



# Upper Key Stage Two

# Curriculum Booklet

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## **Introduction**

At Alexander McLeod we believe that every child should be equipped with the knowledge, skills and values they need in order to become resilient, responsible and happy citizens of the changing world they live in.

This booklet will explain what your child is learning at school, what an expected Year 5 and Year 6 child's work looks like and how to support your child at home.



Curriculum booklets and additional content can be found on our website: <https://www.alexmcLeod.org.uk/>

# Curriculum Map

## Alexander McLeod Primary School Upper Key Stage 2 Curriculum Overview 2020-21

	Autumn term	Spring term	Summer term
<b>Year 5</b>	<b>Extinction</b>	<b>A Magical Universe</b>	<b>Vikings</b>
<b>Year 6</b>	<b>The Second World War</b>	<b>Extreme Weather: Global Warming</b>	<b>Enterprise</b>
			<b>The Caribbean</b>

To access our whole school curriculum overview please visit the website.

## Medium Term Planning (MTP)

Year 5 MTP Autumn 1 2021-2022							
Core Subjects							
	Week 1 September 6 <sup>th</sup>	Week 2 September 13 <sup>th</sup>	Week 3 September 20 <sup>th</sup>	Week 4 September 27 <sup>th</sup>	Week 5 October 4 <sup>th</sup>	Week 6 October 11 <sup>th</sup>	
<b>English - Reading</b>	Guided Reading: FICTION: The Miraculous Journey of Edward Tulane  POETRY: I is for Insecurity	Guided Reading: NON-FICTION: RMS Queen Mary  WRITING TASK: Recount in role	Guided Reading: FICTION: The Miraculous Journey of Edward Tulane  POETRY: K is for Kindness	Guided Reading: NON-FICTION: Landfill impact on the world  WRITING TASK: Letter in role	Guided Reading: FICTION: The Miraculous Journey of Edward Tulane  POETRY: V is for Vulnerability	Guided Reading: NON-FICTION: How china dolls are made  WRITING TASK: Reflection in role	Guided Reading: FICTION: The Miraculous Journey of Edward Tulane  POETRY: R is for Remorse
<b>English - Writing</b>	Word classes	Noun phrases	Adverbials	Types of clause	Co-ordinating conjunctions	Possessive pronouns  Prefixes and suffixes	
	The Arctic circle – video from Literacy Shed - <a href="https://www.literacyshed.com/arctic-circle.html">https://www.literacyshed.com/arctic-circle.html</a>  Writing outcome: Internal monologue  Success criteria: • First person • Present tense • Expanded noun phrases • Informal language – apostrophes for possession and contraction • Figurative language • Rhetorical question		David Attenborough  Writing outcome: Descriptive commentary  Success criteria: • Ambitious vocabulary • Embedded relative clauses • Fronted adverbials • Figurative language • Present tense • Third person • Expanded noun phrases			Various articles  Writing outcome: Encyclopaedia entry ("On the Brink of Extinction")  Success criteria: • Brackets and commas for parenthesis • Heading and subheadings • Bullet points • Formal tone (expanded forms etc.) • Facts and statistics • Subject specific vocabulary	
	L.I. To identify the features of an internal monologue  L.I. To answer questions in role	L.I. To plan my internal monologue in chronological order  L.I. To write an internal monologue	L.I. To identify features of a descriptive commentary  L.I. To identify how language is used to	L.I. To write sentences with embedded relative clauses	L.I. To edit writing for improvement  L.I. To perform my commentary as a voiceover	L.I. To identify common features from a range of information sources  L.I. To retrieve information from a	L.I. To plan how information will be organised in my encyclopaedia entry

An **MTP** is a planned sequence of work for different subjects for a period of weeks, such as a half-term. It focuses on organising coherent units of work. At Alexander McLeod, each year group produces a MTP that maps out the all the lessons that will take place for that half term. These can be accessed via our school website.

# National Curriculum Objectives

During Years 5 and 6, pupils should be able to read aloud a wide range of books that are written at an age-appropriate level with accuracy and at a reasonable speaking pace. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meaning on unfamiliar words in context, and then discuss what they have read. KS2 children will take part in whole class guided reading sessions where teachers will support reading skills collectively and ensure needs are also met individually.

## **Key objectives for Reading**

### **Pupils are taught to:**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

### **Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

# National Curriculum Objectives

## Key objectives for Reading

### **Understand what they read by (continued):**

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

# National Curriculum Objectives

Writing objectives are taught through daily English lessons. We follow a three phase model of planning, teaching and learning.

**Phase 1** – Immersion in the text type. The objectives covered in this phase enable the children to become familiar with the features of the writing outcome they are working towards.

