planned that 100 will always represent the 'national standard'.

Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.

Using the scaled score, the lowest a child can score is 80, with the highest being 120.

A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

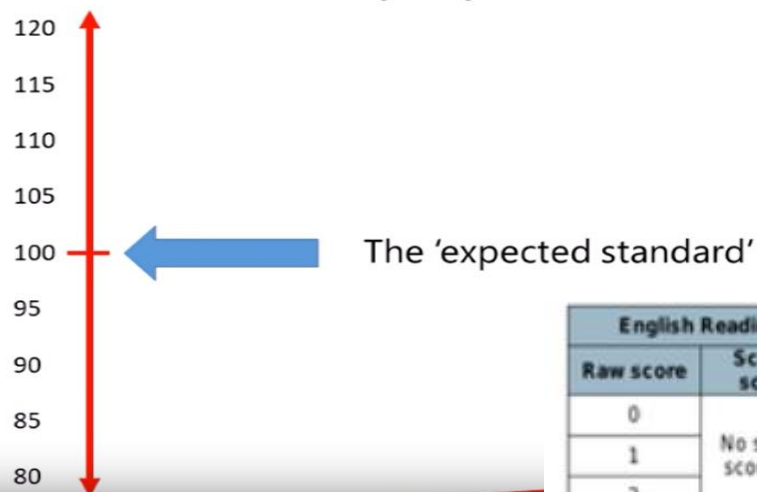
Each pupil receives:

- a raw score (number of raw marks awarded);
- a scaled score in each tested subject;
- confirmation of whether or not they attained the national standard.

What is meant by 'scaled scores'?

Reporting results

- Results returned: early July



English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120

Be mindful of language – it is not a pass or fail



In Writing

Working **towards** the expected standard

Working **at** the expected standard

Working **at greater depth**

Reading, SPAG, Maths

Working towards the expected standard

Working at the expected standard

The scaled score indicates how much above the expected standard they are

How to help your child

- Ensure your child has the best possible attendance at school.
- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Support your child with any homework tasks and reading at home.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

How to help your child with reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – read to them. KS2 is equally as important as listening to your child read. Audio books are also great!
- Have a 'routine' for reading.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

What should my child be reading?

YEAR 6

Pie Corbett's Reading Spine

PIE CORBETT'S READING SPINE

Here is my selection of great novels for Year 6 children. Do also look out for Doris Lessing's *Through the Tunnel* (HarperCollins), which is a fabulous and challenging short story. These books are the reading rites of passage that pave the way for the great literature that lies ahead. The books are intense reads, meaty books that are crafted beautifully. They will stay with the reader forever. These books are life-changers. Do read them before sharing with the class as some touch on challenging themes.



Holes

READ & RESPOND

Louis Sachar (Bloomsbury)

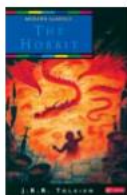
Invite the children to keep a diary for each of the key events – and by contrast, write a letter home from the camp. Together collect information about the main characters and discuss why they behave as they do. Ask: *Why did the author give Stanley a palindromic name?* Draw two timelines to track the present and past events. In role as journalists, encourage children to carry out interviews and write a news item for the start and end of the book. Ask: *Why is the book called 'Holes'?* Talk through all the possibilities. Discuss *'the holes in their lives'*. Then make a comparison with the film (it has a PG certificate, so you might want to check with parents before showing it). (See the *Read & Respond* title for further ideas.)



Clockwork

Philip Pullman (Random House)

Before reading, ask: *What does the cover suggest the book will be about?* While reading it in class create a story map of the story and show how the main events and characters interconnect. Ask: *Which are the good/bad characters? Where is your evidence?* Together compare Karl and Gretl using evidence from the text. Ask: *In what way is the book like 'clockwork'? How are our lives like clockwork? In what ways do we 'wind up the future like clockwork'?* Re-read the book and pause at the places where there is the most suspense. Ask: *How does Philip Pullman create suspense? What techniques does he use? How does he keep the reader 'all wound up'?*



The Hobbit

J.R.R. Tolkien (HarperCollins)

