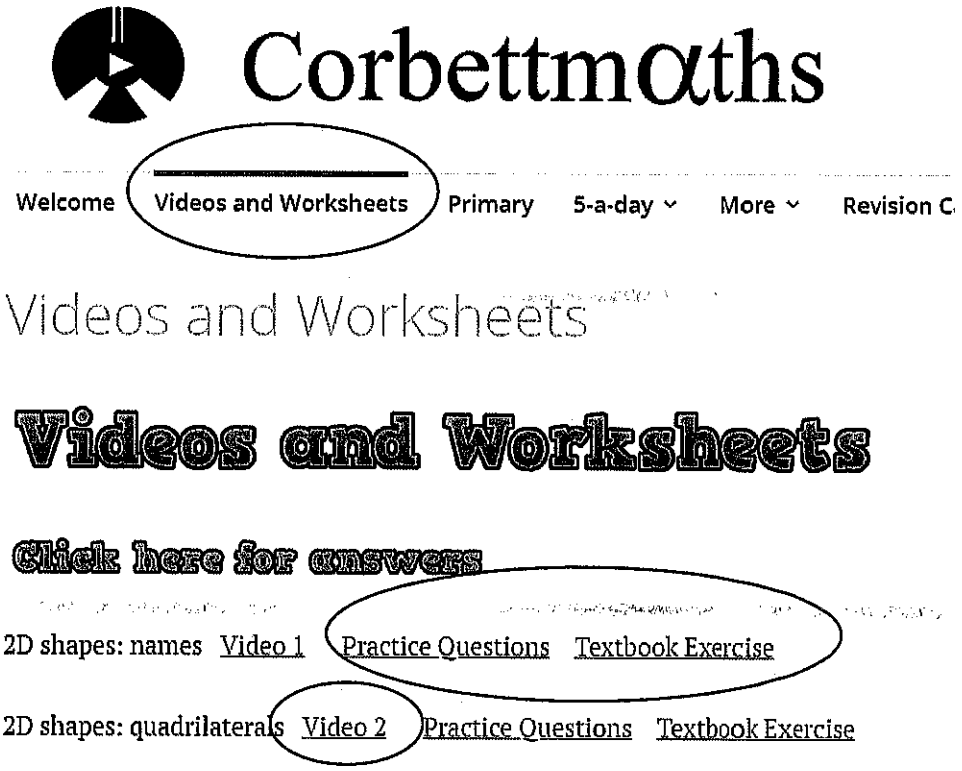
Suggested websites for revision and practice papers:

https://www.satsbootcamp.co.uk/sbc/

https://corbettmaths.com/contents/



Corbett Maths

1. Access the videos and worksheets section.
2. Choose a topic.
3. Watch the teaching video.
4. Complete the practice questions/ textbook exercise questions.

https://myminimaths.co.uk/

https://mathsframe.co.uk/en/resources/category/350/Year_6_programme_of_study

Appendix - Information for Parents

Maths facts that children are expected to know by the end of Year 6

By the end of Year 6, children are expected to know the facts in this section. Parents can help by regularly asking questions to test their children's ability to recall these facts.

A little and often is often the best approach.

A The times tables up to 12 x 12

Year 6 provides a good opportunity for children to consolidate their multiplication and associated division facts.

They should also try to increase their speed of recall.

0 x 1 = 0	0 x 2 = 0	0 x 3 = 0	0 x 4 = 0
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48
1 x 0 = 0	2 x 0 = 0	3 x 0 = 0	4 x 0 = 0
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48

0	x	5	=	0
1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

5	x	0	=	0
5	x	1	=	5
5	x	2	=	10
5	x	3	=	15
5	x	4	=	20
5	x	5	=	25
5	x	6	=	30
5	x	7	=	35
5	x	8	=	40
5	x	9	=	45
5	x	10	=	50
5	x	11	=	55
5	x	12	=	60

0	x	6	=	0
1	x	6	=	6
2	x	6	=	12
3	x	6	=	18
4	x	6	=	24
5	x	6	=	30
6	x	6	=	36
7	x	6	=	42
8	x	6	=	48
9	x	6	=	54
10	x	6	=	60
11	x	6	=	66
12	x	6	=	72

6	x	0	=	0
6	x	1	=	6
6	x	2	=	12
6	x	3	=	18
6	x	4	=	24
6	x	5	=	30
6	x	6	=	36
6	x	7	=	42
6	x	8	=	48
6	x	9	=	54
6	x	10	=	60
6	x	11	=	66
6	x	12	=	72

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1	x	7	=	7
2	x	7	=	14
3	x	7	=	21
4	x	7	=	28
5	x	7	=	35
6	x	7	=	42
7	x	7	=	49
8	x	7	=	56
9	x	7	=	63
10	x	7	=	70
11	x	7	=	77
12	x	7	=	84

7	x	0	=	0
7	x	1	=	7
7	x	2	=	14
7	x	3	=	21
7	x	4	=	28
7	x	5	=	35
7	x	6	=	42
7	x	7	=	49
7	x	8	=	56
7	x	9	=	63
7	x	10	=	70
7	x	11	=	77
7	x	12	=	84

0	x	8	=	0
1	x	8	=	8
2	x	8	=	16
3	x	8	=	24
4	x	8	=	32
5	x	8	=	40
6	x	8	=	48
7	x	8	=	56
8	x	8	=	64
9	x	8	=	72
10	x	8	=	80
11	x	8	=	88
12	x	8	=	96

8	x	0	=	0
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8	x	2	=	16
8	x	3	=	24
8	x	4	=	32
8	x	5	=	40
8	x	6	=	48
8	x	7	=	56
8	x	8	=	64
8	x	9	=	72
8	x	10	=	80
8	x	11	=	88
8	x	12	=	96

0	x	9	=	0
1	x	9	=	9
2	x	9	=	18
3	x	9	=	27
4	x	9	=	36
5	x	9	=	45
6	x	9	=	54
7	x	9	=	63
8	x	9	=	72
9	x	9	=	81
10	x	9	=	90
11	x	9	=	99
12	x	9	=	108

9	x	0	=	0
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9	x	2	=	18
9	x	3	=	27
9	x	4	=	36
9	x	5	=	45
9	x	6	=	54
9	x	7	=	63
9	x	8	=	72
9	x	9	=	81
9	x	10	=	90
9	x	11	=	99
9	x	12	=	108

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3	x	10	=	30
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5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

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10	x	6	=	60
10	x	7	=	70
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10	x	9	=	90
10	x	10	=	100
10	x	11	=	110
10	x	12	=	120

0	x	11	=	0
1	x	11	=	11
2	x	11	=	22
3	x	11	=	33
4	x	11	=	44
5	x	11	=	55
6	x	11	=	66
7	x	11	=	77
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9	x	11	=	99
10	x	11	=	110
11	x	11	=	121
12	x	11	=	132

11	x	0	=	0
11	x	1	=	11
11	x	2	=	22
11	x	3	=	33
11	x	4	=	44
11	x	5	=	55
11	x	6	=	66
11	x	7	=	77
11	x	8	=	88
11	x	9	=	99
11	x	10	=	110
11	x	11	=	121
11	x	12	=	132

0	x	12	=	0
1	x	12	=	12
2	x	12	=	24
3	x	12	=	36
4	x	12	=	48
5	x	12	=	60
6	x	12	=	72
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8	x	12	=	96
9	x	12	=	108
10	x	12	=	120
11	x	12	=	132
12	x	12	=	144

12	x	0	=	0
12	x	1	=	12
12	x	2	=	24
12	x	3	=	36
12	x	4	=	48
12	x	5	=	60
12	x	6	=	72
12	x	7	=	84
12	x	8	=	96
12	x	9	=	108
12	x	10	=	120
12	x	11	=	132
12	x	12	=	144

B Common factors

Children should be able to find the factors of two numbers and say which factors the numbers have in common.

Example: 24 has factors 1 2 3 4 6 8 12 24

32 has factors 1 2 4 8 16 32

So the common factors of 24 and 32 are 1 2 4 and 8.

C Decimals, fractions and percentages

By the end of Year 6 children should know these facts and be able to recall them instantly.

$\frac{1}{2}$	=	0.5
$\frac{1}{4}$	=	0.25
$\frac{3}{4}$	=	0.75

$\frac{1}{10}$	=	0.1
$\frac{2}{10}$	=	0.2
$\frac{3}{10}$	=	0.3
		etc.

$\frac{1}{5}$	=	$\frac{2}{10}$	=	0.2
$\frac{2}{5}$	=	$\frac{4}{10}$	=	0.4
$\frac{3}{5}$	=	$\frac{6}{10}$	=	0.6
$\frac{4}{5}$	=	$\frac{8}{10}$	=	0.8

$\frac{1}{100}$	=	0.01
$\frac{21}{100}$	=	0.21
$\frac{99}{100}$	=	0.99
		etc.

1%	=	$\frac{1}{100}$	=	0.01		
10%	=	$\frac{10}{100}$	=	0.1		
25%	=	$\frac{25}{100}$	=	0.25	=	$\frac{1}{4}$
50%	=	$\frac{50}{100}$	=	0.5	=	$\frac{1}{2}$
75%	=	$\frac{75}{100}$	=	0.75	=	$\frac{3}{4}$

Try to use the following vocabulary:

How many tenths is 0.8?

How many hundredths is 0.12?

Write 0.75 as a fraction.

What is 75% as a fraction / as a decimal?

Change $\frac{1}{4}$ to a decimal.

D Prime numbers and composite numbers

Children should know the **prime numbers** up to 50 which are:

2 3 5 7 11 13 17 19 23 29 31 37 41 43 47

and know that a prime number has no factors apart from 1 and itself.

They should also know that numbers that are not prime numbers are **composite numbers**.

A composite number does have other factors apart from 1 and itself.

Notes

Name: ..... Date: .....

Grammar, punctuation and spelling revision booklet

Sentences

Sentences can be:

Statements e.g. *The man was angry.*

Questions e.g. *Where is the man?*

Commands e.g. *Draw a man.*
These are usually written in the imperative and start with a verb.

Exclamations e.g. *What a good idea!*

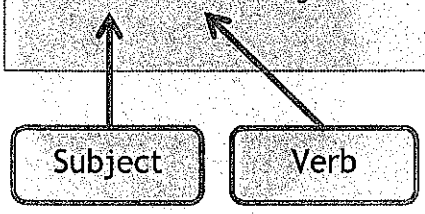
Often start with 'what' or 'how', but may be a single word.

Subject

Subject

The subject is often who or what does something. The subject is usually the noun, noun phrase or pronoun before the verb.

The man walked away.



Phrases and Clauses

A phrase is a group of words that can be understood as a unit. There are:

Noun phrases e.g. *'my old chair'*

Adjectival phrases e.g. *'very bright'*

Adverbial phrases e.g. *'extremely quickly'*

Prepositional phrases e.g. *'across the playground'*

A **clause** is a phrase which contains a subject and a verb.

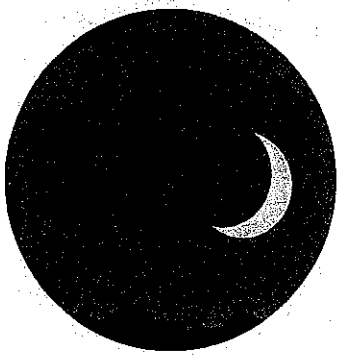
E.g. *He slept all night long.*

A **main clause** is a clause which can be understood on its own.

E.g. *The girl was upset.*

A **subordinate clause** gives more meaning to the main clause. It cannot be used on its own and often starts with a conjunction.

E.g. ***Because she had lost her bag,*** *the girl was upset.*



Conjunctions

Conjunctions link clauses and can also link words and phrases.

Coordinating conjunctions

These are:

for, and, nor, but, or , yet, so.

Co-ordinating conjunctions link clauses that are of the same importance in a sentence.

*He went to the door **and** opened it.*

*The monster was small **yet** scary.*

Subordinating conjunctions

These include:

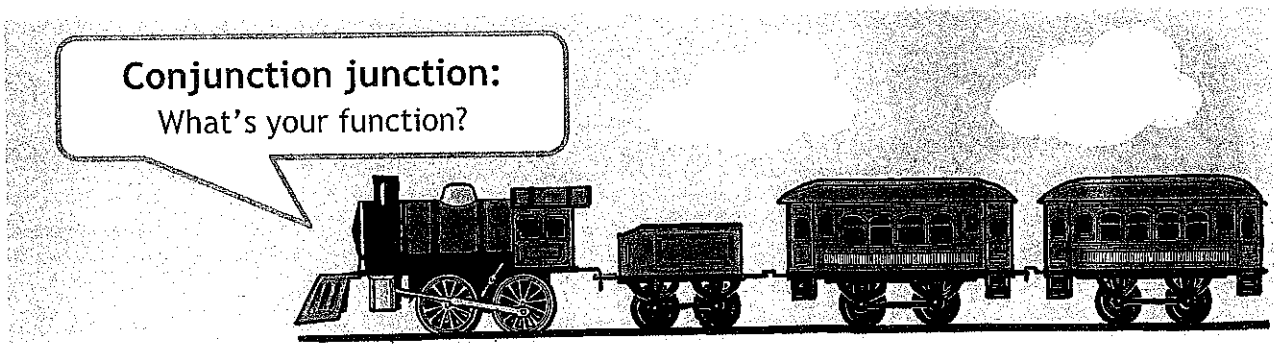
after, although, as, because, before, for, if, since, so, unless, when, whereas, whether, whilst, though, till, until.

A subordinating conjunction starts a subordinate clause. The subordinate clause is not as important as the main clause.

They can be use in the middle or at the beginning of a sentence.

***Although** he was tired, he worked all day.*

*He worked all day, **although** he was tired.*



Relative Clauses

A relative clause is a special type of subordinate clause and begins with a relative pronoun.

