

# KS2 Parent/Carer Workshop

## Reading and Writing









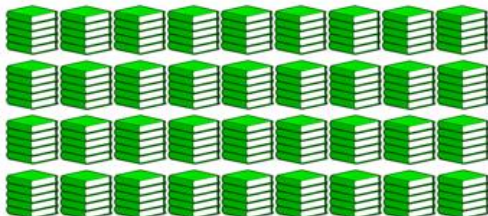



# Reading

- How can I support with reading at home?
- What do the colour bands mean?
- What should my child be able to do at the end of each Year?
- What is the Reading Bucket List?
- How is reading taught at school?

# Why is it important to read at home?

- Hearing your child read every day helps them with their decoding skills.
- Reading stories to your children can help develop their love of reading and increases their vocabulary significantly.



Child A reads for <b>20</b> minutes per night, 5 times a week		Child B reads for <b>4</b> minutes per night...or not at all	
In one week: <b>100</b> minutes of reading		In one week: <b>20</b> minutes of reading	
In one month: <b>400</b> minutes of reading		In one month: <b>80</b> minutes of reading	
In one school year (9 months): <b>3,600</b> minutes of reading		In one school year (9 months): <b>720</b> minutes of reading	
By the end of year 6: <b>28,800</b> minutes of reading (80 school days)		By the end of year 6: <b>5,760</b> minutes of reading (16 school days)	


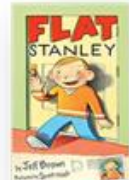


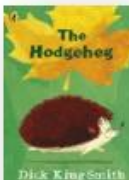








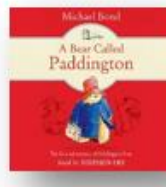
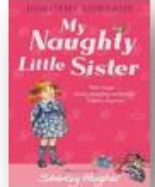
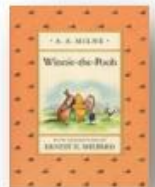

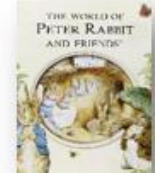
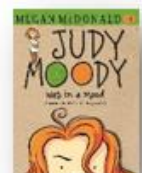


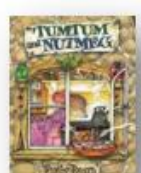
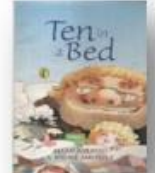








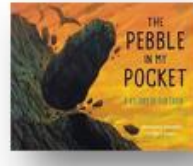


# READING Bucket List




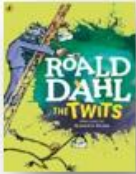

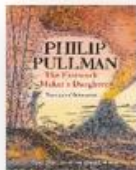
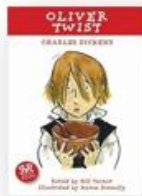
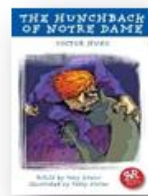
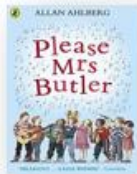

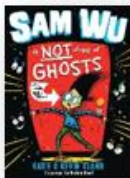

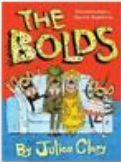



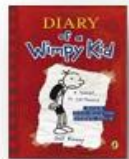
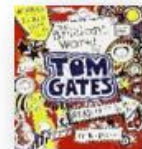
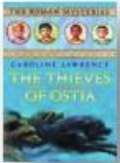

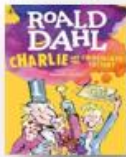








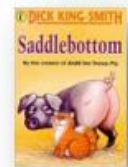



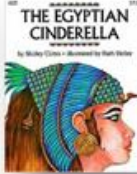


# Year 3 Bucket List Books

Glog by Pippa Goodhart	Flat Stanley by Jeff Brown	The Worst Witch by Jill Murphy	Harry the Poisonous Centipede by Lynne Reid Banks	The Hodgeheg by Dick King-Smith	The Iron Man by Ted Hughes	When We Were Very Young by A.A. Milne	The Julian Stories by Ann Cameron
							
Ellie and the Cat by Malorie Blackman	Ada Twist and the Perilous Pants by Andrea Beaty	The Boy Who Grew Dragons by Andy Shepherd	Nice Work for the Cat and the King by Nick Sharratt	The Diary of a Killer Cat by Anne Fine	A Bear Called Paddington by Michael Bond	My Naughty Little Sister by Dorothy Edwards	Winnie the Pooh by A.A. Milne
							