With the class create maps and a timeline for the adventure. Can they write messages in runic code? Invite them to write letters to Bilbo to persuade him to join the journey. Together create a set of instructions, such as *'How to Trap a Troll'*. Role play the Troll scene in lesson. Invite them to write riddles for Bilbo to use against Gollum or the Dragon. Provide time to write Gollum's story, asking: *How did he get inside the mountain and how did he come by the ring?* Together write a poem listing what you would do with a magical ring. After each key part of the story, interview a child in the role of a dwarf and ask them about what has happened or create and film news bulletins. Challenge children to draw or describe Smaug, as well as write an 'end of term report' for Bilbo. Ask: *How has the journey changed him?* Work out the underlying pattern of the Quest story – and the key archetypal characters – then create your own quest in chapters.



Skellig

READ & RESPOND

David Almond (Hodder)

Together in class discuss Mina's views on education. Ask: *Who or what is Skellig? What is the book about?* Invite them to collect key lines to talk about, such as *'truth and dreams are always getting muddled'*. In role as Mina, encourage children to write her diary extracts about what is happening. Perform and talk about 'Tyger' by William Blake. Provide time to write Michael's story for Miss Clarts in Chapter 33. Ask: *Why does Michael want to call the baby 'Persephone'?* Tell the class to read 'Mina – my story' and write a sequel to *Skellig*. (See the *Read & Respond* series for further ideas.)



Fireweed

Jill Paton Walsh (Hot Key Books)

This book benefits from background knowledge about the bombing of London in 1940 and the evacuation. Split the class in two with both halves keeping diary entries for the two main characters. Hold discussions after each chapter as this is a demanding read. Pause for 'think alouds' where children in role think aloud about their thoughts, hopes, motives, and so on. Discuss with the class what happens in the last two chapters. Ask: *Why is the story called 'Fireweed'?* Also, read *Dolphin Crossing* (Faber) by the same author (about Dunkirk).



River Boy

Tim Bowler (Oxford University Press)

This is another mysterious book and you should read it before reading it to the class. Ask: *Who, or what, is the 'river boy' and how can he be 'part of her'?* What does Grandpa want? How can Jess 'be his hands'? When reading Chapter 17 discuss the relationship between the painting and the river boy and Grandpa. Discuss the importance of the swim and ask: *how does this help Jess come to terms with Grandpa's death? By the end of the book who has changed and how?* At the end of the book discuss the spirit of the river boy was in her alone. Try to summarise what the book is about and what it means to the children. Some of these meanings might be private.



The Arrival

Picture book

Shaun Tan (Hodder)

Before reading this in class you may find it handy to explain immigration, especially the migration to America at the end of the 19th century (Ellis Island). Read carefully and discuss. Study each section at a time. Ask: *What is happening?* As there are no words, the reader has to work hard! Discuss in class how the story makes you feel – and how the characters seem to feel. (Being in a new country, migrants often feel at a loss in the same way that the reader does.) Discuss the three 'helpers'. Invite the children to write the letters that they send. Ask: *What is the story about? Are all the illustrations real or in someone's imagination? Are they symbols for anything?* Encourage the class to write story sections to go with different parts of the book or diary entries for characters. Also, read other Shaun Tan books, such as *The Lost Thing*, *The Red Tree* and *Rules of Summer* which makes a good model for writing. Also, check out picture books by Armin Greder, *The Island* and *The City* (Allen & Unwin).