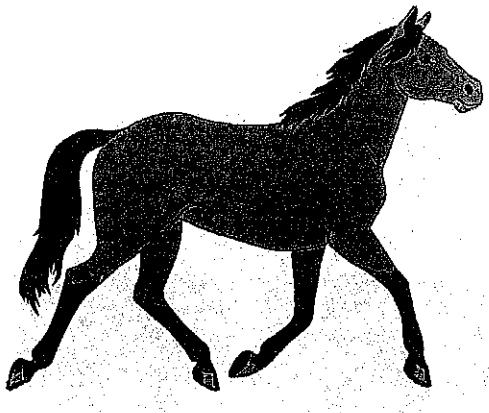
The relative pronouns are:
that, which, whose, whom, who

The horse, **that is standing in the corner of the field,** is mine.

relative clause

These gloves, **which were a gift,** are very comfortable.

relative clause



Tenses

Present tense
Verbs in the present tense talk about the present and the future.
*John **plays** football*
*The train **leaves** at four.*
*The fireworks **are starting** tonight.*

Simple present tense
*John **plays**. They **play**. He **doesn't play**.*

Present progressive tense
The form used to describe an event that is happening now.
*John **is playing**. They **are playing**.*

Present perfect tense
The verb form used to describe an event that has happened and or is still happening now.
*John **has played** football and his kit is dirty.*
*They **have played** football together for 2 years*

Present perfect progressive tense
The verb form used to describe an event that started happening in the past and is still happening now.
*John **has been playing** football all afternoon.*

Past tense
Verbs in the past tense talk about the past, talk about imagined situations and make requests more polite e.g.
*John **played** football.*
*I **wish** the train left earlier.*
*We **were hoping** that the fireworks would start.*

Simple past tense
The verb form used to describe an event that happened earlier or in the past and is now finished.
*John **played**. They **played**. They **did not play**.*

Past progressive tense
The verb form used to describe an event that was not finished when something else happened or something that continued for a period of time.
*John **was playing** football when it started to rain. All morning, the children **were playing football**.*

Past perfect tense
The verb form used to describe an event that happened before something else in the past or something that started in the past and was still happening later on.
*John **had played** football in the morning and went swimming in the afternoon. They **had played** football together during the summer.*

Past perfect progressive tense
The verb form used to describe an event that started happening in the past and was still happening later on.
John had been playing football all afternoon.

Future Tense
Verbs in the future tense talk about what will or may happen in a future time.
*John **will play** football this evening.*
*The train **may leave** on time.*
*He **wants to go** swimming.*
*They **are about to** ring the bell.*

Infinitive

The **infinitive form** of a verb is its basic form e.g. *walk, be, need*

The infinitive often has 'to' in front of it.
*The girl waited for the class **to be** quiet.*

The infinitive is also used after modal verbs.
*Flowers **may need** more water in hot weather.*

Subjunctive

The subjunctive is a specific verb form. It used to express something that is wished for, suggested or commanded. The subjunctive is used after the following verbs:

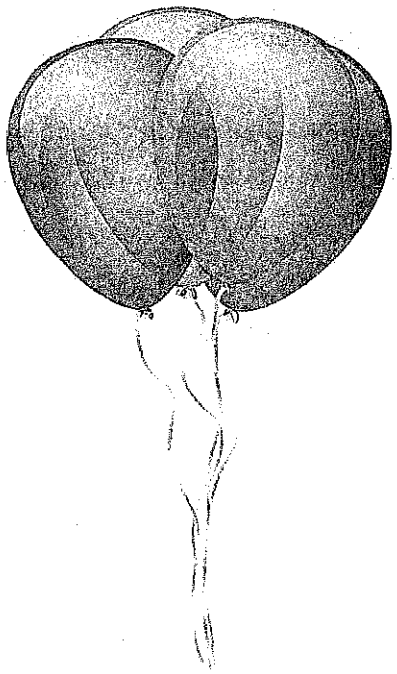
to advise (that)	to ask (that)
to command (that)	to demand (that)
to desire (that)	to insist (that)
to propose (that)	to recommend (that)
to request (that)	to suggest (that)
to urge (that)	to pray (that)

These sentences contain subjunctives:

*The school **requests that** blazers **be worn** at all times.*

*If the children **were** older, they could walk home alone.*

*She **insisted that** John **come** to the party.*



Active and Passive Voice

Often verbs can be either active or passive.

Active Voice:
The subject is often who or what does something. This sentence has an active verb:
The boy broke *the window.*

Passive Voice:
The subject is the person or thing that would be the object in an active sentence. The focus is on what happened, instead of who does something. These sentences have a passive verb:
The window was broken *by the boy.*
The doors are opened *at 8:45 am.*

Nouns

Common Nouns

These are the names of objects and things which are not specific, proper nouns, e.g. *boy, day*

Proper Nouns

These are names of a specific person, place, time or organisation and always have a capital letter .e.g. *Sunday, New York, Asda*

Abstract Nouns

These are things which cannot be physically touched or seen. They are the names of ideas or feelings e.g. *anger, idea, suffering*

Collective Nouns

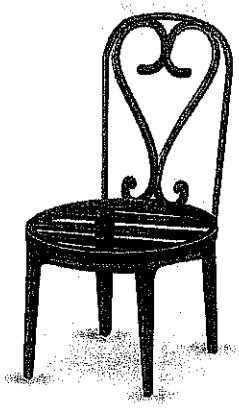
These refer to a group of people or animals. e.g. *audience, crowd, herd, flock*

Countable Nouns

These can be counted and made into a plural (usually by adding –s) e.g. *book, chair*

Non-countable Nouns

These cannot be counted and cannot be made plural
e.g. *bread, money, information*



Pronouns

Pronouns are words which can be used instead of nouns and noun phrases. Examples include: *me, herself, yours, this, who, everything.*

Personal pronouns

These refer to people or things that have already been referred to.
*John was afraid of the dark until **he** got older*

Most have different forms according to whether they are singular or plural, the subject or the object of a sentence.

	Singular	Plural
1st person subject	I	we
1st person object	me	us
2nd person subject	you	you
2nd person object	you	you
3rd person subject	he, she, it	they
3rd person object	him, her, it	them

Possessive pronouns

These tell you who owns the thing or who is involved in the action.
*James told the teacher that the shoes were **his.***

	Singular	Plural
1st person	mine	ours
2nd person	yours	yours
3rd person	his, hers, its	theirs

Demonstrative pronouns

These are used to identify whether things are near or further away.

this ***that*** ***these*** ***those***

Speech

Direct speech is when you write the exact words that someone says. It is punctuated using inverted commas (speech marks).
"Can we go outside?" asked the children.

Reported (or indirect) speech is when the words that someone has spoken are reported. Inverted commas (speech marks) are not used.
The children asked if they could go outside.

Punctuation

Question mark (?) A question mark is used at the end of a sentence to show that it is a question.
Are you being served?

Exclamation mark (!) An exclamation mark is used at the end of a sentence to show that it is an exclamation or a command.
What a good idea!
Come here!

Comma (,) A comma is used to separate items in a list or to separate clauses or phrases in a sentence.
We need eggs, milk, flour and sugar. When we go home, we will make dinner.

Colon (:) A colon can be used to introduce a list or to introduce examples or explanations.
James plays the following instruments: piano, guitar and trumpet.
Cats have sharp claws: they use them to catch their prey.

Semicolon (;) A semicolon can be used between two sentences or main clauses of equal importance or to separate longer phrases in a list.
The concert was amazing; I had a fabulous time.
I bought: a tub of luxury chocolate ice cream; a twin pack of tissues; and some freshly picked tomatoes.

Dash (–) A dash is used in **informal writing** where commas and semicolons might normally be used.
James loved playing football – especially on Sundays.

Parenthesis ( ) Parenthesis is a word or phrase inside brackets, commas or dashes which is added to a sentence as an explanation or afterthought. If you take out the words in parenthesis, the sentence should still make sense.
The man boarded the train ***(dragging his heavy bag behind him)*** *and looked for a seat.*
The man boarded the train, **dragging his heavy bag behind him,** and looked for a seat.
The man boarded the train – **dragging his heavy bag behind him** – and looked for a seat.

A Glossary of English words

adjective	Can be used before a noun, to modify it e.g. *the gloomy wood* Can be used after the verb 'be' e.g. *the wood was gloomy*
adverb	Can be used to modify a verb, an adjective or another adverb. Adverbs often describe manner or time. *The weather was very hot. The children soon became tired. They slowly closed their eyes.*
antonym	Words are antonyms if their meanings are opposite e.g. *hot–cold, in–out*
apostrophe	Apostrophes can be used to show omission (missing letters) e.g. *They're going out.* They can also mark possession e.g. *The teacher's bag was on the desk.*
article	The articles are the most common types of determiner *a* or *an* (indefinite) and *the* (definite).
auxiliary verbs	The verbs *be, do* and *have* can be used as auxiliary verbs. They help the main verb make sense. *She was swimming. Does he like chocolate? They have finished.* Modal verbs are also a type of auxiliary verb.
determiner	Determiners are used before a noun or at the start of a noun phrase. It tells you which one, how many or how much. Examples include: *a, the, some, any, my, each, either, no. E.g. No boys were found outside.*
ellipsis	This is a set of three dots used to show that a word has been omitted or the sentence is not finished e.g. *Finally, there he was...*
finite verb	A finite verb shows the tense e.g. present or past. Sentences typically have at least one finite verb e.g. *She wanted a horse.*

fronting, fronted	A word or phrase that usually comes after the verb can appear at the beginning of a sentence. This is called fronting. Fronted adverbials appear before the verb e.g. *After the match, we had a party.*
homonym	Words with different meanings which look exactly the same when written and sound exactly the same when pronounced e.g. *The child had the right answer. The house is on the right. We went to the fair. It was a fair test.*
homophone	Word with different meanings that sound exactly the same when pronounced e.g. *He was a brown bear. The cupboard was bare.*
hyphen	A hyphen is shorter than a dash and is used to join two or more words, or to join a prefix to a word e.g. *co-ordinate, a two-year-old boy*
modal verb	Modal verbs are a type of auxiliary verb that change the meanings of other verbs. The main modal verbs are: *can, will, would, may, might, shall, should, must,* ought to.
noun	Nouns identify people, places and things. They can be used after determiners e.g. *the table, some information.*
object	In some sentences the verb has an object. This is usually a noun, noun phrase or pronoun which comes straight after the verb. E.g. *I like the old painting. The dog chased after him.*
plural	If you are just talking about one of something, it is singular. If there is more than one, it is plural. A plural noun is often made by adding a suffix –s or -es e.g. *flower–flowers, loaf–loaves.* Some plurals have a different form e.g. *person–people, child–children.*
possessive	This can be a noun with an apostrophe e.g. *The girl's pen, James' bag* or a possessive pronoun e.g. *The homework book on the table is mine.*

prefix	A prefix is added at the beginning of a word to turn it into another word e.g. *disagree, impossible.*
preposition	Prepositions are used before a noun, noun phrase or pronoun and link it to another word in the sentence. They often tell us about positon, direction, timing or a relationship e.g. *above, during, against, without.*
Standard English	This is the English taught in school. It is used in most books, newspapers and formal documents. Most writing needs to be in Standard English and it is used for formal speaking.
subject	The subject of a verb is often the do-er or be-er (who or what does something). It is usually the noun, pronoun or noun phrase before the verb e.g. *The plan worked. Children play outside.*
suffix	A suffix is an ending, used at the end of a word to turn it into another e.g. *waited, runner, miserable, enjoyment.*

SPaG Bootcamp

Modal Verbs

Modal verbs tell you how likely an event is to happen. It might help you to remembers that in maths, the **mode** is the most common.

Examples of Modal Verbs are:

must should might

Give three more:

_____ _____ _____

In the sentences below, circle to modal verb:

1) Teachers will try to get the best from their kids.
2) Luke couldn't find his trainers—his room was messy.
3) Dogs should always be kept on a lead when being walked round the park.

Choose an appropriate modal verb for the sentences below:

1) Children _____ pick their noses.
2) Some people _____ learn, they keep making the same mistakes.
3) Callum asked if he _____ stay at his friends house.

Plural and Singular

Plural refers to more than one of something, whereas singular refers to just one.

For many words, you simply add an 's' to make it plural:

Chair —> _____ Door —> _____

For other words, there are more complex changes from singular to plural. See if you can work out these plurals, use an IPad to help you if you're stuck:

Wolf —> _____ Fox —> _____

Cactus —> _____ Goose —> _____

Sheep —> _____ Octopus —> _____

When writing, our verb form can change depending on whether we are talking about a singular or plural, for example:
The child was listening to music.

The children were listening to music.

Circle the correct verb form in the passage below:

The cows **(were/was)** chewing grass in a field as a goose flew overhead. In the same field, a man **(were/was)** enjoying a sandwich whilst some ants **(were/was)** crawling towards him. Above him, the clouds **(were/was)** floating in the sky.

Commands, Statements, Questions and Exclamations

Different sentences have different purposes and can be classified into the following groups. Match the definition to the sentence class:

Question	A simple sentence, giving information.
Command	A bossy sentence, telling someone what to do.
Exclamation	Asking for information.
Statement	A sentence said loudly, or with surprise.

We can link different sentence types together, using basic information:

Write a question that 'Yes please!' would be an appropriate answer for.

_____

Write a command linked to making bread.

_____

Write an exclamation linked to the weather.

_____

WARNING: IT IS A COMMON MISTAKE TO END A COMMAND WITH AN EXCLAMATION MARK. ONLY AN EXCLAMATION ENDS WITH AN EXCLAMATION MARK!

Standard English

Standard English is a difficult thing to explain. It is essentially making sure that your sentences make sense. It includes elements of plurals as well as tenses. For example:

If you is read this and yous is feel bad about it because this are not in Standard English.

Makes you feel slightly sick inside, right?

Tick the sentences that are written in Standard English below:

- ☐ The boy was watching the TV on his sofa.
- ☐ The children is listening to the teacher.
- ☐ Sometimes, small creatures like mice eats cheese.
- ☐ Tina wasn't impressed with Stephen's dance moves, he had no rhythm.
- ☐ Luke's mum make him listen to Rap Music, which he don't like.

Frank has written some instructions for making a bacon sandwich below. Underline the two mistakes he has made in his Standard English. **Underline two words.**

1) First, washes your hands until they are clean.
2) Then, heat up a pan and add the bacon until it sizzles.
3) Next, collect the bacon from the pan but be carefully not to burn your hands.

There are no easy rules for writing in Standard English. Hopefully, it is something that most of you can just understand straight away. If not, practise makes perfect and we will practise. LOTS.

Tense forms

We know that there are different tenses that we write in. Depending on when it happened, we can write in the past, present or future tenses. And depending on how complete the task was, we can write in the simple, progressive or perfect tense.

Complete the table below:

	Past	Present	Future
Simple	laughed		
Progressive			
Perfect			

Re-write the sentence below in the past progressive form:

Lucy is looking forward to seeing the new superhero film.

_____

Re-write the sentence below in the future perfect form:

Yesterday we had laughed about Grandma falling over the dog.

_____

Re-write the sentence below in the past simple tense

Tomorrow we will ski down the slope.

_____

Capital Letters and Full Stops

It seems crazy that they test your knowledge of capital letters and full stops in Year 6, doesn't it? However, I guarantee that there will be one mark about the correct, or incorrect use of capital letters and full stops.

