

Maths

Children will sit three papers in maths:

- Paper 1: arithmetic, 30 minutes (out of 40)
- Papers 2 and 3: reasoning, 40 minutes per paper (out of 35 - 70 marks in total)

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations.

1

$555 + 656 =$

1 mark

Qu	Requirement	Mark	Additional guidance
1	1211	1 mark	

Commentary: This addition requires bridging in every column. Pupils need to recall and use known number facts; a small number of numeric steps are required. A simple response is needed.

Content domain: 3C2 - Add and subtract numbers with up to three digits, using formal written methods of columns for addition and subtraction.

4

$$\begin{array}{r} 2376 \\ \times 15 \\ \hline \end{array}$$

Show
your
method

2 marks

2

$1 \frac{1}{7} - \frac{3}{7} =$

1 mark

Qu	Requirement	Mark	Additional guidance
2	$\frac{5}{7}$	1 mark	

Commentary: The addition and subtraction of fractions is new to the curriculum. This question requires pupils to apply a learned procedure with two numeric steps and produce a simple response.

Content domain: 6F4 - Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.

Maths

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

Paper 2 and Paper 3: contextualised and applied questions

6

Write the missing digits to make the addition correct.

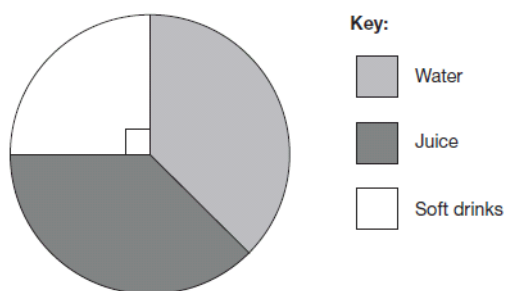


$$\begin{array}{r}
 \begin{array}{|c|c|c|}
 \hline
 1 & & 1 \\
 \hline
 \end{array} \\
 + \\
 \begin{array}{|c|c|c|}
 \hline
 & 1 & \\
 \hline
 \end{array} \\
 \hline
 \begin{array}{|c|c|c|}
 \hline
 9 & 0 & 0 \\
 \hline
 \end{array}
 \end{array}$$

1 mark

11

A shop sells drinks.
The pie chart compares the money a shop took last year for water, juice and soft drinks.



The shop took £8264 for soft drinks.

Sales of water and juice were equal.

How much money did the shop take for juice last year?

8

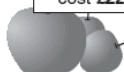
One toffee apple needs:
 1 stick,
 100g of sugar,
 1 apple.



50 sticks
 cost £6.25



1 kg of sugar
 costs £0.99



100 apples
 cost £22.50

Children buy just enough sticks, sugar and apples to make 100 toffee apples.

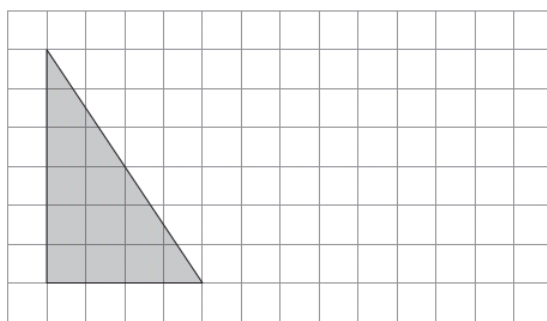
They sell all 100 toffee apples for £1 each.

The profit goes to charity.

Work out how much money goes to charity.

10 Draw a rectangle on the grid that has **half** the area of the shaded triangle.

Use a ruler.



1 mark

Qu	Requirement	Mark	Additional guidance
10	A rectangle with area 6cm^2	1 mark	A rectangle must be drawn but need not be shaded.

20

Adam says,

0.25 is **smaller** than $\frac{2}{5}$



Explain why he is correct.

A large, empty, cloud-shaped box with a scalloped border, intended for the student to write their explanation.

1 mark

Spelling, Punctuation & Grammar

The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper (out of 50 marks) requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

3

Which of the events in the sentences below is the **most** likely to happen?

Tick **one**.

We could go to the swimming pool today.

He can come to my party today.

She will buy some new shoes today.

They might have fish fingers for tea today.

1 mark

4

Rewrite the sentence below so that it begins with the **adverbial**.
Use only the same words, and remember to punctuate your answer correctly.

We turned off the lights before we left.

1 mark

7

Which option correctly introduces the **subordinate clause** in the sentence below?

Jay wanted to go to the party _____ he wasn't feeling very well.

Tick **one**.

furthermore

in addition

otherwise

even though

1 mark

25

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		

1 mark

12

Explain how the **comma** changes the meaning in the two sentences below.

Are you coming to see, Ali?

Are you coming to see Ali?



1 mark

13Insert a **comma** in the correct place in the sentence below.

Full of enthusiasm the children entered the room at the start
of their lesson.

1 mark

Reading

The reading test will be a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test. (50 marks)

There will be a selection of question types, including:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

1. Look at *Meet Charlie Small!*

Find and **copy** the information from the text to complete the fact file below about Charlie Small.

Name	Charlie Small
Age	
Friend	
Worst enemy	
Most exciting adventure	

 2 marks

2. Look at *Meet Charlie Small!*

How are some of Charlie's words emphasised in this section?

Tick **two**.

capital letters

bold

italics

underlining

exclamation marks

1 mark

8. Look at the paragraph beginning: *Suddenly, as I stepped...*

How does the writer make the flowers seem dangerous?

Give **two** ways.

1. _____

2. _____

2 marks

9. Look at *A Rude Awakening*.

Number the following (1-5) to show the order in which they happen in the story.

The first one has been done for you.

A gorilla carries Charlie into the trees.

A gorilla stands looking down at Charlie.

Flowers spring up, spraying a mist.

Charlie feels extremely tired.

Charlie drives across a wide plain.

 1 mark

21. Puppy-walkers have mixed feelings when they give the puppy back for the next stage of its training.

Explain why.

_____ **2 marks**

36. Look at the second paragraph on page 9, beginning:
When the unlikely warriors...
How does the writer emphasise the success of the ladybirds?
Explain fully, referring to the text in your answer.

3 marks

Writing

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

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

[There are no additional statements for spelling or handwriting]

What can you do to support your children?

- Keep going with the basics (reading/tables etc.)
- Praise effort and perseverance.
- Praise methodical working out in Maths rather than speed. Can they explain their thinking?
- Allow homework activities to be completed independently if possible and then discuss.
- Talk to teachers at Parents' Evening about areas for development.

Study books available.

Any questions?