PIE CORBETT'S READING SPINE

YEAR 6

100 Books To Try And Read Before You Leave Year 6



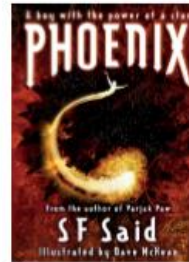
Matilda
Roald Dahl



Kensuke's
Kingdom
Michael Morpurgo



The Crossover
Kwame Alexander



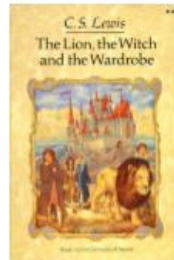
Phoenix
S F Said



Charlotte's Web
E B White



Alice's Adventures in
Wonderland
Lewis Carroll



The Lion, The Witch
and The Wardrobe
C S Lewis



Stig Of The Dump
Clive King



Artemis Fowl
Eoin Colfer



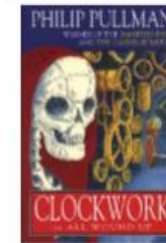
Diary Of A Wimp
Kid
Jeff Kinney



Five Children and
It
E Nesbit



Beetle Boy
M G Leonard



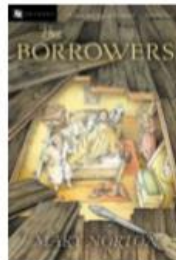
Clockwork
Phillip Pullman



The Secret Garden
Frances Hodgson
Burnett



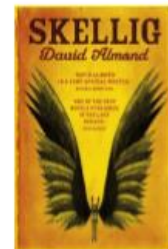
Wonder
RJ Palacio



The Borrowers
Mary Norton



The Fantastic Flying
Books of Mr Morris
Lessmore
Lane Smith



Skellig
David Almond



A Series of Unfortunate
Events
Lemony Snickett



The Girl of Ink and
Stars
Kiran Millwood



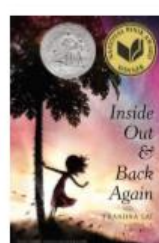
Holes
Louis Sachar



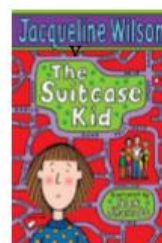
Demon Dentist
David Walliams



Goodnight Mister Tom
Michelle Magorian



Inside Out & Back Again
Thanhha Lai



The Suitcase Kid
Jacqueline Wilson



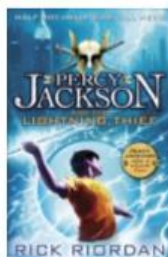
The Boy in the Striped Pyjamas
John Boyne



Firegirl
Tony Abbott



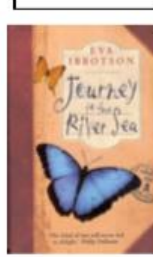
The Many Worlds of Albie Bright
Christopher Edge



Percy Jackson and the Lightning Thief
Rick Riordan



Coraline
Neil Gaiman



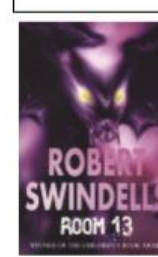
Journey to the River Sea
Eva Ibbotson



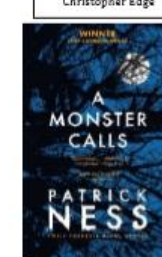
Five On A Treasure Island
Enid Blyton



Time Travelling With a Hamster
Ross Welford



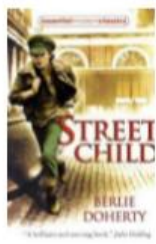
Room 13
Robert



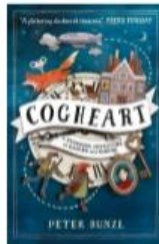
A Monster Calls
Patrick Ness



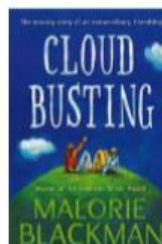
Millions
Frank Cottrell-Boyce



Street Child
Berlie Doherty



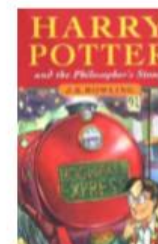
Cogheart
Peter Bunzl



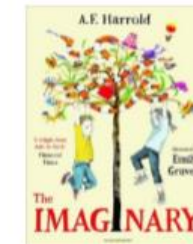
Cloud Busting
Malorie Blackman



Trash
Andy Mulligan



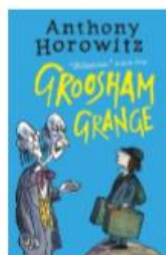
Harry Potter and the Philosopher's Stone
JK Rowling



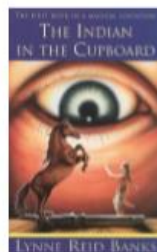
The Imaginary
A F Harrold



Once
Morris Gleitzman



Groosham Grange
Anthony Horowitz



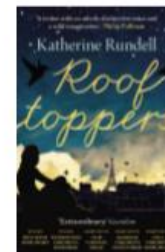
The Indian in the Cupboard
Lynne Reid Banks