First things first, why do we use capital letters, give two reasons:

1)_____

_____

2) _____

_____

In the passage below, Miss Thompson has forgotten to use capital letters and full stops— What's she like?! Help her by **circling** her mistakes.

on monday, luke and mary travelled to london to visit their mother, whose name is mandy on the way their, they stopped at manchester and liverpool where a man called simon was shouting at his wife on the phone

WARNING: CONFUSION OVER CAPITAL LETTERS

Sometimes, a word can either have a capital letter or not, depending on the context. For example:

If a character is called 'Mum', it needs a capital letter. However, if you are referring to another characters mum, it doesn't.

Nouns (common, proper, collective and abstract)

A noun is something that you can touch or feel. Most nouns are common, they are anything that you can touch, apart from people who are proper nouns. PLEASE NOTE—there should be no unauthorised touching of proper nouns!

Make a list of 10 common nouns that you can see. Punctuate the list correctly.

_____

_____

Abstract nouns are things that you can feel. Things like happy and sad can be used as an adjective too, so you have to be careful:

The happy boy smiled. Happy is used as an adjective, describing the boy.

The boy got given a sweet which made him happy. The boy is feeling happy, so it is a noun.

Collective nouns are the name given to a group of nouns, generally animals. Some of them are rather unexpected. Use an IPad to find out these:

1 bird —> A flock of birds

1 sheep —> A herd of sheep

1 fish —> A _____ of fish

1 crow —> A _____ of crows

1 owl —> A _____ of owls

1 bat —> A _____ of bats

Me or I, or I or Me, or something!

The first thing that you need to know about 'me or I' : Mr Shield hates it. Everyone has something in SPaG that they have to really think about it, and this is his. For Example:

Me and Mrs Brewis like drinking hot drinks.

Or

Mrs Brewis and I like drinking hot drinks.

WHAT!

Thankfully, there is a rule:

It you remove the other people from the sentence, it's easy to see if it makes sense:

Me like drinking hot drinks.

Or

I like drinking hot drinks.

Fill in the sentences below with either 'I' or 'me':

1) She didn't see Luke and _____ standing there.
2) Vicky and _____ can help you with that later.
3) I think he saw Kyle and _____ run away from him.
4) Would you like to come to the cinema with Ben and _____?

There is another rule... but it's complex:

If you are the subject in a sentence—you use I.

If you are the object in a sentence—you use me.

We'll come onto this further in the booklet... ☺you lucky things!

Main and Subordinate clauses

Sentences are made up of difference clauses. These clauses are then separated by conjunctions or commas (or semi-colons if you're feeling fancy!).

A main clause will always make sense on its own.

A subordinate clause doesn't make sense on its own.

By covering up the rest of the sentence, it's easy to see which part of the sentence is the main clause or the subordinate clause. E.G.

The boy wasn't very good at football despite trying his best.

The two clauses are:

The boy wasn't very good at football

despite trying his best.

The first clause makes sense alone and is therefore main.

Try underlining the main clause in the sentences below:

1) Looking out across the field, I noticed an unusual animal.

2) I enjoy climbing up mountains but sometimes it's scary.

3) When I wake up, the first thing I do is brush my teeth.

4) My favourite breakfast is toast although I like cereal too.

5) Shane is incredibly noisy, it's as if he cant help himself.

6) When playing football, I try my best to score goals, but I often miss.

Formal and informal

You will be aware that we write for different purposes and for different people. You also change the way that you talk based on who you are talking to.

Formal—is a posh, 'official' way of talking. *Do you understand what I am saying?*

Informal—is a more relaxed way of talking, including slang. *D'ya nah what I mean like?*

Tick the sentence that is written most formally:

- ☐ Here! Are you coming to my party?
- ☐ Oih! Come round at 7 yeah?
- ☐ Excuse me, would you like to attend my gathering?
- ☐ Turn up whenever love.

You could be asked to rewrite a sentence in a formal or informal way. Remember that even the most informal writing is punctuated correctly.

Re-write this sentence in an informal way:

Excuse me, you are in the way, would you mind moving?

_____

_____

Parenthesis

We all know how to use parenthesis in out writing. Unfortunately, it is more difficult to put them back in the correct place when given a sentence that needs them. WELCOME TO THE WORLD OF A TEACHER.

The rule is that if you ignore the information in parenthesis, the sentence still makes sense.

In the below sentences, tick the box of the sentence that uses parenthesis correctly.

- ☐ The children who were excited got (on the train to Disneyland).
- ☐ The (children who were excited) got on the train to Disneyland.
- ☐ The children (who were excited) got on the train to Disneyland.
- ☐ The children who were excited (got on the train) to Disneyland.

It is more likely that your SATS paper will be more unkind than this, giving you a sentence and asking you to put brackets in the correct place. Try this below with each sentence:

Some people under the age of 20 don't like apple juice.

Many children who are born in Newcastle don't support Manchester United.

Puddles that are deeper than 20cm are a risk to small children.

Verb/Noun shapeshifters

URGH, this is something that's quite difficult to get your head around. Sometimes, words can be used as both a noun and a verb.

Verb = doing or being word.

Noun = something you can touch or feel.

If we took the word 'match'

Noun = The man lit a candle with a match.

Verb = The man tried to match the colours of his outfit.

When using the word as a verb, you CANT add 'ing' or 'ed' to the end, it must be the original word.

Try it with the following:

Park

Noun = _____

Verb = _____

Skip

Noun = _____

Verb = _____

Train

Noun = _____

Verb = _____

Ride

Noun = _____

Verb = _____

Unlucky for some

But not for you! Complete this word search, finding words with the suffix 'ful'. Remember the word is already pretty **full** so there's only room for 1 'l'.

B	A	G	F	U	L	I	S	T	C
E	C	T	J	F	U	L	H	H	O
A	W	F	U	L	G	P	A	O	L
U	S	I	Q	S	B	L	M	U	O
T	H	H	J	D	C	A	E	G	U
I	B	J	R	L	I	Y	F	H	R
F	O	R	G	E	T	F	U	T	F
U	H	E	L	P	F	U	L	F	U
L	R	T	S	K	I	L	F	U	L
R	E	G	R	E	T	F	U	L	Q

BEAUTIFUL COLOURFUL SKILFUL

SHAMEFUL THOUGHTFUL HELPFUL

FORGETFUL AWFUL PLAYFUL

REGRETFUL BAGFUL

Prefixes

A prefix is a group of letters added to the start of a word. Adding a prefix to the beginning of a word can change the meaning of it.

For example: What do you think the following prefix means?

Rewrite Redo Restart

- ☐ 'Re' means to have another attempt at something.
- ☐ 'Re' means to attempt something quickly.
- ☐ 'Re' means to attempt something backwards.
- ☐ 'Re' means to fail at something.

There are also many prefixes that change the word to its antonym (opposite). Try completing the words below to make the antonym:

_____mature

_____understood

_____appear

_____regular

_____complete

_____available

Syllables

Syllables are groups of letters within a word that make one unit of pronunciation. Sounds ridiculous, doesn't it?!

Essentially, when we say longer words, we break the word up into different units. E.G:

The word *microwave* gets broken into : mi-cro-wave

The word *basketball* gets broken into : bas-ket-ball

Sort the following words into the correct columns below:

Hoodie Travelling Listening Friendship Hopeful

Macintosh Refrigerator Rectangle Bungalow

Neighbourhood Comprehensive Establishment

Two Syllables	Three Syllables	More Than Three Syllables

Name: Date: /10 total marks

Year 6 English Grammar and Punctuation Test 2

1. Fill in the gaps in the sentence below using the past progressive form of the verb in the boxes. 1 mark

While I was _____ on the slide, my dad was _____ my sister on the swing.

to play

to push

2. Add brackets to this sentence in the correct place. 1 mark

The children who were very excited couldn't wait to meet the Queen.

3. Circle the relative pronoun in this sentence. 1 mark

This is the girl who helps out at the weekends.

total for this page

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

1 mark

The wizard mixed up a new spell late at night.

8. In a café, a waiter is very busy taking orders. He has lots of customers. Bearing this in mind, which sentence is correctly punctuated? **Tick one.**

1 mark

The waiter took the customers order's. ☐

The waiter took the customer's orders. ☐

The waiter took the customers' orders. ☐

9. Circle all the determiners in the sentence below.

1 mark

The man's hair was very long, so my uncle cut it using a pair of the clippers he owns.

10. Underline the subordinate clause in this sentence.

1 mark

I don't need a school dinner today because I have brought sandwiches.

END OF TEST

total for this page

Name: _____ Date: _____

/10 total marks

Year 6 English Grammar and Punctuation Test 1

1. Circle the object in this sentence.

I stroked the cat carefully.

1 mark

2. Fill in the gaps in the sentence below using the passive form of the verb in the boxes.

After he [ ] his breakfast, the dog [ ] by his owner.

to give

to walk

1 mark

3. Add a comma to this sentence in the correct place.

Although she had left on time she was late for school.

[ ] [ ] [ ]

1 mark

4. Read this sentence. Which punctuation mark is missing from the box? **Circle one.**

It's very hot today [ ] you'd better put on some sunscreen.

colon semi colon comma question mark

1 mark

total for this page

8. Replace the verb in this sentence with the correct Standard English form.

1 mark

I **were** first to arrive at the park.

9. Read the passage below. **Tick** the pair of **pronouns** which best complete the sentence.

1 mark

My brother and I love ice-skating and _____ both have a pair of skates. _____ are much better than the skates you hire from the ice-rink.

- us / We ☐
- me / It ☐
- we / They ☐
- me / Them ☐

10. Circle the **relative pronoun** in the sentence below.

1 mark

It's too rainy for the picnic today, which is a shame.

total for this page

END OF TEST

Name: Date:

/10 total marks

Year 6 English Grammar and Punctuation Test 3

1. Fill in the gap in the sentence below using the present perfect form of the verb in the box.

1 mark

You _____ since I last saw you

to grow

2. Circle the word or words that make this sentence a question.

1 mark

You went to Ireland for your holiday, didn't you?

3. Which sentence uses inverted commas correctly? **Tick one.**

1 mark

"Harry! Come quickly! shouted Mum". ☐

"Harry!" Come quickly!" shouted Mum. ☐

"Harry! Come quickly!" shouted Mum. ☐

total for this page

7. Complete the sentence below using the correct conjunctions. Use each conjunction once only.

1 mark

You can have butter ☐ jam ☐ marmalade on your toast, ☐ we don't have any honey.

and	but	or

8. Read this sentence. Which words in the table below show a synonym and an antonym for the word 'considerate'? **Tick one pair.**

1 mark

Cinderella was nothing like her sisters - she was sweet and <u>considerate</u>.

synonym	antonym	Tick one pair
kind	naughty	
thoughtful	selfish	
generous	uncaring	

9. Add the correct possessive pronoun to the sentence below.

1 mark

Gran smiled slowly and reached out ☐ hand.

total for this page

Name: Date: /10 total marks

Year 6 English Grammar and Punctuation Test 4

1. Read the sentence below. **Tick one word** that is closest in meaning to the word 'dragged'. 1 mark

carried ☐

packed ☐

pulled ☐

lifted ☐

2. **Circle** the **direct speech** in this sentence. 1 mark

"Watch out!" cried the farmer.

3. Read the sentences below. **Tick the preposition** which best completes **both** sentences. 1 mark

She starts _____ her new school next week.

Jim and John are _____ the cinema this afternoon.

in ☐

at ☐

around ☐

total for this page

8. Read these sentences. **Tick one box for each sentence** to show whether it is written in the active voice or passive voice.

Sentence	Active voice	Passive voice
Our dog burst my brother's football.		
My brother's football was burst by our dog.		

1 mark

9. Read the sentences below. **Tick** the sentence which uses a **semi-colon** correctly.

Jack is a boy Jill; is a girl. ☐

Jack is a boy; Jill is a girl. ☐

Jack is a boy Jill is; a girl. ☐

Jack; is a boy Jill is a girl. ☐

1 mark

10. Which list punctuates bullet points correctly? **Tick one.**

To make a cake you will need:
- flour
- sugar
- eggs
- butter

☐

To make a cake you will need:
- flour,
- sugar;
- eggs
- butter,

☐

1 mark

END OF TEST

total for this page

What Does This Word or Phrase Suggest?

Top tips for starting a new school
06/09/2016 09:30 am
By Josie Jones

Tip One: The internet is your ally! Take time to scrutinise the school website prior to your first day. Become acquainted with the daily routine; memorise the floor plan and locate your classroom; and most importantly, read about your teachers – forewarned is forearmed!

Tip Two: It's acceptable to be shy and nervous! You are being pushed completely out of your comfort zone and even the most self-assured person will consider it to be a challenging experience. I can guarantee that at least one person will approach you. Be open and honest about your feelings and insecurities (we have all been in situations like this before). Strike up a conversation by asking them questions about themselves or the school; most people are more than happy to help.

Tip Three: Chin up and smile! The likelihood is that most people will smile back! People are more inclined to approach you if they see a welcoming face. If you appear solemn and have your eyes fixed on the floor, it will discourage people from approaching you. Remember – this could be a life defining opportunity! Just think of all the new friends you are about to meet.

Good luck and stay strong!

- What did the author mean when she suggests that 'forewarned is forearmed'?

_____

_____

- 'Be open and honest about your feelings and insecurities...' What does the word 'insecurities' suggest about your possible feelings at this time?

_____

_____

- 'If you appear solemn and have your eyes fixed on the floor...' Explain what impression this might give to other people.

_____

_____

- '...it will discourage people from approaching you.' What does this phrase suggest about people's reaction to you?

_____

_____

- 'Remember – this could be a life defining opportunity!' What do you think the author is suggesting with this statement?

_____

_____

What Does This Word or Phrase Suggest?

Brrring! The school bell resonated intrusively across the playground, announcing the start of the day. Jackson took a long, deep breath and glanced anxiously towards the door. Well, this was it. His first day at his new school. He scanned the playground swiftly, in the hope of spotting just one familiar face; he recognised no one. He was going to have to face this one all on his own. He took another deep breath and set off determinedly towards the door. He would be fine... wouldn't he?

Jackson wandered hesitantly along the corridor, uncertain of where he was going. People scrutinised him as he went; he looked and felt like a fish out of water. It wasn't long before a colossal object, in the shape of a boy, stood in his path completely obstructing his way. This couldn't be good, surely? Jackson swallowed hard and allowed his eyes to absorb the sight of the boy's dirty, battered trainers; the dark grey trousers which were ripped at the knees; the bright red jumper which stretched around the thick arms and broad shoulders of its occupant, before finally settling upon a rather surprising face. He was greeted by bright, twinkling eyes and a wide, beaming smile which appeared to spread from ear to ear.

"You must be Jackson," said the boy-giant in a deep but kindly voice. "My name's Thomas, but my friends call me Tiny... I'm your settling in buddy," he added with a wink.
"Nice to meet you, Tiny," replied Jackson with a relieved smile. Maybe this wasn't going to be so bad after all.