**Phase 2** – Context / SPaG tools. During this phase, the objectives covered equip the children with a meaningful context for their writing outcome. There are often drama activities planned in order to encourage the children to explore different perspectives. As part of this phase we will teach discrete SPaG (Spelling, Punctuation and Grammar) objectives which we will encourage children to apply in their independent writing.

**Phase 3** – Writing. This phase covers the entire writing process, including writing, self or peer assessing, editing and publishing.

## Key objectives for Writing

### Spelling

#### **Pupils should be taught to:**

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

### Composition:

#### **Plan their writing by:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

#### **Draft and write by:**

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

# National Curriculum Objectives

## **Key objectives for Writing**

### **Draft and write by (continued):**

- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

### **Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### **Vocabulary, grammar and punctuation**

- develop their understanding of the concepts set out in English Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

### **Indicate grammatical and other features by:**

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

# National Curriculum Objectives

At Alexander McLeod Primary School it is our aim that all children develop a deep understanding and love of mathematics and learn the importance and relevance of maths in the 'real' world. We promote a love of maths and ensure that our children develop the ability to recall facts and times tables but also understand the importance of not only knowing facts in isolation. We support children to develop a good understanding of mathematical concepts and methods so that they are able to apply their knowledge in a range of contextualized problems.

"By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages" The National Curriculum.

## **Key Performance Indicators (KPIs) for maths – Year 5**

### **Number and place value**

- Read, write order and compare numbers to at least 1,000,000 and determine the value of each digit.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.

### **Addition and subtraction**

- Add and subtract whole numbers with more than 4 digits including using formal written methods (column addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### **Multiplication and division**

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving multiplication and division, including scaling by simples and problems involving simple rates

### **Fractions**

- Compare and order fractions whose denominators are all multiples of the same number.
- Read and write decimal numbers as fractions e.g.  $0.71 = \frac{71}{100}$
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.

# National Curriculum Objectives

## **Key Performance Indicators\* (KPIs) for maths – Year 5**

### **Measurement**

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including square), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.

### **Properties of shape**

- Draw given angles, and measure them in degrees
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

### **Statistics**

- Complete, read and interpret information in tables, including timetables.

\* This table outlines the Key Performance Indicators (KPIs) in maths. For pupils to have achieved the expected standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

# National Curriculum Objectives

## **Key Performance Indicators\* (KPIs) for maths – Year 6**

### **Number and place value**

- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.

### **Addition and subtraction**

- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

### **Multiplication and division**

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using a formal written method of long multiplication.
- Divide numbers up to four-digits by a two digit number using a formal written method of short division where appropriate, interpreting remainders according to the context.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

### **Fractions**

- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of a whole cake.

### **Measurement**

- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from smaller units of measure to a larger units using decimal notation up to three decimal places.

### **Properties of shape**

- Compare and classify geometric shapes based on their properties and sizes as well as find unknown angles in any triangles, quadrilaterals and regular polygons.

### **Position and direction**

- Draw and translate simple shapes on the coordinate plane, and reflect them in the axis.

# National Curriculum Objectives

## **Key Performance Indicators\* (KPIs) for maths – Year 6**

### **Statistics**

- Interpret and construct pie charts and line graphs, using them to solve problems.
- Calculate and interpret the mean as an average.

### **Ratio and proportion**

- Solve problems involving calculation of percentages, e.g. of measures, and such as 15% of 360 and the use of percentages for comparison
- Solve problems involving equal sharing and grouping using knowledge of fractions and multiples.

### **Algebra**

- Use simple formulae e.g. perimeter of a rectangle or area of a triangle.

\* This table outlines the Key Performance Indicators (KPIs) in maths. For pupils to have achieved the expected standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

# Mathematics

How to support your child at home with mathematics:

- Examples of the four operations
- Timetables

## Addition and subtraction

$$\begin{array}{r} 13456 \\ + 4845 \\ \hline 18301 \\ \hline \end{array}$$

+ + +

$$\begin{array}{r} 19.01 \\ 3.65 \\ + 0.70 \\ \hline 23.36 \\ \hline \end{array}$$

+ +

$$\begin{array}{r} \overset{6}{\cancel{7}} \overset{10}{\cancel{1}} 6 \overset{8}{\cancel{9}} . \overset{10}{\cancel{0}} \\ - 372.5 \\ \hline 6796.5 \\ \hline \end{array}$$

### Column addition

When we use column addition we add numbers together, starting from the lowest value column.

We line up the digits ensuring we use their place value. When the value of the digits is greater than 9 we exchange with the next column to the left.