The Nowhere Emporium
Ross MacKenzie



Oranges in No Man's Land
Elizabeth Laird



Rooftoppers
Katherine Rundell



George's Secret Key to the Universe
Lucy Hawking



Shadow Forest
Matt Haig



The Diamond of Drury Lane
Julie Gelling



The London Eye Mystery
Siobhan Dowd



The Silly Book of Side-Splitting Stuff
Andy Seed



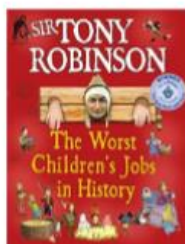
The Considine Curse
Gareth Jones



Animal Farm
George Orwell



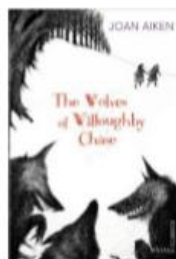
Flour Babies
Anne Fine



The Worst Children's Jobs in History
Tony Robinson



The Amazing Maurice and his Educated Rodents
Terry Pratchett



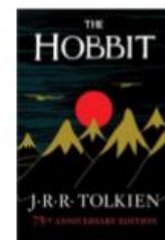
The Wolves of Willoughby Chase
Joan Aiken



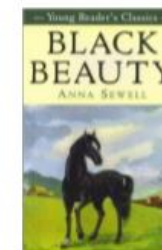
The Queen's Nose
Dick King-Smith



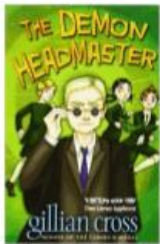
Eren
Simon P. Clark



The Hobbit
J.R.R. Tolkien



Black Beauty
Anna Sewell



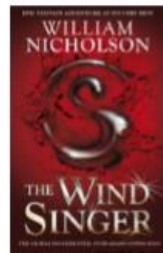
The Demon
Headmaster
Gillian Cross



Lion Boy
Zizou Corder



The Wind in the
Willows
Kenneth Grahame



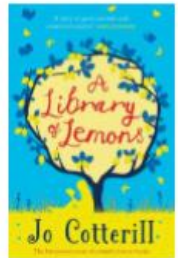
The Wind Singer
William Nicholson



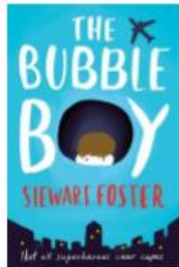
When Hitler Stole Pink
Rabbit
Judith Kerr



How to Train Your
Dragon
Cressida Cowell



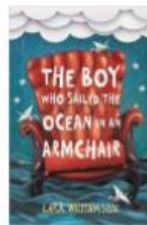
A Library of
Lemons
Jo Cotterill



The Bubble Boy
Stewart Foster



Miss Peregrine's Home
for Peculiar Children
Ransom Riggs



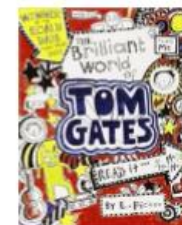
The Boy Who Swam the
Ocean in an Armchair
Lara Williamson



Pax
Sara Pennypacker



My Brother is a
Superhero
David Solomon



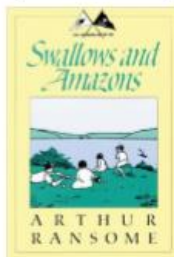
The Brilliant World of Tom
Gates
Lisa Picken