- 'The school bell resonated intrusively across the playground...' What does this suggest about how the bell sounded?

- 'People scrutinised him as he went...' What does the word 'scrutinised' suggest about the way people were looking at Jackson?

- '...he looked and felt like a fish out of water.' What does this suggest about how Jackson was feeling?

- 'Jackson wandered hesitantly along the corridor...' What does this suggest about the way Jackson was walking?

- What does the phrase '...he added with a wink' suggest about Tiny's understanding of the situation?

Find and Copy Examples

Dear Sir/Madam,

I am writing to you regarding the disastrous birthday party you were responsible for organising on Saturday 23rd April.

Firstly, we were promised music and laser lights whilst we bowled. There was definitely music but it has been a while since my 11 year old daughter has enjoyed listening to 'I'm a little teapot'. As for the laser lights, my son could have done a better job with a torch.

Secondly, someone forgot to clean up some juice which had been spilt on the floor. One member of our party slipped over which resulted in a trip to hospital and six weeks with a wrist in plaster.

Thirdly, several children were violently sick after eating the inedible food you provided. The burgers were practically raw and the pizza can only be described as soggy. Then, as if things couldn't have got any worse, some of my daughters presents went missing. No one should be reduced to tears on their birthday.

I require an immediate response to this letter, outlining how you intend to compensate my daughter for having ruined, what should have been, a very special day.

Yours faithfully,

Mrs Jones

1. FIND and COPY one word that suggests Mrs Jones thought the bowling alley were in charge of organising the party.

_____

2. FIND and COPY three words that describe the food.

_____

_____

_____

3. FIND and COPY one group of words that describes how poorly some members of the party were.

_____

4. FIND and COPY one word that means the same as 'pay damages'.

_____

5. FIND and COPY one group of words that suggests Mrs Jones wanted a quick reply.

_____

Find and Copy Examples

Friday 22nd – Dear Diary
Finally! It feels like I've waited an eternity but now there's only one more day to go before my birthday! As you can imagine, I'm just a little bit excited! Most of my friends are coming to the party tomorrow; all except for Jess that is. I'm gutted my best friend can't attend but she did have a perfectly acceptable excuse. The bowling alley has promised an insane amount of ear splitting music and eye popping laser lights as we play. Mum has ordered burgers, fries and pizza to eat afterwards and obviously, there will be gallons of ice cream to eat too – just in case we weren't feeling nauseous enough already. So excited... yeah!!!

Saturday 23rd – Dear Diary
What a complete and utter disaster! At least this morning started off ok. The day began with Mum and Sam making me my favourite breakfast (bacon, hash browns and scrambled eggs), which was totally awesome and delicious. Then I got to open lots of incredible presents from my fabulous family. I'm completely in love with my new roller skates and I can't wait to try them out at the park tomorrow. However, it all went horribly downhill from that point onwards. I can't face writing down all of the truly gruesome details now, but all I will say is that the day ended with two cases of food poisoning, a broken wrist and at least 6 missing presents! I think I'm going to go to bed now. I'm sure things won't seem quite so bad tomorrow – hopefully!

1. FIND and COPY two words or groups of words that suggest the diarist has been waiting a long time for her birthday to arrive.

_____

_____

2. FIND and COPY one word that suggests the diarist is unhappy her best friend can't make it to the party.

_____

3. FIND and COPY three groups of words that suggest the diarist was unhappy about her party.

_____

_____

_____

4. FIND and COPY two groups of words that suggest she was happy with her roller skates.

_____

_____

5. FIND and COPY one group of words that suggests the diarist is capable of remaining positive about the experience.

_____

60-Second Reads Guidance

The National Curriculum states that:

Pupils in Year 5 and 6 should be able to read aloud a wide range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an word count of around 90-120 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contains a set of comprehension questions that link to the KS2 reading content domains.

Each different question type has its own canine helper to remind children of what they need to do to answer a question appropriately:

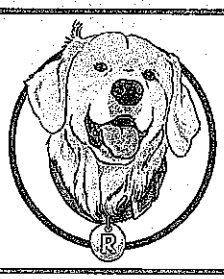
Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.

Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.



2b: Retrieve and record information / identify key details from fiction and non-fiction.

Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.

Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.

Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.

Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

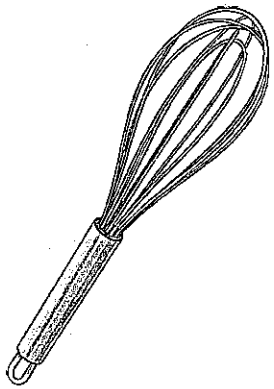
2g: Identify/explain how meaning is enhanced through choice of words and phrases.

A Wartime Recipe

10 During the Second World War, rationing (particularly of eggs and
22 sugar) meant that creative bakers had to find ways to adapt recipes
35 to allow them to still enjoy tea and cake at this difficult time.

37 **Honey Cakes**

38 **Ingredients:**



42 • 6 ounces self-raising flour

45 • 2 teaspoons honey

48 • 1 teaspoon sugar

51 • 2 $\frac{1}{2}$ ounces margarine

55 • 1 level teaspoon cinnamon

56 **Method:**

63 1. Beat sugar and margarine until it becomes
67 a soft, creamy consistency.

76 2. Sieve flour and cinnamon; add it to the mixture.

86 3. Mix with a wooden spoon to bind the mixture together;
94 knead with fingers until the dough becomes soft.

101 4. Roll between floured palms into 16 balls.

109 5. Place the dough on a lightly greased baking
114 tray, flattening the rolls slightly.

123 6. Bake in a medium oven for about 15 mins.

128 Enjoy your delicious honey cakes!

Quick Questions

1. How many Honey Cakes would this recipe make?

_____

2. Which word means the same as 'change'?

_____

3. Why was this a difficult time?

_____

_____

_____

4. Why does the author describe bakers as 'creative'?

_____

_____

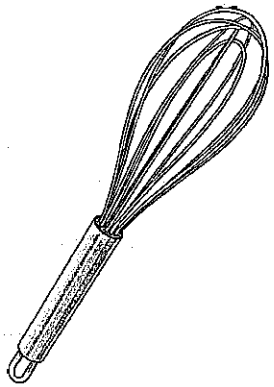
_____

A Wartime Recipe

10 During the Second World War, rationing (particularly of eggs and
22 sugar) meant that creative bakers had to find ways to adapt recipes
35 to allow them to still enjoy tea and cake at this difficult time.

37 **Honey Cakes**

38 **Ingredients:**



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128 Enjoy your delicious honey cakes!

Answers

1. How many Honey Cakes would this recipe make?

   Accept: 16

2. Which word means the same as 'change'?

   Accept: 'adapt'

3. Why was this a difficult time?

   Accept reference to the Second World War and specifically rationing – lack of food (especially the treats) would be very hard for people.

4. Why does the author describe bakers as 'creative'?

   Accept any reasonable explanation of the fact that they were able to change recipes to still taste 'delicious' despite some of the usual ingredients (sugar and eggs) being hard to come by.

Rationing - A Letter Home

Hello Mother,

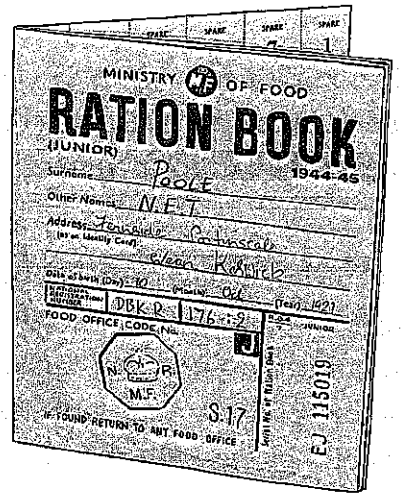
Last week, Mrs Danford decided that I'm settled enough to help more around the home so it is now my job to get the shopping. Although rationing is still in place in the countryside, it's so much easier to get extra and barter for different items. I even managed to get an orange – can you believe it? The juice was so sweet and sticky.

The shop owners are much friendlier than in London. They don't treat me as if I will steal from them; some of them even give me treats (like a sweet from the Grocer).

Of course, we have plenty of vegetables: they grow in the huge back garden and we swap with the neighbours.

I wish I could share with you.

Love Clara.



Quick Questions

1. Which word means the same as 'trade'?

_____

2. What did the Grocer give to Clara?

_____

3. Which phrase tells us that Clara was excited about getting an orange? Why was she excited?

_____

_____

_____

4. Why does Clara end by saying 'I wish I could share with you'?

_____

_____

_____

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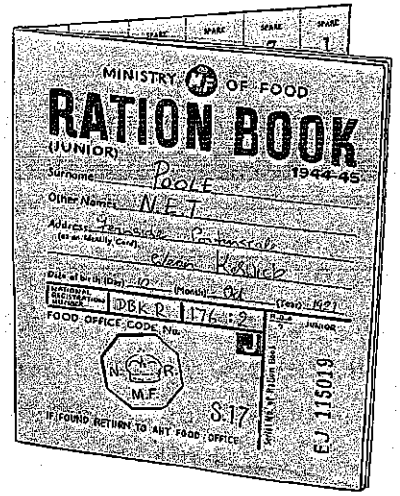
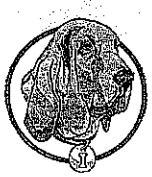


Answers

1. Which word means the same as 'trade'?
   Accept: 'barter'

2. What did the Grocer give to Clara?
   Accept: 'a sweet'



3. Which phrase tells us that Clara was excited about getting an orange? Why was she excited?
   Accept reference to 'can you believe it?', 'I even managed...'; she was excited because oranges were difficult to obtain and it would be difficult to believe that she had managed to get one.

4. Why does Clara end by saying 'I wish I could share with you'?
   Accept any explanation of the fact that she has been evacuated to the countryside and her mother is still in London where food is harder to come by ('It's so much easier to get extra...).

The Battle of Britain and The Blitz

4 **The Battle of Britain**

16 This event began on the 10th July, 1940 when British ships in
25 the English Channel were bombed by the German Luftwaffe.
33 Mass bombing of airfields, harbours, radar stations and
39 aircraft factories began in August 1940.

41 **The Blitz**

50 (The word 'Blitz' comes from the German term Blitzkrieg
54 which means 'lightning war'.)

64 This event began on the 7th September, 1940 when the
73 Luftwaffe turned their attention to the bombing of London
83 and other cities, rather than the military targets they had
91 previously focused on. London was bombed for fifty-seven
100 consecutive nights and suffered extensive damage and the loss
105 of thousands of civilian lives.

Quick Questions

1. Where did the Luftwaffe come from?

_____

2. Find and copy two words that mean the same as 'a large amount'.

_____ _____

3. Why do you think The Blitz was so named?

_____

_____

_____

4. Summarise the main points about The Blitz in 20 words or less.

_____

_____

_____

The Battle of Britain and The Blitz

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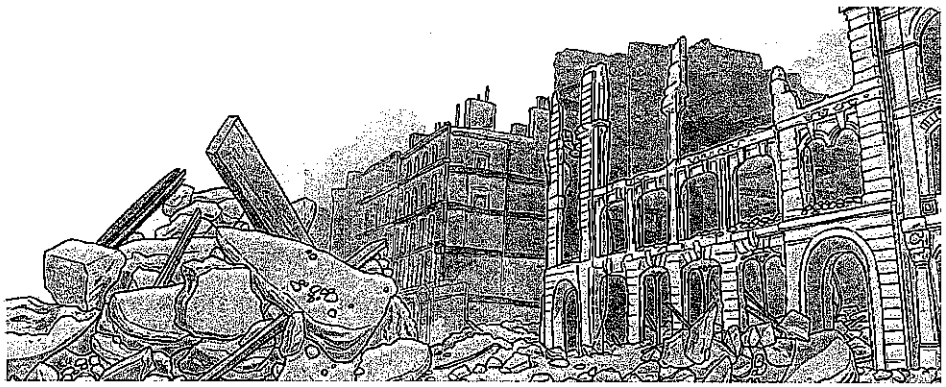

Answers

1. Where did the Luftwaffe come from?

   Accept: Germany

2. Find and copy two words that mean the same as 'a large amount'.

   Accept: 'mass', 'extensive' or 'thousands of'.

3. Why do you think The Blitz was so named?

   Accept reference to 'the lightning war' and the flashes of light that would have been seen when the bombs were dropping.

4. Summarise the main points about The Blitz in 20 words or less.

   Accept any reasonable summary which includes the main facts about The Blitz and is 20 words or less in length.

The Role of Women During the Second World War

Life for most women before the war was quite different than today. Typically, most women stayed at home and did not go to work.

When the war started in September 1939, the role of women changed rapidly.

With men called up for active service, there was a need for women to undertake the jobs that the men had previously done, giving them the opportunity to become patriotic heroines. During the war, women were employed in a range of positions including: munition factory workers (making weapons); working in the armed forces (army, navy and air force); working as Land Girls; driving buses or trains; working as nurses or ambulance drivers; building ships; becoming searchlight operators and becoming air raid wardens.

In 1943, almost 90% of single women and 80% of married women were in employment.

Quick Questions

1. Find and copy two words related to 'working'.

_____ _____

2. What percentage of married women were working by 1943?

_____

3. How did life change for women during the Second World War? Give two examples.

_____

_____

_____

4. Why does the author use the phrase 'patriotic heroines'?

_____

_____

_____

The Role of Women During the Second World War

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In 1943, almost 90% of single women and 80% of married women were in employment.