When an addition contains a decimal, the decimal point is to be lined up just like all of the other place value columns and must be remembered in the answer row. **Zeros could be added into any empty places to show there is no value to add.**

### Column subtraction

We always place the largest number on top. Starting with the lowest value column, we subtract the numbers.

If this cannot be done such as  $0 - 5$ , we need to 'exchange' from the next column, so 0 becomes 10. It is important we cross out the number we exchanged from and write how much is left in that column e.g. 9 becomes 8.

## Multiplication

$$\begin{array}{r} 825 \\ \times \quad 3 \\ \hline 2475 \\ + \end{array}$$

**Short multiplication** is when we multiply a number by a one-digit number. We times the one digit number on the bottom row by each digit on the top row starting from the right.

$$\begin{array}{r} 825 \\ \times 13 \\ \hline 2475 \\ + 8250 \\ \hline 10725 \\ + \end{array}$$

**Long multiplication** is when we multiply a number by another number with 2 or more digits.

1. Times the ones number on the bottom row by each digit on the top row, starting from the right.
2. Put a placeholder in!
3. Times the tens digit by each digit on the top row, starting from the right.
4. Add your answers.

# Division

$$\begin{array}{r} 181 \\ 5 \overline{) 9405} \end{array}$$

**Short division (bus stop method)** is when we divide a number by a 1-digit number. We ask ourselves "How many groups of 5s are in...?" for each digit under the bus stop, starting from the left, and write the answer on top. If there is a remainder, we carry it over to the next digit.

$$\begin{array}{r} 063 \\ 15 \overline{) 945} \\ \underline{-90} \phantom{5} \\ 45 \\ \underline{-45} \\ 0 \end{array}$$

Dad  $\div$

Mother X

Sister -

Brother  $\downarrow$

**Long division** is when we divide a number by another number with 2 or more digits.

1. How many groups of 15 are in 94?
2.  $6 \times 15 = 90$
3.  $94 - 90 = 4$
4. Bring down the 5
5. How many groups of 15 are in 45?
6.  $3 \times 15 = 45$
7.  $45 - 45$

The method is complete when all the digits have been used up under the bus stop.

## Fractions – adding and subtracting

When adding or subtracting fractions, you need a **common denominator** (the number on the bottom needs to be the same).

### Do you already have a common denominator?

$$\frac{3}{18} + \frac{9}{18} = \frac{12}{18}$$

In this case, you can just add or subtract the numerators (the numbers on top).

### Can you change just one?

$$\begin{array}{l} \text{X 2} \left( \begin{array}{l} \frac{4}{5} - \frac{2}{10} = \\ \frac{8}{10} - \frac{2}{10} = \frac{6}{10} \end{array} \right. \end{array}$$

Here, we are able to change 5 into 10 by multiplying by 2. Whatever you do to the top number, you must do the same to the bottom number. Once you have a common denominator, you can just add or subtract the numerators.

### Do you need to change both?

$$\left( \frac{3}{4} \right) + \left( \frac{1}{7} \right) = \frac{21}{28} + \frac{4}{28} = \frac{25}{28}$$

If the two denominators are not common multiples (one cannot be changed into the other) you need to cross multiply.

1. Multiply both parts of the first fraction by the second denominator.
2. Multiply both parts of the second fraction by the first denominator.
3. Add or subtract the new numerators (as you now have a common denominator).

# Fractions – multiplying and dividing

**Multiplying fractions** is very simple.

$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$

1. Multiply the numerators together.
2. Multiply the denominators together.

**Dividing fractions** is quite simple too.

We remember the method as KFC – Keep, Flip, Change.

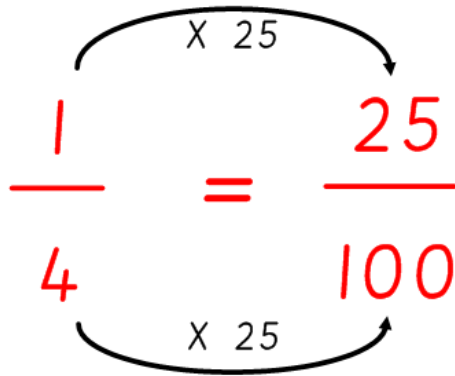
$$\frac{5}{12} \div \frac{1}{4} = \frac{5}{12} \times \frac{4}{1} = \frac{20}{12}$$