Black Powder
Ally Sherrick



Sweet Pizza
G.R. Gremm



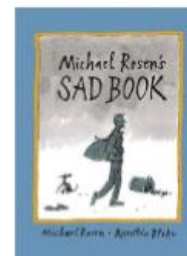
Swallows and Amazons
Arthur Ransome



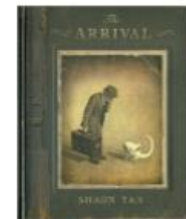
Strange Star
Emma Carroll



Face
Benjamin
Zephaniah



Sad Book
Michael Rosen

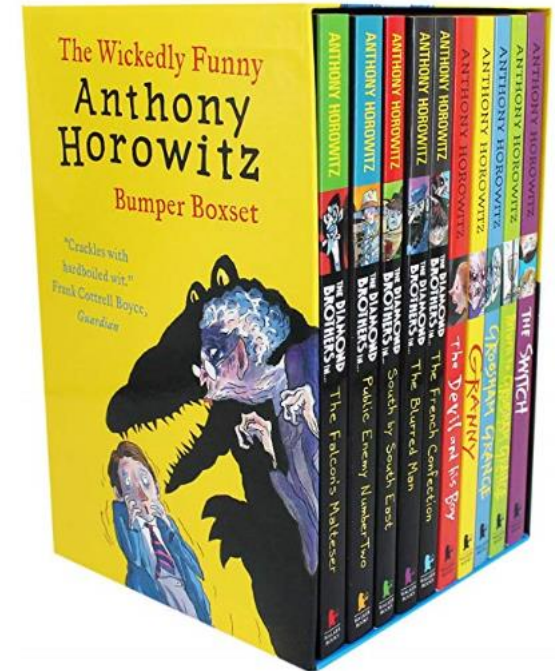
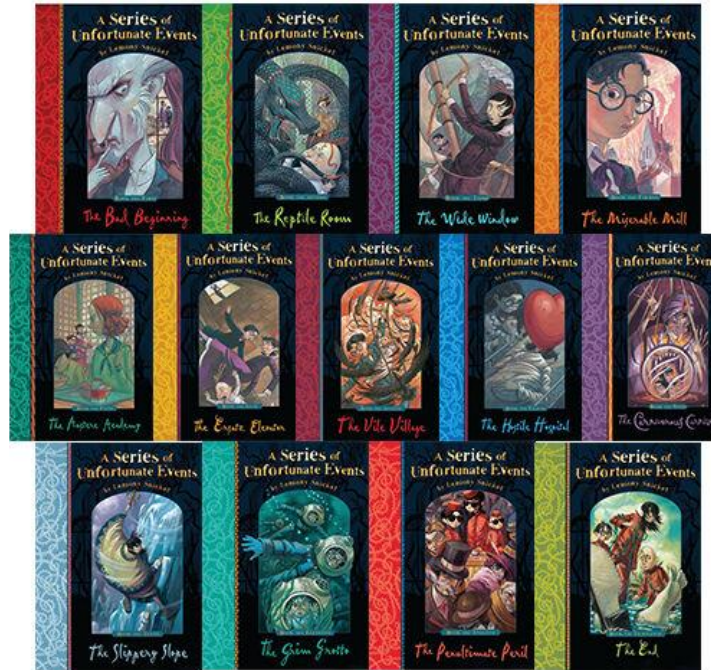
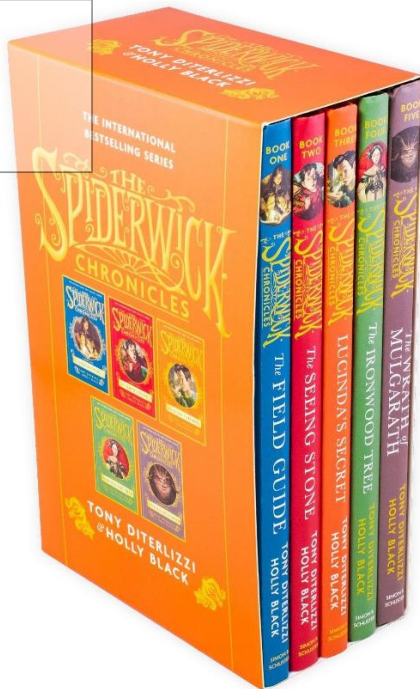


The Arrival
Shaun Tan



Ballet Shoes
Noel Streatfeild

Find a favourite author or a series to read.





Accelerated Reader Bookfinder™



Teacher

Quick Search

Advanced Search

Collections



AR BookBag™

Enter Keycode

Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Title

Author

Series

Publisher

ISBN

Quiz Released

Quiz Type

☐ Interest Level

☐ ZPD Range/ATOS Book Level through

[Show Lexile® Measure](#)

select an Interest Level first

Additional Criteria

Sort

Search

Clear Form

Featured Books for 9+ readers

If you're looking for suitable books for your 9 - 10 year old, our extensive list of expert recommendations is sure to put you in the right direction. .