Answers

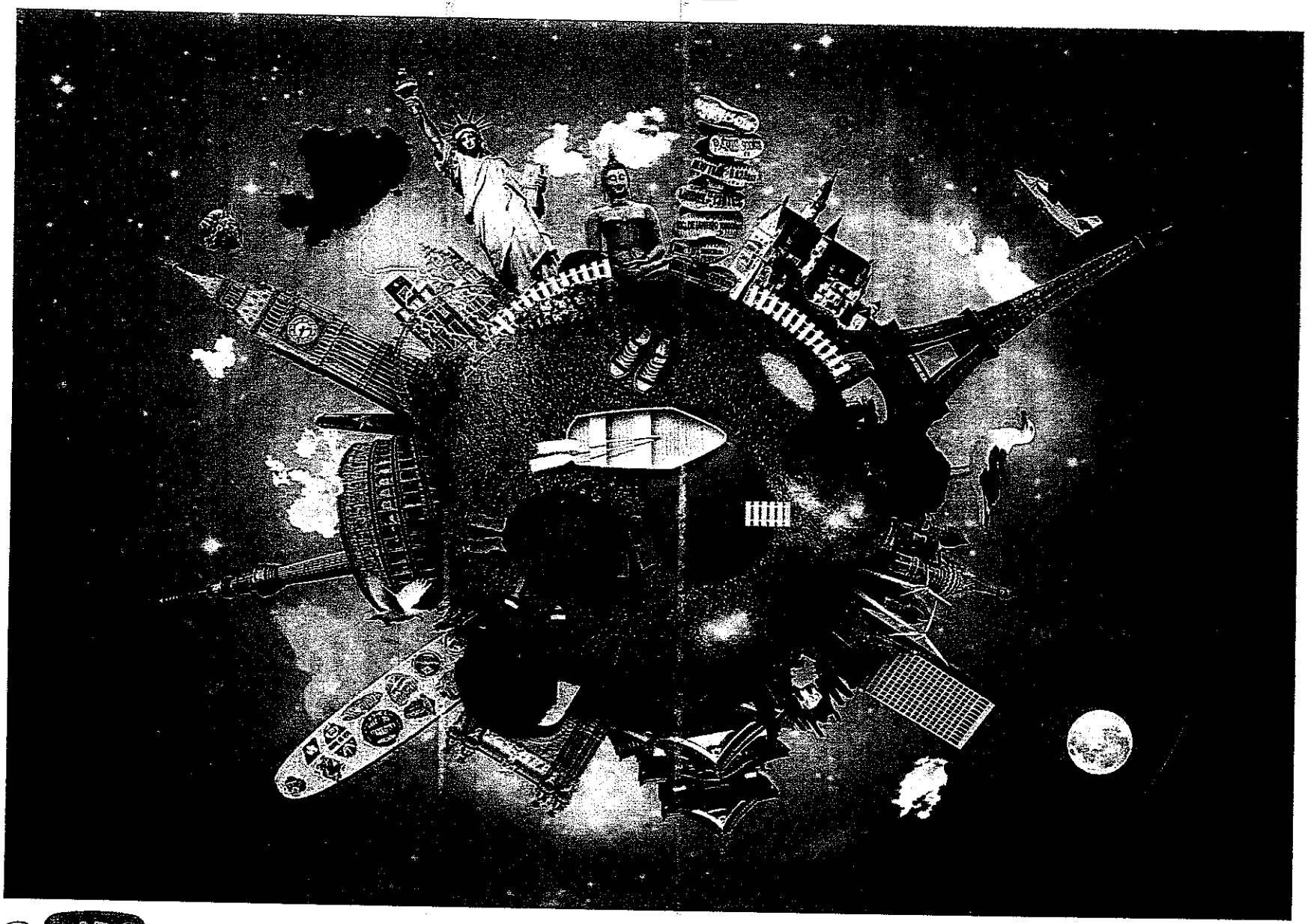
1. Find and copy two words related to 'working'.
   Accept: 'employment', 'work', 'jobs', 'positions' or 'employed'

2. What percentage of married women were working by 1943?
   Accept: 80%

3. How did life change for women during the Second World War? Give two examples.
   Accept reference to men being away on active service; they began to work rather than stay at home.

4. Why does the author use the phrase 'patriotic heroines'?
   Accept any explanation of the fact that they were helping their country to win the war. Also accept reference to women's role being important and heroic.

World Travel



World Travel – Follow-Up Work

1. What does the image represent? (P5/2d)

2. What do the landmarks represent? (P5/2d)

3. If the image were used as an advert, what might it be advertising? (P5/2d)

4. The image has a key message in it. Explain what you think this message is. (T4)

5. Use three adjectives to describe the image. (C4)

6. Why do you think different modes of transport are shown in the image? (P2/2e)

7. The image represents different countries around the world. What else could it

8. What key landmarks are in the image? (C6/2b)

9. Are there any key landmarks that you think should be included in the image? Why? (R2)

10. The weather in the image is varied. Why do you think this is? Explain your reasoning.

11. What feelings might the picture make you feel? Give three examples. (L5/2g)

12. The image has many famous landmarks in it. Where else might you have seen images of these landmarks? (C8/2h)

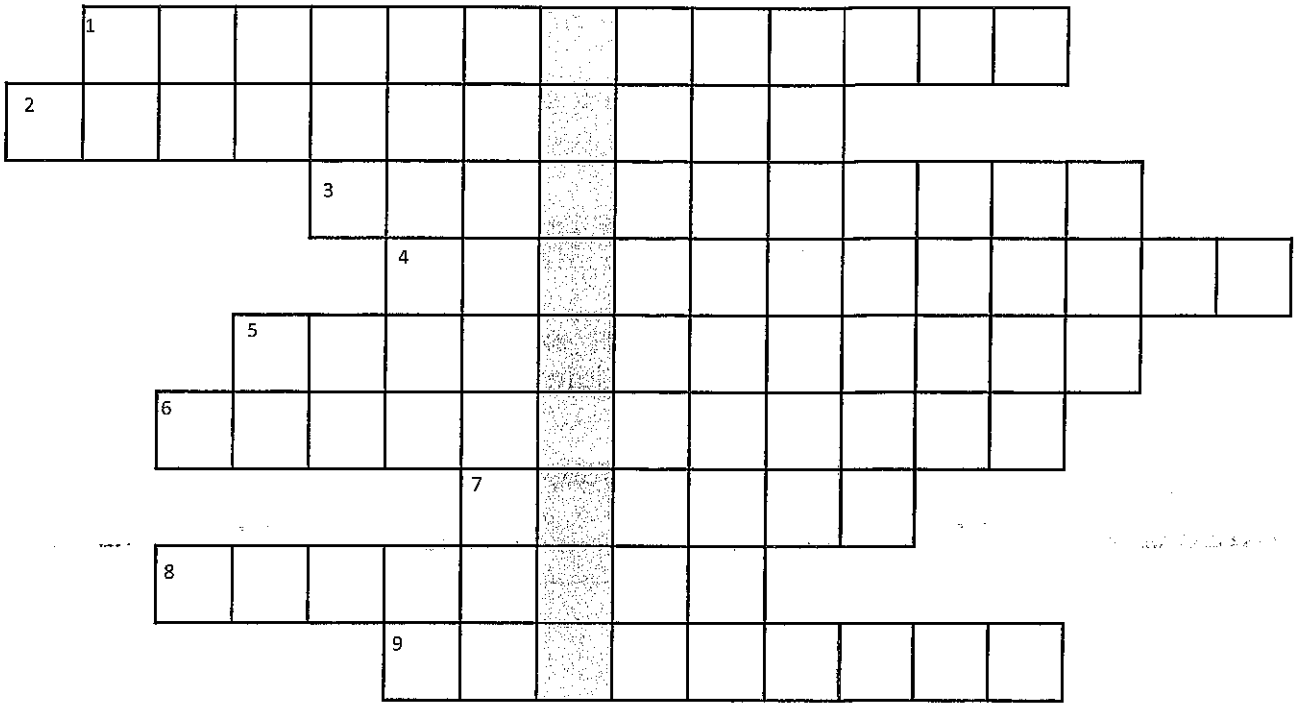
World Travel – Vocab 1

Write the definitions for each of these words.

accommodation	
ambiance	
amenities	
availability	
cancellation	
convenience	
globetrotter	
international	
overbooking	
picturesque	
recuperation	
Xanadu	

World Travel – Vocab 2

Complete the crossword by finding the correct words for the sentences below. Then find the hidden word.



1	Usually he travelled locally but this time his travel was _____ .
2	For her _____ , there were bars, restaurants and even a hospital on the island.
3	The family were angry: they could not have a seat on the aeroplane due to an _____ .
4	She thought of herself as a _____ as she loved exploring the world when backpacking.
5	They went on holiday for some relaxation and _____ . They had both been working so hard lately.
6	Mark was lucky; he managed to get a last-minute flight due to a _____ .
7	The architect was adamant he wanted to build a _____ for all to enjoy.
8	The _____ of the place was serene and peaceful, perfect for their honeymoon.
9	The _____ here were scarce; after all, they were camping in the jungle!

The hidden word is [ ] .

World Travel – SPAG

Which sentence is punctuated correctly? Tick one.

Once at the hotel Maria decided, to take an excursion, to see the elephant sanctuary only two days later. ☐

Once at the hotel, Maria decided to take an excursion to see the elephant sanctuary only two days later. ☐

Once at, the hotel Maria decided to take an excursion to see the elephant, sanctuary only two days later. ☐

Once at the hotel Maria decided to take an excursion to see the elephant sanctuary only two days later. ☐

Rewrite the sentence below using a subordinate clause.

She travelled up the Eiffel Tower.

Rewrite the sentence below in the passive voice.

Many people like travelling.

Complete each sentence below with either 'is' or 'are'.

They _____ enjoying their holiday this year.

This swimming costume _____ new for my trip to Bali.

These gloves _____ needed for the ski slopes.

The people on the aeroplane _____ relieved to be travelling now after a delay in taking-off.

Pack Contents

Information and guidance for parents

Year 6 SATs Spelling Quiz 1
- Common exception words
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The /i/ spelt 'y' other than at the end of words
- The /ʌ/ spelt 'ou' (e.g. young)
- Prefixes

Year 6 SATs Spelling Quiz 2
- The suffix -ation
- The suffix -ly
- Words with endings sounding like / ʒə/ or /tʃə/ (e.g. treasure)
- Endings that sound like / ʒən/ (e.g. invasion)
- The suffix -ous

Year 6 SATs Spelling Quiz 3
- endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
- words with the /k/ sound spelt 'ch' (e.g. ache)
- words with the /ʃ/ sound spelt 'ch' (e.g. machine)
- words ending with the /g/ sound spelt 'gue' (e.g. analogue) and the /k/ sound spelt 'que' (e.g. antique)
- words with the /s/ sound spelt 'sc' (e.g. science)

Year 6 SATs Spelling Quiz 4
- words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'
- endings which sound like /ʃəs/ spelt -cious or -tious
- endings which sound like /ʃəl/ (e.g. essential)
- words ending in -ant, -ance, -ancy, -ent, -ence, -ency
- words ending in -able and -ible and words ending in -ably and -ibly

Year 6 SATs Spelling Quiz 5
- adding suffixes beginning with vowel letters to words ending in -fer
- words with the /iː/ sound spelt 'ei' after 'c'
- words containing the letter string 'ough'
- words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

Year 6 SATs Spelling Quiz 1

1. His bike was his greatest _____.

2. She had _____ to close the gate when leaving the garden.

3. The _____ at Giza are wonders of the ancient world.

4. Kate was very _____ when she first visited France.

5. The scientist looked through the _____.

Spelling Quiz 1 Answers

Spelling Objective	In a sentence	Word
Common exception words	His bike was his greatest possession.	**possession**
Adding suffixes beginning with vowel letters to words of more than one syllable	She had forgotten to close the gate when leaving the garden.	**forgotten**
The /i/ spelt 'y' other than at the end of words	The pyramids at Giza are wonders of the ancient world.	**pyramids**
The /ʌ/ spelt 'ou'	Kate was very young when she first visited France.	**young**
Prefixes	The scientist looked through the microscope.	**microscope**

Common exception words

These are words that children are expected to be able to spell at different points in KS2. They are known as common exception words. They are lists of words that children often misspell, which may be due to exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare and unique way.

The following resources can be used to support your child with the KS2 common exception words:

www.twinkl.co.uk/resource/t2-e-2485-going-for-gold-year-3-and-4-spelling-booklet-checklist

www.twinkl.co.uk/resource/t2-e-2486-going-for-gold-year-5-and-6-spelling-booklet-checklist

Adding suffixes beginning with vowel letters to words of more than one syllable

A suffix is a group of letters added to the end of a root word to either change or add to the original word's meaning. Suffixes beginning with vowel sounds are: -er, -ed, -ing, -able, -al, -ary and -est. This could include words such as:

focused, gardening, accidental, gardener, acceptable, imaginary, happiest.

For these spellings, your child will need to know the conventions for changing the ending of root words based on the suffix added. For example:

happy + est = happiest

In this case the 'y' changes to 'i' when the suffix is added.

The /i/ spelt 'y' other than at the end of words

The letter 'y' often makes a vowel sound within a word. For example, in the middle it can be 'a' long /i/ as in thyme or it can be a short /i/ sound like gym. Your child will have learnt this spelling pattern at some point during KS2. The words could include:

myth, gym, Egypt, pyramid, mystery, hymn, system, symbol, lyric, typical.

The /ʌ/ spelt 'ou'

The /ʌ/ sound is pronounced 'u' as in but or up. However, this sound can be spelt 'ou' in some words such as in young. Your child will need to learn the words where /ʌ/ is spelt 'ou'. Here is a list of some of those words:

young, touch, double, trouble, country, rough, enough, tough, courage.

Prefixes

Throughout KS2, your child will learn to spell and use a range of words with different prefixes which will be tested in the KS2 Spelling test. Prefixes are groups of letters added to the beginning of a word, changing its meaning. The following prefixes are taught throughout KS2:

Years 3 and 4

dis- (disappoint), mis- (misbehave), in- (inactive), il- (illegal),

im- (immature), irr- (irregular), re- (reappear), sub- (subheading),

inter- (international), super- (supermarket), anti- (anticlockwise),

auto- (autobiography)

Years 5 and 6

bi- (bicycle), aqua- (aquarium), aero- (aeroplane), micro- (microscope), audi- (audible), trans- (transport), prim- (primary), auto- (automatic)

tele- (telephone), re- (replay), pre- (prehistoric)

Year 6 SATs Spelling Quiz 2

1. They decided to take a _____ during the summer holidays.

2. The little girl _____ ate all the sweets.

3. The pirates buried the _____ on a desert island.

4. The Roman _____ of Britain began in 55 BC.

5. Lions are _____ animals.

Spelling Quiz 2 Answers

Spelling Objective	In a sentence	Word
The suffix -ation	They decided to take a **vacation** during the summer holidays.	**vacation**
The suffix -ly	The little girl **greedily** ate all the sweets.	**greedily**
words with endings sounding like / ʒə/ or /tʃə/	The pirates buried the **treasure** on a desert island.	**treasure**
endings that sound like / ʒən/	The Roman **invasion** of Britain began in 55 BC.	**invasion**
the suffix -ous	Lions are **carnivorous** animals.	**carnivorous**

The suffix -ation

Words where the suffix -ation is added usually tell an action, process or result. -ation can sometimes be added directly to the root word, for example:

expect + ation = expectation

However, on other occasions, the root word may need to be changed, such as:

circulate + ation = circulation

Here, the final 'e' has been dropped to add the suffix -ation.