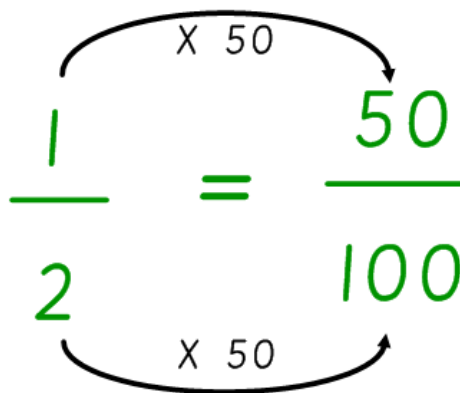


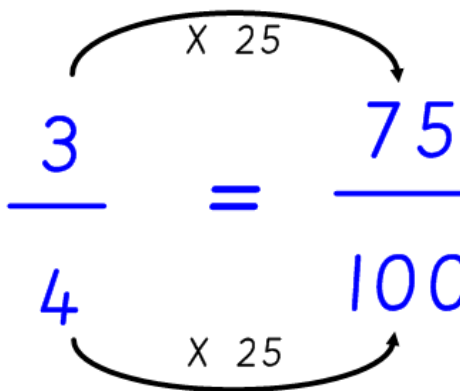
1. Keep the first fraction as it is.
2. Flip the second fraction the other way up.
3. Change the divide to a multiply.
4. Multiply the fractions together.

## Equivalent fractions, decimals and percentages

There are some equivalent fractions, decimals and percentages that we should just know off by heart. Here are the most important ones:

$$\frac{1}{4} = \frac{25}{100} = 25\% = 0.25$$


$$\frac{1}{2} = \frac{50}{100} = 50\% = 0.5$$


$$\frac{3}{4} = \frac{75}{100} = 75\% = 0.75$$


## Equivalent fractions, decimals and percentages

Here are some more equivalent fractions, decimals and percentages that it is useful to know:

$$\frac{1}{10} = \frac{10}{100} = 10\% = 0.1$$

$$\frac{1}{5} = \frac{20}{100} = 20\% = 0.2$$

$$\frac{1}{8} = 12.5\% = 0.125$$

# BODMAS

BODMAS tells us the order in which calculations have to be done when there is more than one step.

**B** rackets e.g.  $(3+4)$

**O** rder e.g.  $3^2$

**D** ivision  $\div$

**M** ultiplication  $\times$

**A** ddition  $+$

**S** ubtraction  $-$

An example of when we would need to use this is:

$$30 + 5 \times 2 =$$

Because multiplication (X) comes before addition (+) in BODMAS, we would do  $5 \times 2$  first, which equals 10.

Then we would add 10 to 30, so our final answer would be 40.

# Times Tables

It is important that children can recall key facts in maths, as this will allow them to more efficiently solve problems. In order to support our children with their understanding of their times tables, we have launched a times table record that the children keep with them until they have learnt all their times tables facts up to 12 x 12 and are able to answer quick fire questions on each one.



To support your child at home, we have set-up an interactive and engaging programme where children are able to practice their timetables on their electronic devices. They set up their own avatar and give it a Rockstar name. Children are then able to play games, challenge other children and earn points to feature on leader boards, all whilst learning and rapidly recalling their timetables. You can support your child by ensuring they know their timetables up to 12 x 12, maybe challenge them on the way to school to recall their tables or simply join in with them on TT Rockstars.

# English

How to support your child at home with English:

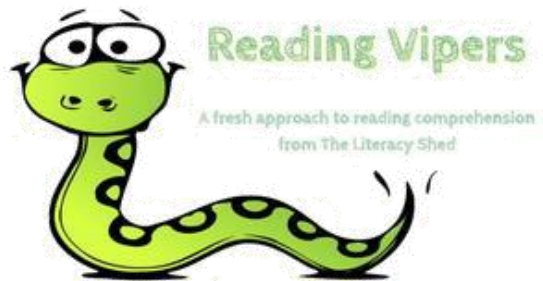
- Reading
- SPaG (Spelling, Punctuation and Grammar)

## Reading

At Alexander McLeod, children have daily guided reading sessions linked to fiction and non-fiction texts. Over a two week period children will be exposed to high quality texts and extracts linked to a similar theme. Teachers support reading skills collectively and ensure needs are also met individually.

Our guided reading sessions are based around Vipers as they cover the key comprehension skills:

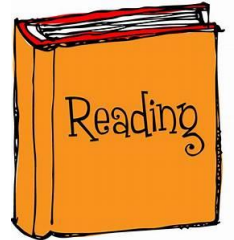
Vocabulary  
Inference  
Predict  
Explain  
Retrieve  
Summarise



# **Reading**

As part of the children's home learning, it is strongly advised that children read for 20 minutes each night. Research suggests children who reading regularly develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

You can support your child by listening them to read, encouraging them to share what they are reading with you and asking them questions such as:



## **Before reading the book:**

- What do you think this story will be about?
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- What do we call the writing on the back of the book?
- What does the blurb tell us?