THIS MONTH'S FEATURED FEATURED BOOKS FOR 9+ READERS BOOKS



You Can Save The Planet 101 Ways You Can Make a Difference

9+ readers

11+ readers



Read an extract



'Twas the night before Christmas,
and high on a hill,
a lonely tree shivered
in the cold and the still.



Illustration by [unintelligible]

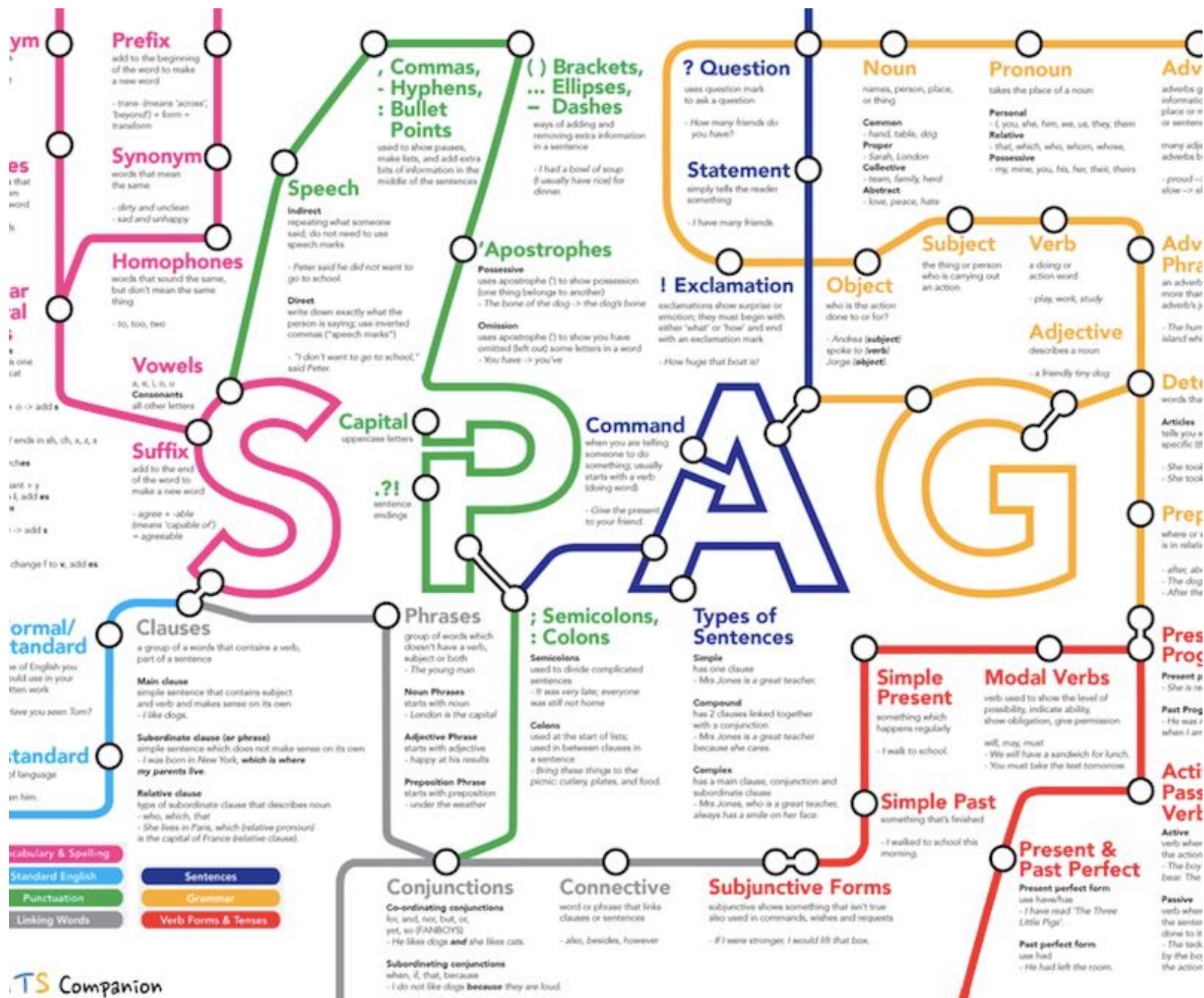
Book amnesty

Do you have any suitable books that you no longer read that you could donate to our book shelf?