The suffix -ly

Here are a list of rules that your child will need to be secure in to be able to add -ly to root words.

a) -ly can often be added directed to the end of the word, such as:

quick + ly = quickly or brave + ly = bravely

b) For words ending in 'y' and with more than one syllable, you need to change the final 'y' to an 'i' before adding the suffix.

easy + ly = easily or angry + ly = angrily

c) If the root word ends in -le, you just replace the 'e' for a 'y'. For example:

simple + ly = simply or horrible + ly = horribly

d) If the root word ends in 'ic', you add 'ally' and if the root word ends in 'al', you add -ly to the end of the word. For example:

dramatic + ly = dramatically

comical + ly = comically

e) Some words are exceptions to the rules when adding the suffix -ly and just need to be learnt separately, such as:

daily, wholly, truly, duly, coyly, shyly, dryly, fully and slyly.

Words with endings sounding like / ʒə/ or /tʃə/

The sounds / ʒə/ or /tʃə/ are spelt 'sure' and 'ture'. Children are expected to be able to identify this sound and spell it correctly in words such as:

closure, erasure, leisure, measure, treasure, enclosure, fissure,
advernture, creature fixture, future, mixture, nature, picture.

Endings that sound like / ʒən/

The / ʒən/ sound is spelt 'sion'. It is found in the following words:

collision, confusion, conclusion, corrosion, decision, division, explosion, inclusion, invasion, occasion, transfusion

The suffix –ous

When adding the suffix -ous to words, there are several rules your child will need to know in order to spell these words correctly. These are:

a) Sometimes just add -ous to the root word:

hazard + ous = hazardous or glutton + ous = gluttonous

b) If the root word ends in 'y', it must be changed to an 'i'.

fury + ous = furious or mystery + ous = mysterious

c) If the root word ends in 'our', it changes to 'or' before the -ous.

glamour + ous = glamorous or vapour + ous = vaporous

There will be some words that don't follow these words which your child will have learnt individually at school.

Year 6 SATs Spelling Quiz 3

1. In Madrid, they hold a large _____ for Easter.

2. Unripe fruit can cause stomach _____.

3. The man placed the dirty clothes in the washing _____.

4. The children were learning to tell the time on an _____ clock.

5. _____ was Sarah's favourite subject.

Spelling Quiz 3 Answers

Spelling Objective	In a sentence	Word
endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	In Madrid, they hold a large **procession** for Easter.	**procession**
words with the /k/ sound spelt 'ch'	Unripe fruit can cause stomach **ache**.	**ache**
words with the /ʃ/ sound spelt 'ch'	The man placed the dirty clothes in the washing **machine**.	**machine**
words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	The children were learning to tell the time on an **analogue** clock.	**analogue**
words with the /s/ sound spelt 'sc'	**Science** was Sarah's favourite subject.	**science**

Endings that sound like /ʃən/, spelt –tion, –sion, –ssion, –cian

The /ʃən/ sound in English can be made in several ways (-tion, -sion, -ssion, -cian). Strictly speaking, the suffixes are -ion and -ian, the difficulty that children have is whether to place 't', 's', 'ss' or 'c' before the suffix. However, the last letter or letters of the root word can help them to decide.

tion: -tion is the most common and is used if the root word ends in 't' or 'te'. For example:

invention, injection, action, construction

sion: -sion is used if the root word ends in 'd' or 'se'. For example:

expansion, extension, comprehension

ssion: -ssion is used if the root word ends in 'ss'. For example:

discuss + sion = discussion or express + sion = expression

cian: -cian is used if the root word ends in 'c' or 'cs'. For example:

optic + ian = optician or electric + ian = electrician

Words with the /k/ sound spelt 'ch'

Words with this spelling pattern are Greek in origin. They include words such as:

scheme, chorus, chemist, chaos, character, chemistry, architect, echo, stomach, ache

Words with the /ʃ/ sound spelt 'ch'

Words where the /ʃ/ sound (as in the sh in wish) is spelt -ch are mostly French in origin. These include the following words:

chef, chalet, machine, brochure, parachute, chute

Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'

These words are again mostly French in origin. The /g/ sound is spelt 'gue' as in league. The /k/ sound is spelt 'que' as in cheque. Your child will practise these words throughout KS2.

analogue, league, colleague, catalogue, dialogue, antique, plaque, mosque, picturesque, physique, opaque

Words with the /s/ sound spelt 'sc'

The words are Latin in origin. However, the Romans would have pronounced these letters as two separate sounds rather than one. We pronounce the 'sc' in these words as /s/ (as in seat). These words include:

scenery, scene, science, scientists, scissors, ascend, fascinate

Year 6 SATs Spelling Quiz 4

1. The birthday cake had _____ candles.

2. The food at the restaurant was _____.

3. Flour is an _____ ingredient when making bread.

4. The man spoke Spanish with great _____.

5. The wicked witch was not very _____.

Spelling Quiz 4 Answers

Spelling Objective	In a sentence	Word
words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'	The birthday cake had eight candles	**eight**
endings which sound like /ʃəs/ spelt -cious or -tious	The food at the restaurant was delicious.	**delicious**
endings which sound like /ʃəl/	Flour is an essential ingredient when making bread.	**essential**
words ending in -ant, -ance, -ancy, -ent, -ence, -ency	The man spoke Spanish with great fluency.	**fluency**
words ending in -able and -ible	The wicked witch was not very likeable.	**likeable**

Words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'

The /eɪ/ sound can be made several ways in English: 'ay' as in day, 'a_e' as in mane, 'ai' as in rain, 'ei' as in feint, 'eigh' as in eight and 'ey' as in they. Children begin to learn these sounds in KS1 when learning phonics. Children often get confused with which /eɪ/ spelling to use so this needs to be practised a lot. Words that could appear in the spelling test are:

vein, abseil, beige, reign, eight, sleigh, freight, they, obey

Endings which sound like /ʃəs/ spelt –cious or –tious

These words can be tricky! A tip to remember is if the root word ends in ce you use -cious to make this sound, such as:

space + ious = spacious

Many have to be learnt individually but the majority of words ending in /ʃəs/ are spelt -cious. Words using these spelling patterns include:

ambitious, cautious, infectious, superstitious, nutritious, spacious, gracious, malicious, unconscious, tenacious

Endings which sound like /ʃəl/ spelt -cial or -tial

If you're wondering why we have two spellings for this sound, it's because one is French and the other is from Latin. As a rule of thumb, use -cial after the vowels 'o', 'e' and 'i' such as social, special and beneficial. Use -tial after a consonant, especially after 'n', such as substantial, essential, partial.

social, essential, confidential, special, partial potential, official

Words ending in –ant, –ance, –ancy, –ent, –ence, –ency

Here are some rules to help your child choose between -ance / -ence and -ancy /-ency. However, as always in English, there are exceptions to the rules which have to be learnt separately.

If the root word ends in -ant, -ure, -ear or -y use -ance. For example:

significant = significance, assure = assurance, clear = clearance, apply = appliance.

Use -ence when the root word ends in -ere and -ent. For example:

adhere = adherence and absent = absence

-ancy is used when the root word ends in -ant and -ency is used when the root word ends in -ent. For example:

accountant = accountancy or fluent = fluency

Words ending in –able and –ible and words ending in –ably and –ibly

-ible and -able are both common spelling patterns for adjectives and usually sound the same. They mean 'able to' and 'fit for'; however, knowing which one to use can be tricky. For these words it's a matter of practice and checking using a dictionary. Usually, a good speller can see which one 'looks right'. These words include:

enjoyable, probably, considerable, considerably, tolerable, tolerably, sensible, sensibly, horrible, horribly

Year 6 SATs Spelling Quiz 5

1. She _____ eating fruit to chocolate.

2. She was delighted to _____ flowers.

3. It was _____ money to last a lifetime.

4. There was no _____ he could do it.

5. The Queen was given great _____ by her mother.

Spelling Quiz 5 Answers

Spelling Objective	In a sentence	Word
adding suffixes beginning with vowel letters to words ending in -fer	She preferred eating fruit to chocolate.	**preferred**
words with the /i:/ sound spelt 'ei' after 'c'	She was delighted to receive flowers.	**receive**
words containing the letter string 'ough'	It was enough money to last a lifetime.	**enough**
words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	There was no doubt he could do it.	**doubt**
homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)	The Queen was given great advice by her mother.	**advice**

Adding suffixes beginning with vowel letters to words ending in –fer

When adding suffixes that start with a vowel (-ed, -ing, -ence) to words ending in -fer (such as differ and offer) there is sometimes a change in the spelling, for example:

prefer + ed = preferred (change in spelling)
differ + ing = differing (no change in spelling)

The spelling rule for this depends on the word stress. When we add a vowel suffix to a -fer word, the 'r' is doubled if -fer is stressed when the suffix is added. For example:

transfer + ing = transferring

But, if the -fer isn't the stressed part of the word after adding the suffix, we do not double the 'r'. For example:

prefer + ence = preference

Words with the /i:/ sound spelt ei after 'c'

This follows the old 'I before e except after c' rule. Example words with this spelling pattern are:

conceit, ceiling, deceive, perceive, receipt, deceit, conceive, receive

Words containing the letter string ough

This is a tricky spelling pattern as it can make several sounds which makes it difficult for children to master. The best way is to learn many of these words individually. -ough can be /Ō/ as in snow (dough), /oo/ as in blue (through), /ow/ as in cow (bough), /uff/ as in cuff (rough) and /off/ as in blastoff (cough).

Words with this spelling pattern include:

dough, although, through, plough, tough, enough, cough, trough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

These words often have to be learned individually as they have silent letters. Use spelling games to practise these words with your child. Words in this category include:

doubt, island, lamb, climb, solemn, thistle, knight, bomb, knowledge, castles, designed, sword, wrinkles, honest, thumb, rhubarb

Homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

Homophones are words that have the same sound but are spelt differently. For example; knight and night. Near homophones are words that almost have the same sound but are spelt differently with different meanings such as where and were. Children have to learn these words individually by learning which spelling is used in which context. Throughout KS2, your child will have practised homophones and near homophones on many occasions. It is an area that children need lots of practise in. For further activities on homophones, use the following resource:

www.twinkl.co.uk/resource/t2-e-2487-year-4-spelling-homophones-and-near-homophones-activity-booklet

Reasoning – Multiplying and Dividing by 10, 100 and 1000

Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

x 10	x 100	x 1000	÷ 10	÷ 100	÷ 1000

16.8	☐	= 168	637	☐	= 0.637	4.84	☐	= 484
16.8	☐	= 0.168	637	☐	= 63,700	4.84	☐	= 4840
16.8	☐	= 1680	637	☐	= 6.37	4.84	☐	= 48.4

Reasoning – Multiplying and Dividing by 10, 100 and 1000

Here are six cards.

Use a card to complete each calculation. You can use a card more than once.

x 10	x 100	x 1000	÷ 10	÷ 100	÷ 1000

0.45	☐	= 0.045	129	☐	= 12,900	84.7	☐	= 84,700
0.45	☐	= 4.5	129	☐	= 1.29	84.7	☐	= 8470
0.45	☐	= 450	129	☐	= 1290	84.7	☐	= 0.847

1 6.1 + 0.3 =

[2016S]

[1 mark]

2 2.5 + 0.05 =

[2016S]

[1 mark]

3 Circle two numbers that add together to equal **0.25**

[2016]

0.05 0.23 0.2 0.5

[1 mark]

4 $4 - 1.15 =$

[2016]

[1 mark]

5 Circle **two** numbers which **add** to make **0.12**

[2000]

0.1 0.5 0.05 0.7 0.07 0.2

[1 mark]

6 $9 - 3.45 =$

[2017]

[1 mark]

7 Circle two decimals that have a difference of 0.5

[2009]

0.2 0.25 0.4 0.45 0.6 0.75

[1 mark]

8 [2016S]

Two decimal numbers add together to equal 1

One of the numbers is 0.007

What is the other number?

[1 mark]

9 [2016S]

15.4 – 8.88 =

[1 mark]

10 [2016]

Jacob cuts **4** metres of ribbon into **three** pieces.

The length of the first piece is **1.28** metres.

The length of the second piece is **1.65** metres.

Work out the length of the third piece.

Show your method

[2 marks]

11 3.005 + 6.12 =

[2016]

[1 mark]

12 2.7 + 3.014 =

[2017]

[1 mark]

13 15.98 + 26.314 =

[2016]

[1 mark]

14 $125.48 - 72.3 =$

[2016]

[1 mark]

15 Circle the two decimals which are **closest in value** to each other.

[2002]

0.9 0.09 0.99 0.1 0.01

[1 mark]

16 $37.8 - 14.671 =$

[2017]

[1 mark]

17 Write in the missing number.

[2015]

$8.5 + 14.7 = 10.2 + \square$

[1 mark]

18 Alfie says,

[2015]

'When you multiply two numbers together, the answer is always greater than either of the numbers you started with.'

Is Alfie correct?
Circle **Yes** or **No.**

Yes / No

Explain how you know.

[1 mark]

19 $1.28 \times 100 =$

[2016S]

[1 mark]

20 $0.04 \div 10 =$

[2017]

[1 mark]

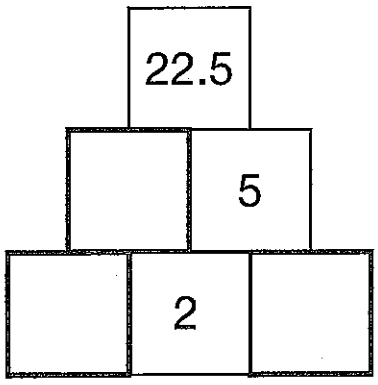
21 $0.9 \times 200 =$

[2017]

[1 mark]

22 The number in a box is the **product** of the two numbers below it.

[2016S] Write the missing numbers.



[2 marks]

23 $0.9 \div 10 =$

[2016]

[1 mark]

24 $15 \times 6.1 =$

[2016]

[1 mark]

25 $1.52 \times 6 =$

[2016S]

[1 mark]

26 Write **two decimals, each less than 1**, which multiply to make **0.1**

[2001]

$\square \times \square = 0.1$

[1 mark]

1 These are some prices in a fish and chip shop.

[2015]

Fish	£2.30	Peas	35p
Sausage	£1.80	Curry sauce	40p
Chips (small bag)	60p	Bread roll	30p
Chips (large bag)	90p	Pickled onion	28p

Alfie buys one fish, a large bag of chips and a pickled onion.

How much does he pay?

£

Megan buys a sausage and a bread roll.

Chen buys a small bag of chips and a curry sauce.

How much more does Megan pay than Chen?

Show your method

[3 marks]

2

[2017]

A group of friends earns £80 by washing cars.