## **During the reading of the book:**

- What has happened so far? Is it what you expected to happen?
- What might happen next?
- How do you think the story might end?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Find 2 sentences, which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

## **At the end of the book:**

- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.
- Would you like to read another book by this author? Why?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?
- Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

# **SPaG**

In English, high quality texts are used to plan for meaningful writing outcomes using the 3-phase model:

**Phase 1** – Immersion in the text type.

**Phase 2** – Context/SPaG tools.

**Phase 3** – Writing.

During phase 2 of the model, discrete SPaG (Spelling, Punctuation and Grammar) objectives are taught so that children are able to apply this in their independent writing.

To support your child's knowledge and understanding of SPaG, please refer to the individuals sections on:

**Spelling**

**Punctuation**

**Grammar**

# Spelling:



The Spelling Shed is a spelling platform designed by a team of Primary School teachers and aims to make spelling fun for students by using games and activities to engage children.

It can be accessed via the Spelling Shed app or website. Each week your child's class teacher will set new spellings on Spelling Shed that your child can practice by playing games and collecting points which will move them up their class leader board. Children will then have their spelling test each week.

Once logged on, you will see a tab showing a list of words set by your child's teacher. When clicked, the tab will take you to games linking to the spellings set by the class teacher.

Please encourage your child to use the app/website regularly in order to remember their spellings beyond their spelling test.

## **Year 6 Spellings**

Autumn 1

### **Spelling Shed**



Please practice these spellings each week with your child in time for the spelling test every Monday.

We have given you all the spellings for this half term and each week the children will be able to access their new spellings on the Spelling Shed app/website.

<b>Set 1</b>	<b>Set 2</b>	<b>Set 3</b>	<b>Set 4</b>	<b>Set 5</b>	<b>Set 6</b>
Date of test: 16/09/19	Date of test: 23/09/19	Date of test: 30/09/19	Date of test: 7/10/19	Date of test: 14/10/19	Date of test: 21/10/19
muscle available determined prejudice rhyme identify accommodate suggest competition existence	accompany average conscience develop explanation immediately necessary privilege rhythm symbol	according awkward conscious dictionary familiar individual neighbour profession sacrifice system	achieve bargain controversy disastrous foreign interfere nuisance programme secretary temperature	aggressive bruise convenience embarrass forty interrupt occupy pronunciation shoulder thorough	amateur category correspond environment frequently language occur queue signature twelfth

## Spelling:

The National Curriculum sets out word-lists for years 3 and 4 and years 5 and 6 which are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2.

More guidance and KS1 and LKS2 word lists can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

### **National curriculum word list Years 5 and 6**

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

# Punctuation

.	Full stops go at the end of sentences. I have completed my homework.
?	Question marks go at the end of questions instead of full stops. Do you have a coat with you?
!	Exclamation marks show emotion (such as surprise or anger) in sentences or help to really make a point. I really, really hate peas!
,	Commas can be used in lists or to separate clauses in sentences. If it rains, we will have indoor playtime. I like carrots, broccoli, green beans and tomatoes.
:	Colons provide additional information by joining two main clauses in a sentence when the second illustrates or explains the first or when introducing a list. She was a great writer: she used powerful language to make her characters come to life. Today I will: clean my room, do my homework and see my friends.
;	Semi-colons join two similar points (both need to be main clauses): He loves cooking; he can't get enough of finding new recipes.
()	Brackets are used to add parenthesis (extra information in a sentence). It was going to be a lovely day (or so we all thought).
" "	Inverted commas are used to punctuate direct speech (dialogue). "I can't wait to see you!" he exclaimed.

# Grammar glossary

## **active voice**

An active verb has its usual pattern of subject and object (in contrast with the passive).

Active: The school arranged a visit.

Passive: A visit was arranged by the school.

## **adjective**

A word used to describe something or somebody.

delicate, red, beautiful

## **adverb**

A word that gives information about a verb (how, when or where the verb is/was done).

slowly, anxiously

Usha soon started snoring loudly.

Adverbs can also describe adjectives.

very, really, extremely

## **adverbial phrase**

An adverbial phrase is a phrase (more than one word) that does the job of an adverb.

The bus leaves in five minutes.

She promised to see him last night.

## **antonym**

Two words are antonyms if they have the opposite meaning.

cold / hot

shy / confident

## **apostrophe**

Apostrophes are used for two different reasons: contractions (when two words become one e.g. can't) or to show possession (when something belongs to someone e.g. Gary's pen).