How to help your child with writing

- Practise and learn weekly spelling lists – make it fun! 'spelling shed' app
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!
- Support them with www.spag.com homework



NO GRAMMAR



The 'Adjective' So = :

The
AD

DOW

Sing with Grammarsaurus

'Adverbs and adverbials'



Grammarsaurus.co.uk

Spelling Shed

★ 0 🏅 59,526 🏆 104,920 🍯 18

Stage 1 & 2

Stage 3 & 4

Stage 5 & 6

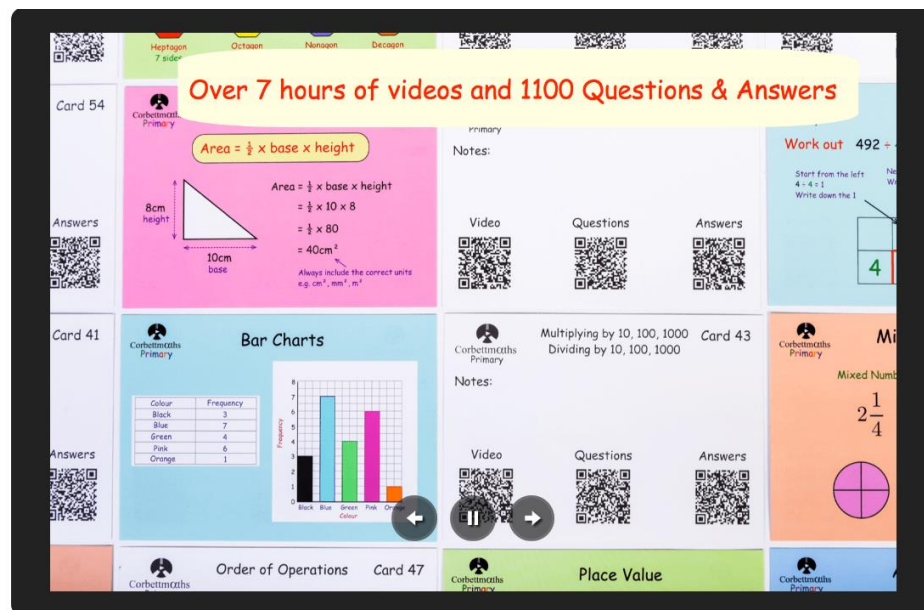
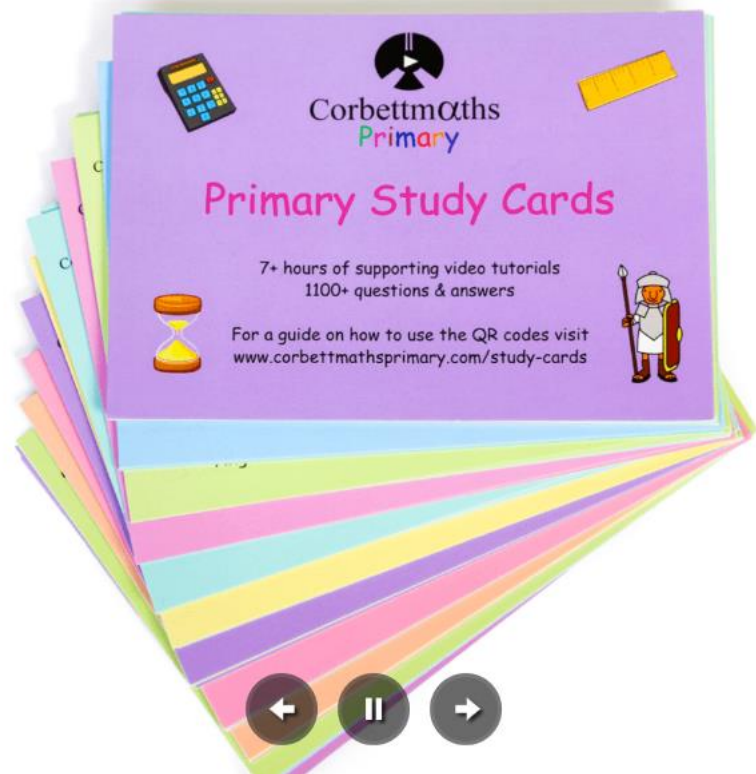
More Lists



How to help your child with Maths

- Play times tables games – TTRS is great for improving accuracy and speed
- Support with the arithmetic homework where possible.
- Encourage opportunities for telling the time and reading calendars.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.