They share the money **equally.**

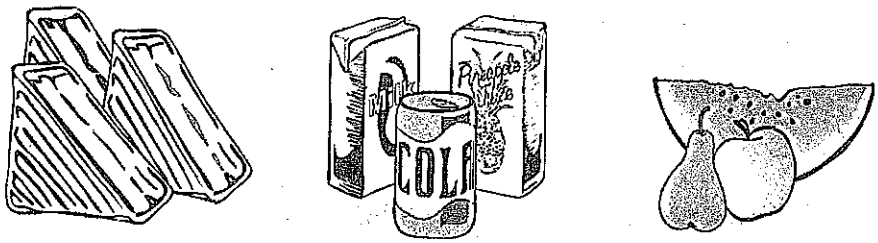
They get £16 each.

How many friends are in the group?

[1 mark]

3

[2004]



These are the prices of sandwiches, drinks and fruit.

Sandwiches		Drinks		Fruit	
cheese	£1.45	milk	55p	apple	15p
tuna	£1.70	cola	45p	pear	20p
salad	£1.20	juice	65p	melon	25p

Shereen buys a **tuna** sandwich, **milk** and a **pear.**

How much does she pay?

Mike has 80p to spend on a **fruit** and a **drink.**

What **two** things can he buy for exactly **80p**?

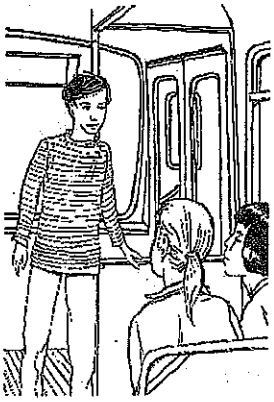
. . . . . and . . . . . .

[2 marks]

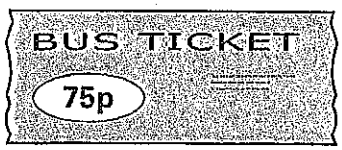
4 Asif, Vicky and Nita go to town by bus.

[2002]

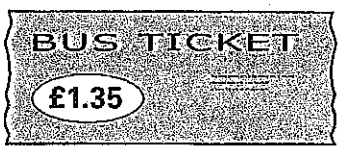
This is what they pay.



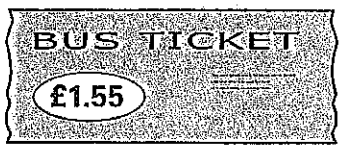
Asif



Vicky



Nita



How much **more** does **Nita** pay than **Asif**?

Vicky then takes **another** bus from town to visit her auntie.

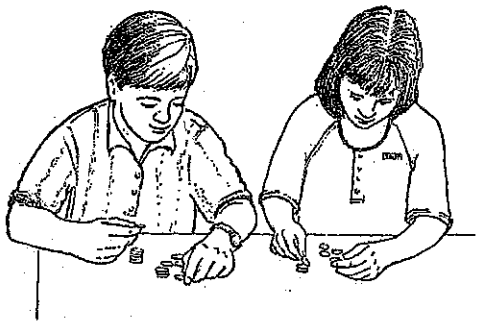
She pays **90p** on this bus.

How much has Vicky paid **altogether** for her two bus tickets?

[2 marks]

5

[2000]



Chris saves **50p** coins.

He has saved **45** of them.

How much money has Chris saved?

Michelle has saved **£8.40** in **20p** coins.

How many **20p coins** does Michelle have?

Show your method

[3 marks]

6

[2017]

The children at Farmfield School are collecting money for charity.

Their target is to collect £360

So far they have collected £57.73

How much **more** money do they need to reach their target?

£

[1 mark]

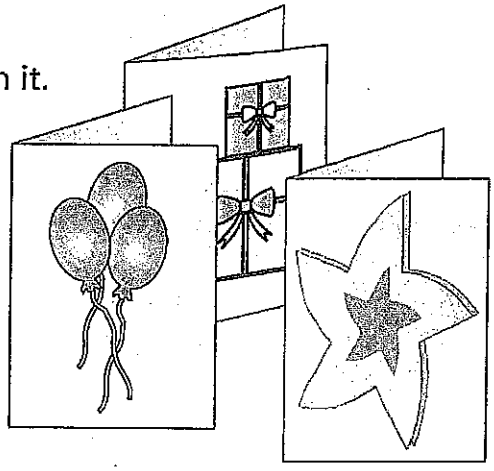
7

[2002]

A shop sells greetings cards.

Each card has a price code on it.

These are the codes.



code	price
AA	75p
BB	£1.15
CC	£1.55
DD	£1.70
EE	£1.99

Tina buys two cards.

One card has code **AA** on it.
The other card has code **DD** on it.

How much does Tina pay?

£

Omar buys a card. He pays with a £2 coin.

He gets 45p change.

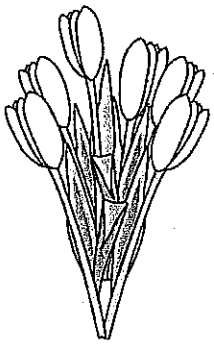
What is the code on his card?

. . . . . .

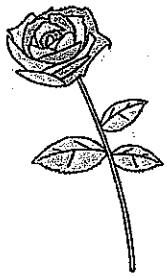
[2 marks]

8 These are some prices in a flower shop.

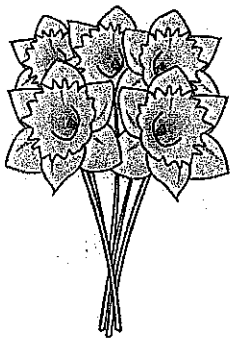
[2010]



tulips
£1.20 for a bunch



roses
40p each



daffodils
55p for a bunch

How many roses can you buy for exactly £2?

Amy buys **one** bunch of tulips and **three** bunches of daffodils.

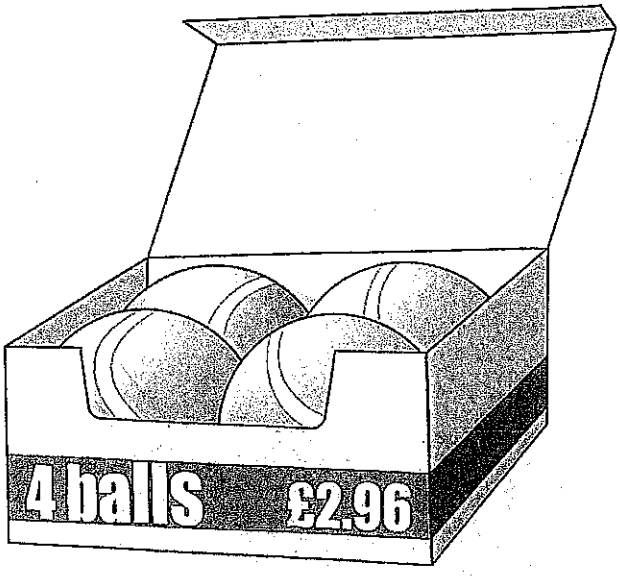
How much does she pay **altogether**?

Show your method

[3 marks]

9

[2002]



A box of four balls costs **£2.96**

How much does each ball cost?

Dean and Alex buy **3 boxes** of balls between them.

Dean pays **£4.50**

How much must Alex pay?

Show your method

[3 marks]

10 Olivia buys three packets of nuts.

[2016]

She pays with a £2 coin.

This is her change.

What is the cost of **one** packet of nuts?

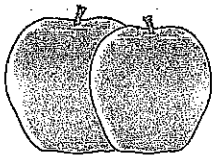
Show your method

[2 marks]

11 Liam buys **two** apples.

[2014]

He pays with a £1 coin and gets 64p change.



How much does **one** apple cost?

Show your method

[1 mark]

12 Books are 25p each at a car boot sale.

[2013]

Alfie wants to buy 12 books.

He only has £2.35

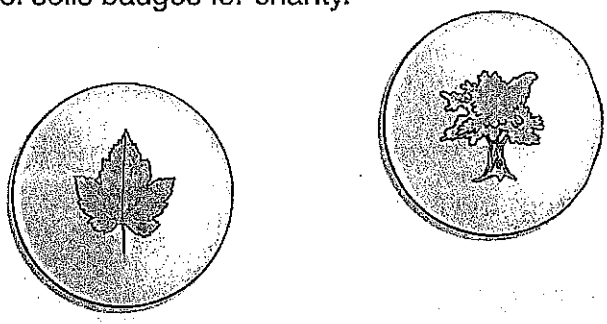
How much more money does Alfie need?

Show your method

[2 marks]

13 Forest School sells badges for charity.

[2006]



For each badge sold, £1.20 is given to a charity.

How much does the charity get when 12 badges are sold?

£

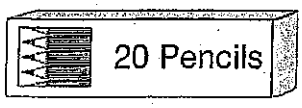
If the charity got **£24**, how many badges were sold?

[2 marks]

14 [2007]

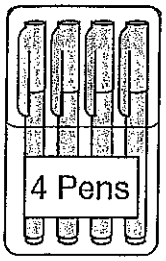
50 children need two pencils each.

There are 20 pencils in a box.



How many boxes of pencils are needed?

boxes



50 children need one pen each.

Pens are sold in packs of 4

How many packs of pens need to be bought?

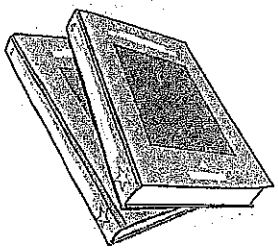
packs

[2 marks]

15 [2013]

Alfie buys **two** books, each at the same price.

He pays with a £10 note and gets £2.30 change.



What is the cost of **one** book?

Show your method

[2 marks]

16 These are the prices in a fish and chip shop.

[2003]

Fish		£1.95
Chips	small bag	55p
	large bag	70p
Peas		38p

Luke has **£3**

He wants to buy one fish, peas and two large bags of chips.

How much more money does he need?

Show your method

[2 marks]

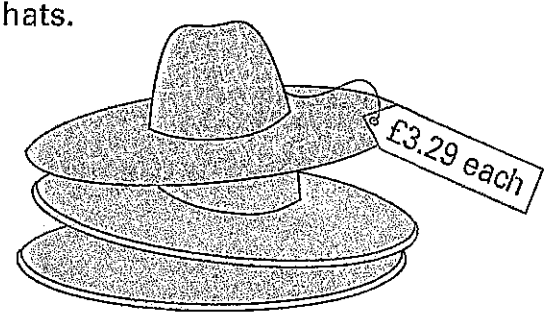
17 A shop sells three types of sunglasses.

[2004]

What is the **difference** in price between the **most** expensive and **least** expensive sunglasses?

£

The shop also sells sun hats.



Ryan buys the **£4.69 sunglasses** and a **sun hat.**

How much change does he get from **£10**?

Show your method

[3 marks]

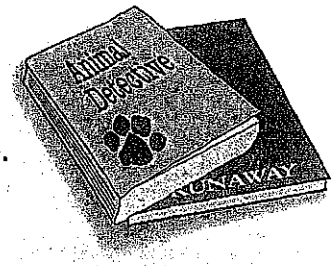
18

[2011]

Dev and Joe each buy a book.

Dev pays with a £5 note and gets £1.05 change.

Joe's book costs £7



How much more does Joe's book cost than Dev's book?

Show your method

[2 marks]

19

[2011]

Dev has a bag of 50p coins and Holly has a bag of 20p coins.

Dev's bag

Holly's bag

Both bags have the same amount of money in.

There are thirty 50p coins in Dev's bag.

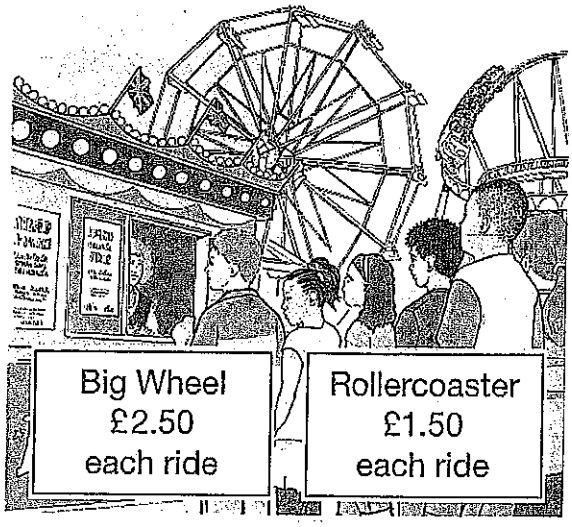
How many 20p coins are there in Holly's bag?

Show your method

[2 marks]

20

[2010]



Liam spends £14 altogether on the Big Wheel and the Rollercoaster.

He goes on the Big Wheel twice.

How many times does he go on the Rollercoaster?

Show your method

[2 marks]

21

[2012]

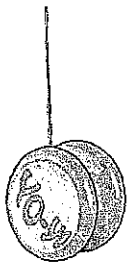
A school buys some yo-yos as prizes.

The yo-yos cost £4.25 each.

The school has **£40** to spend on prizes.

They buy as many yo-yos as they can.

How much money is left?

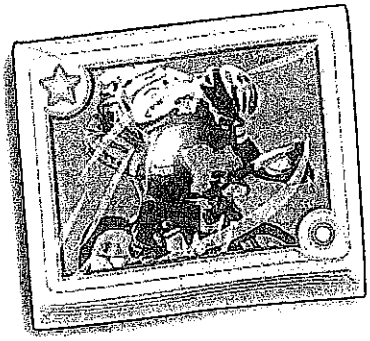


Show your method

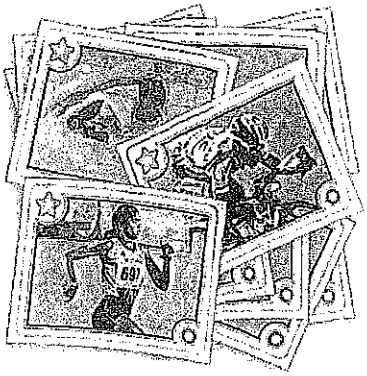
[2 marks]

22 Ally and Jack buy some stickers.

[2017]



Pack of 12 stickers
£10.49



12 stickers
99p each

Ally buys a pack of 12 stickers for £10.49

Jack buys 12 single stickers for 99p each.

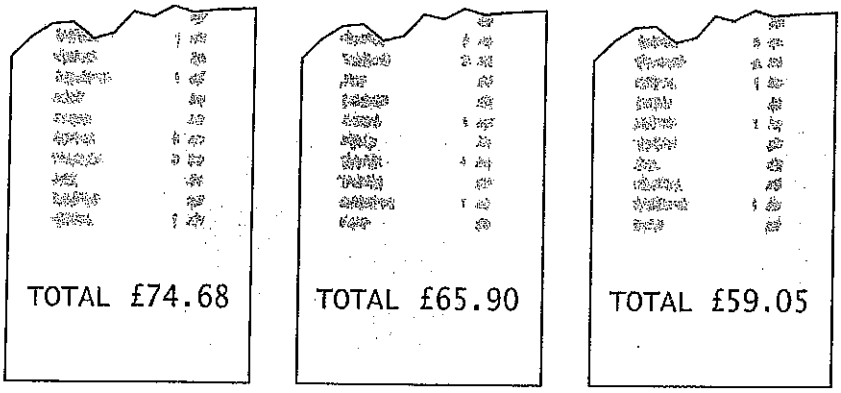
How much more does Jack pay than Ally?