Apostrophes are NOT used for plurals (more than one of something, e.g. animals)

# Grammar glossary

## **clause**

Clauses are 'chunks' of sentences that can be main or subordinate. All clauses contain a subject and a verb.

Main clauses make sense on their own.

Subordinate clauses do not make sense on their own.

It was raining, but we were indoors.



main



subordinate

## **conjunction**

A conjunction links two words or phrases together.

but, so, because, and, when

## **determiner**

Specifies a noun.

the, a/an, those, some, three, Julia's, my

## **modal verb**

Modal verbs express certainty, ability or obligation.

will, would, can, could, may, might, shall, should, must

## **noun**

Naming words for people, places or things.

My big brother did an amazing jump on his skateboard.

Kindness doesn't cost anything.

## **object**

An object has the verb done to it in a sentence.

Harry ate strawberries.

## **passive voice**

The sentence 'It was eaten by our dog' is the passive of 'Our dog ate it'.

# Grammar glossary

## **past tense**

Verbs in the past tense show actions that have already happened in the past.

walked, saw, imagined

## **perfect**

The perfect form of a verb generally calls attention to the consequences of a prior event; for example, 'he has gone to lunch' implies that he is still away, in contrast with 'he went to lunch.'

Perfect forms of verbs normally include have/has/had along with the main verb.

## **phrase**

A phrase is a group of words that are grammatically connected so that they stay together. Phrases do not always have to contain subjects and/or verbs.

a dark, mysterious cave

## **plural**

A plural noun normally has a suffix *-s* or *-es* and means 'more than one'. Some nouns have different endings for the plural form.

cats, children, smiles

## **prefix**

A letter or a group of letters that are added to the beginning of a word to change the grammatical form.

misbehave

redo

## **preposition**

A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time.

to, from, in, since

# Grammar glossary

## **present tense**

Verbs in the present tense show actions that are being completed presently.

try, likes, believe, goes

## **progressive**

The progressive (also known as the 'continuous') form of a verb generally describes events in progress. It is formed by combining the verb's present participle (e.g. *singing*) with a form of the verb *be* (e.g. *he was singing*). The progressive can also be combined with the perfect (e.g. *he has been singing*).

Michael is singing in the store room.

Amanda was making a patchwork quilt.

## **pronoun**

A word that is used instead of a noun in a sentence.

he, she, it, they, I, you, his, them, us

## **relative clause**

A subordinate clause that provides extra information about the noun in a sentence. It usually starts with *who*, *which* or *that*.

Elsie, who is 7, enjoys playing football.

## **root word**

The most basic form of a word. Prefixes and suffixes can be added to a root word.

played- the root word is play

unfair- the root word is fair

## **subject**

The person or thing that does the action of a verb.

The children will study the animals.

Daniel ate the strawberries.

# Grammar glossary

## **subjunctive**

A form of the verb used in formal writing to talk about things that should or might happen.

If Zoë were the class president, things would be much better.

The school requires that all pupils be honest.

## **suffix**

a letter or a group of letters that are added to the end of a word to change the grammatical form.

sweetness

driver

## **synonym**

Two words are synonyms if they have the same meaning, or similar meanings.

old / elderly

talk / speak

## **verb**

Verbs are sometimes called 'doing words' because many verbs name an action that someone or something does. Moreover, many verbs name states or feelings rather than actions.

The teacher wrote a song for the class.

He knew my father.

I am worried about my sister.

# Models of writing

## Expected writing Year 6

Should zoos be banned?



All around the world, zoos are visited by many people. Zoos popularity has

increased majorly over time.

When people visit them, they meet ~~particular~~ <sup>peculiar</sup> and interesting creatures. Initially, zoos had a bad reputation for how they imprison animals for entertainment purposes. Nowadays some people still have these thoughts if zoos are good or bad.

Are zoos good or bad? What do you think?

It is important to debate the existence of zoos; in one way they help the population of animals through conservation and for research, however their damage is untold.

I know many children enjoy a day at the zoo where they can get to view a gorilla up close or enjoy the elephants in person. Where else would you get the opportunity.



However, Zoos been around since Victorian times, the reality is not cute and fun. watching an animal pace around an enclosure, desperate to escape. The cage is no replacement for their natural habitat no matter how nice it looks. I was shocked to discover that animals have <sup>recently</sup> ~~recently~~ been prescribed medicines to keep <sup>an</sup> happy. As <sup>an</sup> animal lover, I find it hard to support this.

Circuses and things have changed a lot since they first began ~~operation~~ <sup>operation</sup>. Modern Zoos offer much insight into the lives of animals, and provide a safe environment and space for endangered species to exist. They can be a place of sanctuary where animals can be located away from the dangerous world that humans have destroyed.