Revision resources – corbett maths



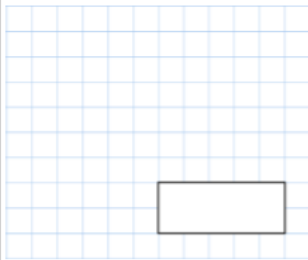
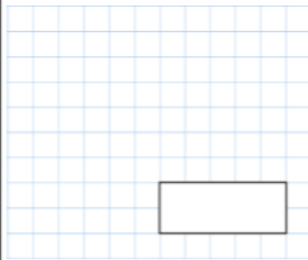
ITEM DESCRIPTION	NUMBER OF SETS	PRICE PER PACK exc. VAT	QUANTITY	PRICE exc. VAT
Primary Study Cards	1 - 9	£6.65		
	10 - 19	£6.00		
	20 +	£4.50		

Corbett maths 5 a day

www.myminimaths.co.uk

Name: _____ Primary 5-a-day Gold 

6th January

9^2 	$\frac{3}{4} - \frac{5}{8}$ 
Write down all the factors of 24	
<p>Large pies cost £3.25 each Small pies cost £1.80 each</p> <p>Five children together buy two large pies and one small pie.</p> <p>They share the cost equally.</p>	How much does each child pay?
Write the two missing digits to make this long multiplication correct	$\begin{array}{r} 5 \square \\ \times \square 7 \\ \hline 371 \\ 1060 \\ \hline 1431 \end{array}$

<https://myminimaths.co.uk/year-6-week-1-addition-subtraction-using-formal-written-methods-monday/>

MATHS TASKS ▼ TT38 – TIMES TABLES SKILL BUILDER YEAR 6 ARITHMETIC PRACTICE PAPERS ARITHMETIC 16 TARGET QUESTIONS CONTACT

Search

YEAR 6 Minimaths Video Tutorial - ...

Using the column / vertical method, calculate the following:

1.) $587 + 212 =$

2.) $376 + 241 =$

3.) $1365 \div 6 =$

4.) $2,336 \times 4 =$

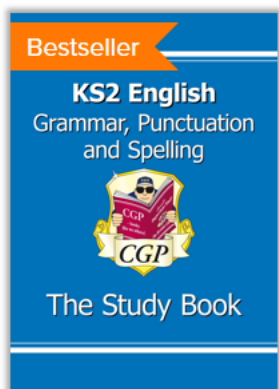
5.) $1365 \div 6 =$

6.) $2,336 \times 4 =$

1 of 1 Automatic Zoom

Addition & Subtraction Written Methods	Back to Basics
Using the column / vertical method, calculate the following:	
1.) $587 + 212 =$	5.) $\frac{1365}{6} =$
2.) $376 + 241 =$	6.) $2,336 \times 4 =$

CGP books



[Quick View](#)

KS2 English: Grammar, Punctuation and Spelling Study Book (for 2020 tests)

EGR23
In stock

Retail Price: £5.95

School Price: **£2.25**

1

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The Complete KS2 English SPaG SAT Buster Book 1 Bundle - including answers (for the 2020 tests)

E6SBB23
In stock

Retail Price: £10.00

School Price: **£5.00**

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The Complete KS2 Maths and English 10-Minute Test SAT Buster Book 2 Bundle (for the 2020 tests)

EMXB221
In stock

Retail Price: £12.00

School Price: **£5.00**

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What do we do in school?

- Broad and balanced curriculum
- Prepare the children
- Past papers are used to assess progress and inform planning – please do not use these at home!
- Interventions
- From January we offer an 8.30am start
- ‘Bits and Bobs’ club – Wednesday 3.15 – 4.15pm. All children are encouraged to attend.
- Homework
- Free SATs week breakfast club
- Relaxed week during SATs
- Reward trip after SATs