Show your method

[2 marks]

23 Here are three supermarket bills.

[2004]



Tom rounds each bill **to the nearest £10** and then adds them up.

What is the total amount that Tom gets?

£

Mary adds up the three bills **exactly.**

What is the difference between her total and Tom's total?

Show your method

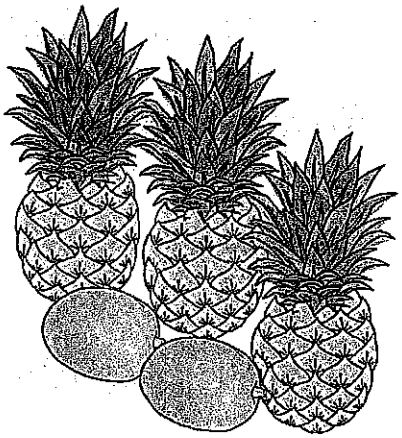
[3 marks]

24

[2017]

3 pineapples cost the same as 2 mangoes.

One mango costs £1.35



How much does **one** pineapple cost?

Show your method

[2 marks]

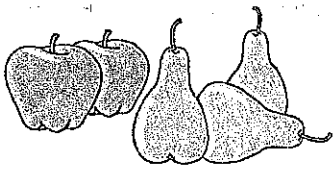
25

[2012]

Seb bought 2 apples and 3 pairs.

He spent £1.59 altogether.

Apples cost 24p each.



How much does **one** pear cost?

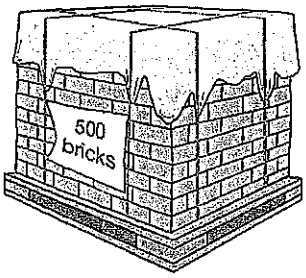
Show your method

[2 marks]

26 A builder needs 7600 bricks to build a wall.

[2010]

There are 500 bricks in a load.



How many loads must the builder buy?

The price of one load of 500 bricks is £230

What is the cost in pence of one brick?

p

Show your method

[3 marks]

27

[2016S]

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show your method

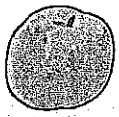
[2 marks]

28

[2008]

Small peaches
15p each

Large peaches
25p each



Emily has £5 to spend on peaches.

She decides to buy only small peaches or only large peaches.

How many **more** small peaches than large peaches can she buy for £5?

Show your method

[2 marks]

29

[2017]

Amina posts three large letters.

The postage costs the same for each letter.

She pays with a £20 note.

Her change is £14.96

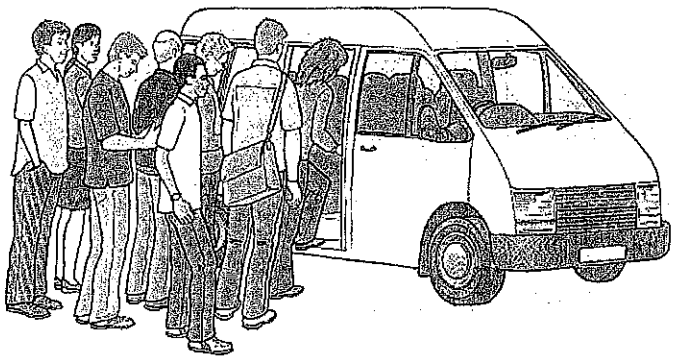
What is the cost of posting **one** letter?

Show your method

[2 marks]

30

[2007]



The cost for using a minibus is £1.36 for each kilometre.

8 friends go on a 114 kilometre journey.

They share the cost equally.

How much does each person pay?

Show your method

[2 marks]

ORDERING FRACTIONS

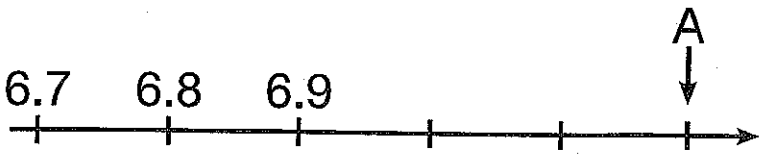
CONTENT DOMAIN REFERENCES:
F3, F6, F8

KS2 SATS

PRACTICE QUESTIONS BY TOPIC

1

[2013]



What number is marked at A?

[1 mark]

2

[2007]

Write these numbers in order of size, starting with the smallest.

3.01 13.0 0.31 1.30 3.1

smallest

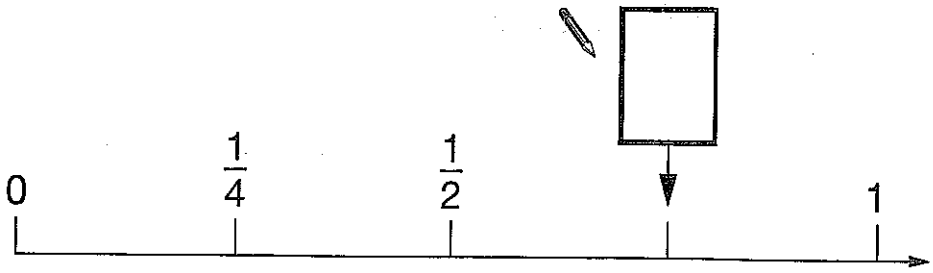
[1 mark]

3

[2011]

Here is part of a number line.

Write in the missing fraction.



[1 mark]

Questions compiled by:
@Maths4Everyone

4 Write these numbers in order of size, starting with the **smallest**.

[2017]

1.9 0.96 1.253 0.328

smallest

[1 mark]

5 Put a tick (✓) in **each row** to complete this table.

[2001]

One has been done for you.

	greater than $\frac{1}{2}$	less than $\frac{1}{2}$
0.9	✓	
0.06		
$\frac{11}{20}$		
0.21		

[2 marks]

6 What number is halfway between 1.4 and 2.1?

[2016S]

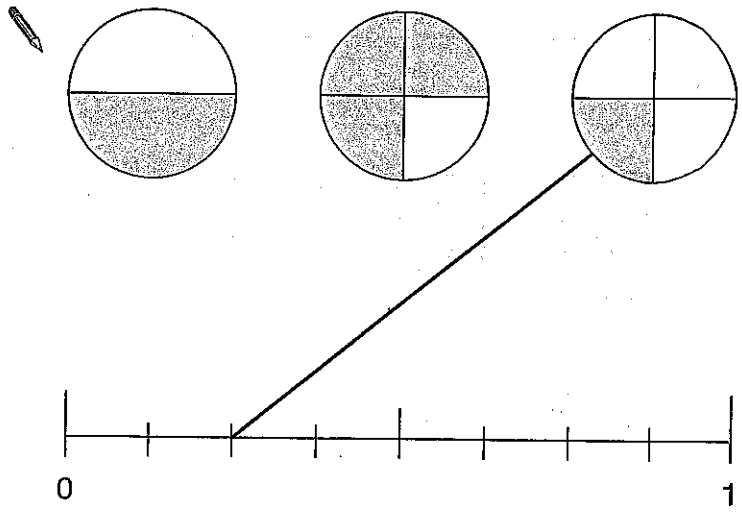
[1 mark]

7 A fraction of each shape is shaded.

[2009]

Match each fraction to the correct place on the number line.

One has been done for you.



[2 marks]

8 Write these numbers in order, starting with the **smallest**.

[2016]

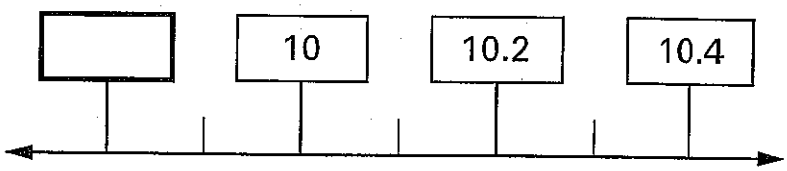
0.78 0.607 5.6 0.098 4.003

smallest

[1 mark]

9 Write in the **missing** number on this number line.

[2001]



[1 mark]

10 Circle the number **closest** in value to **0.1**

[2002]

0.01 0.05 0.11 0.2 0.9

[1 mark]

11 Here are four fraction cards.

[2016S]

$\frac{3}{4}$ $\frac{5}{8}$ $\frac{6}{12}$ $\frac{7}{16}$

Use any **three** of the cards to make this correct.

$\square < \square < \square$

[1 mark]

12 Circle **all** the numbers that are **greater than** 0.6

[2007]

0.5 0.8 0.23 0.09 0.67

[1 mark]

13 Write these numbers in order, starting with the smallest.

[2014]

8.12 1.8 8.118 8.2 1.28

smallest

[1 mark]

14 In each box, circle the number that is **greater.**

[2017]

$1\frac{1}{2}$	1.2
$1\frac{1}{4}$	1.3
$1\frac{5}{100}$	1.4
$1\frac{3}{5}$	1.5

[2 marks]

15 Circle the number that is closest to 20

[2015]

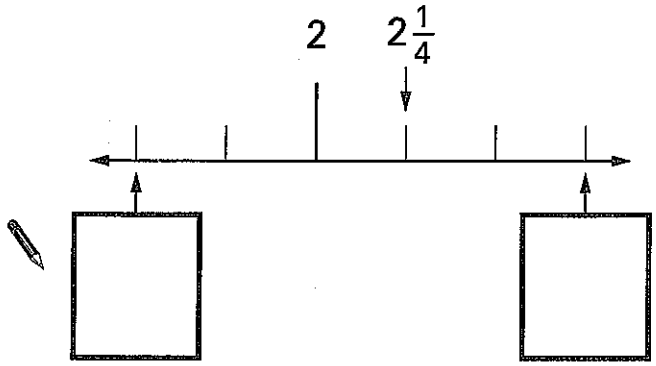
19.95 20.1 19.09 20.09 20.201

[1 mark]

16 Here is part of a number line.

[2004]

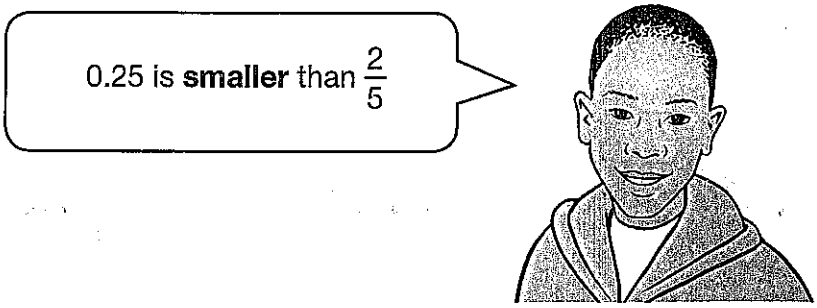
Write in the two missing numbers.



[2 marks]

17 Adam says,

[2017]



Explain why he is correct.

[1 mark]

18 Circle the fraction that is greater than $\frac{1}{2}$ but less than $\frac{3}{4}$

[2010]

$\frac{7}{8}$ $\frac{2}{5}$ $\frac{1}{3}$ $\frac{5}{8}$ $\frac{3}{6}$

[1 mark]

19 Write these in order of size, starting with the smallest.

[2013]

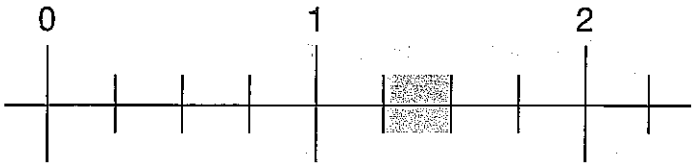
$\frac{2}{3}$ 0.5 $\frac{3}{5}$ 0.65

smallest

[1 mark]

20 Part of this number line is shaded.

[2007]



Circle **all** the numbers below that belong in the shaded part of the number line.

1.1 1.4 $1\frac{1}{3}$ $1\frac{1}{5}$

[1 mark]

21 Write these fractions in order of size starting with the smallest.

[2005]

$\frac{3}{4}$ $\frac{3}{5}$ $\frac{9}{10}$ $\frac{17}{20}$

smallest

[1 mark]

22 Write these in order of size, starting with the smallest.

[2012]

$\frac{3}{4}$ 0.34 0.7 43%

smallest

[1 mark]

23 What fraction is **exactly** half-way between $\frac{3}{5}$ and $\frac{5}{7}$?

[2000]

[1 mark]

ROUNDING

CONTENT DOMAIN REFERENCES:
N4, F7

KS2 SATS

PRACTICE QUESTIONS BY TOPIC

1 Round **84,516**

[2017]

to the nearest 10 ☐

to the nearest 100 ☐

to the nearest 1,000 ☐

[2 marks]

2 Which of these numbers give **80** when **rounded** to the **nearest 10**?

[2003]

Circle all the correct numbers.

84 87 72 76 90

[1 mark]

3 Round the following numbers.

[2009]

540 to the nearest 100 ☐

236 to the nearest 10 ☐

$1\frac{3}{4}$ to the nearest whole number ☐

[3 marks]

4 Round **124,531**

[2016S]

to the nearest 10,000 ☐

to the nearest 1,000 ☐

to the nearest 100 ☐

[2 marks]

5 Complete this table by rounding the numbers to the **nearest hundred**.

[2016]

	Rounded to the **nearest hundred**
20,906	
2,090.6	
209.06	

[2 marks]

6 Round 39.17

[New]

to one decimal place ☐

to the nearest whole number ☐

[2 marks]

7 Round the following numbers

[New]

70.76 to one decimal place

19.5 to the nearest whole number

309.49 to the nearest whole number

[2 marks]

8 Write in the missing numbers.

[2013]

Number	Rounded to the nearest **whole** number
5.05	
5.55	
4.45	
4.54	

[2 marks]

9 Round 39.73

[New]

to one decimal place

to the nearest whole number

[2 marks]

10 Complete this table to show the numbers rounded to the **nearest 100**

[2012]

One has been done for you.

	rounded to the nearest hundred
316	300
3162	
31628	
316281	

[2 marks]

11 The **difference** between two numbers is 2

[2015] When each number is rounded to the nearest hundred, the difference between them is 100

Write what the two numbers could be.

[ ] and [ ]

[1 mark]

12 Complete this table by rounding the values to the nearest whole number.

[New]

	Rounded to the **nearest whole number**
19.4	
590.83	
173.46	
309.5	

[2 marks]