# Models of writing

## Expected writing Year 6

SC	I can use the subjunctive form
SC	I can use modal verbs
Personal target	I can use the personal pronoun one

# SOLVED

Dear Julian,

In the first instance, let me sincerely thank you for the bravery you have shown in writing to me. It is clear to me that you are facing some extremely challenging issues; it is important that you do not give up hope for the future.



The first issue mentioned in your letter was feeling

of extreme guilt you are experiencing for the way you treated your peer, Auggie. Feelings of remorse and regret are understandable in this situation: they indicate that you have a conscience.

If I were you, I would have an honest conversation ~~that~~ with Auggie. One must be prepared for the possibility that the apology will not be accepted, however at the very least you will know that you have done everything possible and within your power to make amends.

## Greater depth writing Year 6

SC	I can use question tags
Personal target	I can use brackets, dashes or commas to show Parenthesis

My dear sister, Margery,

You'll never guess what has happened to me. I'm in the service of His Majesty the <sup>King</sup> ~~king~~! Yes, that's right, I'm Prince Edwards page!



The prince is eighteen months old now and I'm living in his home (at the palace of Hampton Court). It's the most beautiful place I've ever seen! I think King Henry must be the wealthiest man in the whole entire world because he's got so much gold, silver and jewels. I bet you can't even imagine his riches, can you? Well, let me tell you - every room glitters like the

Sun.



Court  
Hampton ~~Court~~ is on  
the banks of the River  
Thames, quite a long  
way from the city. It's  
just as well, because I'm

so glad to be out of London. I felt as if I was  
in a stinking prison when I was there. People  
literally drop like dead flies with the plague  
and sweating sickness; the whole city reeks  
because there are rotting corpses and horse dung  
everywhere. It sounds like hell, doesn't it?

Anyway, I'm dying to hear about what you've  
been up to. Have you heard anything from  
Brother John? I miss him so much. You will

tell me if you hear from him, won't you?

I've got to go now and get a good night's rest before the Prince wakes up and I'm busy with all my duties again. I hope to hear from you soon, Margery.

With all my love, Will.

## Greater depth writing Year 6

The ancient-looking, mysterious key rattled in Coraline's quivering palms. She reluctantly brought the old key up to the hole. She hesitated. Where was this door going to take her? She suddenly felt an uncontrollable urge to step away from the door. With an overwhelming blow of trepidation, Coraline shoved the key into the key hole - still considering whether she should do this or not - and after tugging on it for a while, it made a very satisfying clunk. She took one last prolonged glance at the drawing room, which by this stage, the light had all drained out of.

Gradually, the door opened. Silence...

Creak...

With a lengthy (not to mention deagening) creaking noise, the door swung open.

Bang!

The door. It had slammed shut.

"How on ~~earth~~ earth will I get out now?"  
<sup>doubtedly</sup> she <sup>doubtful</sup> questioned herself.

Darkness prevailed over these peculiar surroundings. Swish! Something passed here. Swoosh! Something passed there. It was almost as rapid as the wind that was currently gushing across her neck. Swish! There it was again! Coraline suddenly <sup>came to realisation</sup> ~~realised~~ it was a shadow. But how?... The room was

pitch-black - darker than the blackest night, without the smallest glimmer of light whatsoever. The revolting, pungent smell overpowered her thoughts. By now, there were several shadows lurking in every corner. Coraline shuddered. What was this place?

Within seconds, dazzling, blinding lights began to flash in every direction, practically blinding Coraline's feeble eyes. Cobwebs filled the atmosphere, pouncing on anyone who walked through them. A shiver ran down her spine. The slender silhouettes were still leitering around. Coraline's eyes widened. It was at that point that she noticed where all these black, uncanny

ghosts were heading towards. She didn't know exactly where they were going, but it seemed like a round shape with a hole going right through it. The mud was now squelching beneath her feet, and a distant howl filled her ears with agony. ~~Curiosity~~ Curiosity was by now getting the better of Coraline; there was a strange feeling inside her, compelling her to move forward.

She edged closer...

A well? Why would they be shifting towards a well?

It was at precisely this moment that it became clear - this was the well that she had been forbidden from going anywhere near.

"Just a little peek won't do any harm, will it?" she thought to herself.

Coraline cautiously peered over the edge of the well. Impulsively, she dipped her head in deeper and deeper. At that moment, Coraline began to experience an extremely peculiar feeling; she felt her heart was going to beat right out of her chest. It was then that it hit her.

Her feet were off the ground. Coraline tried to scream, but not a sound escaped her mouth.

She was falling...

## Greater depth writing Year 6



As ~~deeriously~~ church bells  
chimed from a distance, the  
glistening, crystallised  
snowflakes prostrated from

above, greening each and every thing that <sup>they</sup> ~~it~~  
landed upon. Thick, white layers of snow  
blanketed over the unending silence of the town.

Ecstatically oblivious of the risk lurking in every  
corner, Alma skipped joyfully along the icy,  
cobble streets. She danced around excitedly,

singing a familiar song, on ~~at~~ what seemed like a familiar street. Everything was familiar to Alma; there was no particular sign of the danger that was ahead of her. No particular sign that her life was about to drastically turn upside down...



All of a sudden, something unusual caught Alma's eye. Something strange.

Something... peculiar.

Voices in her mind were causing her to edge closer and closer to what seemed like an exact replica of Alma herself - same hat, same jacket, same face, same everything.

Alma rubbed her eyes frantically. Standing

in the realms of the window of an old toy shop was exactly that. The doll by now was staring in her direction, silently beckoning Alma to step forward with its' green pitiful eyes. Gradually, Alma <sup>began</sup> ~~begin~~ to take little steps forward. She groaned.

Her heart was in her mouth. What was this place?

Obligated to grab hold of the china doll, Alma banged and twisted and turned the doorknobs, but nothing happened. Fuelled by irritation, she left, wondering why she had even bothered to try and get the doll in the first place.

"Must have been a prank anyway," she thought.

Creak... The door...



Impulsively, Alma walked into the shop, determined to find out the real

secret behind this doll. There was a strange feeling inside her, compelling her to move forward and grab the doll.

"A little feel of it won't hurt, will it?"

With trembling hands, she reached out.

Wait. What if this was a mistake?

Within seconds, her hand made a connection with the replica. Darkness.



\* Black and white.

She could see nothing but swirls. She was in the doll. She was surrounded

by dolls. Her eyes looked in every direction.

She was stuck...

## Greater depth writing Year 6

Alma

As eerie church bells chimed from a distance, the glistening, crystallised snowflakes prostrated from above, greasing each and every thing that they landed upon. Thick, white layers of snow blanketed over the unending silence of the town. Ecstatically oblivious of the risk lurking in every corner, Alma skipped joyfully along the icy, cobbled streets. She danced around merrily, singing a familiar song, on what seemed like a familiar street. Everything was familiar to Alma; there was no particular sign of

the danger that was lying ahead of her. No particular sign that her life was about to drastically turn upside down...

All of a sudden, something unusual caught Alma's eye. Something strange. Something... peculiar.

Voces in her mind were causing her to edge closer and closer to what seemed like an exact replica of Alma herself - same hat, same jacket, same face, same everything. Alma rubbed her eyes frantically. Standing the realms of the window of an old, misty toy shop was exactly that. The doll by now was staring in her direction, silently beckoning Alma to step forward with its' green pitiful eyes. Gradually, Alma began to take little steps forward. She froze. Her heart was in her mouth. What was this place?

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"A little feel of it won't hurt, will it?"

With trembling hands, she reached out. Wait.

What if this was a mistake?

## Greater depth writing Year 6

Dear Charles-my beloved father,

This was a very <sup>difficult</sup> hard decision

for me and as guilty as I

feel, this is what I want,

this is my future calling

me. I have wrestled many emotions: Excitement,

depression - anxiety, ~~sadness~~ but I have made my

final decision. You have taught me to follow

my dreams and be adventurous in life, so

I am leaving you to go to Paris. By the time

you are reading this I will already be on

my way there.



Late last night, as I sat in my room <sup>debating</sup> ~~contemplating~~ the unspeakable idea, I noticed something that made my jaw drop to the floor, something I hadn't seen before. In the cello case you found me in as a baby <sup>I found an</sup> address... in Paris, <sup>the city of</sup> France!



Those words could not be described. I had a great feeling inside <sup>me</sup> - another

thing that has led me to this choice. So I am embarking on an adventure that could answer all my questions. Isn't this what you want for me? To be brave, strong, free. It has to happen before it's too late, do you really want the authorities to steal me away from you-forever?

Now that I feel I'm old enough to go solo, to be without you. I don't want you to feel like you've done something wrong but this is about me wanting to do something for myself, to be independant. Charles... my best friend you are like my father, we've grown together and done almost everything together but I want the truth. I want to my real <sup>family</sup> mother.

I will miss you very much, from the bottom of my heart I have always loved you and still do. I will never forget you and you will always be by my side but now it's time to say goodbye. As my last tears run down my face, I <sup>know I</sup> must go. Farewell dad.

All my love,

Sophie. xxx