The True Story of the 3 Little Pigs by Jon Scieszka	The World of Peter Rabbit by Beatrix Potter	Judy Moody by Megan McDonald	Meet Just William by Richmal Crompton	Sophie Hits Six by Dick King-Smith	Tum and Tum Nutmeg by Emily Bearn	Ten in a Bed by Allan Ahlberg	Frog and Toad by Arnold Lobel
							
Gormy Ruckles: Monster Boy by Guy Bass	Dirty Bertie by David Roberts	The Clumsies by Sorrel Anderson	The Water Princess by Suzan Verde	One Plastic Bag by Miranda Paul	The story of Inventions by Anna Claybourne	UG by Raymond Briggs	The Pebble in my Pocket by Meredith Hooper
							




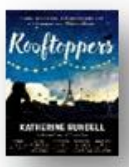















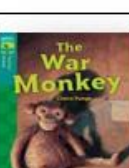
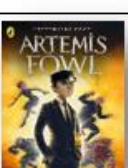

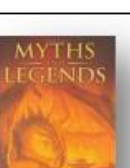
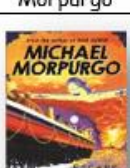
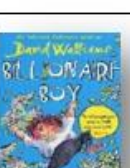


# Year 4 Bucket List Books

The Bad Beginning by Lemony Snicket	The Twist by Roald Dahl	Kensuke's Kingdom by Michael Morpurgo	The Firework Maker's Daughter by Philip Pullman	Oliver Twist retold by Gill Tavner	The Hunchback of Notre Dame retold by Tony Evans	Please Mrs Butler by Allan Ahlberg	Coming to England by Flowella Benjamin
							
Sam Wu is Not Afraid of Ghosts by Kevin & Katie Tsang	Planet Omar by Zanib Mian	The Bolds by Julian Clary	The Many Worlds of Albie Bright by Christopher Edge	Pax by Sara Pennypacker	Fantastic Mr Fox by Roald Dahl	Diary of a Wimpy Kid by Jeff Kinney	Tom Gates by L. Pichon
							
The Thieves of Ostia by Caroline Lawrence	Long Way Home by Michael Morpurgo	Charlie and the Chocolate Factory by Roald Dahl	The Secret Seven by Enid Blyton	How to write Really Badly by Anne Fine	The Queen's Nose by Dick King-Smith	Ratburger by David Walliams	My Sister the Vampire by Sienna Mercer
							
Ottoline and the Yellow Cat by Chris Riddell	Alfie the Werewolf by Paul Van Loon	Mr Gum by Andy Stanton	Saddlebottom by Dick King-Smith	Astrosaurus by Steve Cole	Arabel's Raven by Joan Aiken	Marcy and the Riddle of the Sphinx	The Egyptian Cinderella
							





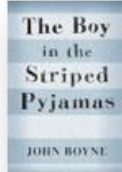






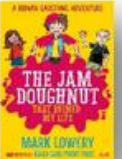



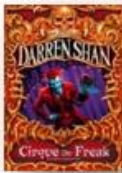
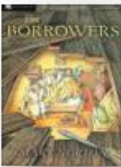


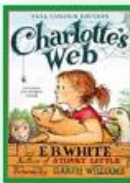



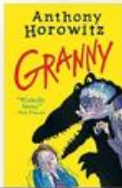




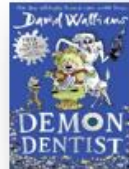


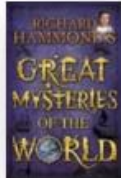


# Year 5 Bucket List Books

The BFG by Roald Dahl	The Boy in the Dress by David Walliams	Skellig by David Almond	Rooftoppers by Katherine Rundell	The Bodigulpa by Jenny Nimmo	How to Train your Dragon by Cressida Cowell	Heard it in the Playground by Allan Ahlburg	Cloud Busting by Malorie Blackman
							
Journey to Jo'Burg by Beverley Naidoo	The Boy at the Back of the Class by Onjali Q. Rauf	Beetle Boy by M. G. Leonard	Alice in Wonderland by Lewis Carroll	Beowulf by Michael Morpurgo	The Legend of Podkin One Ear by Kieran Larwood	The Heroes of Olympus by Rick Riordan	Famous Five by Enid Blyton
							
Carrie's War by Nina Bowden	The Magic Faraway Tree by Enid Blyton	The Enchanted Wood by Enid Blyton	The Little Prince by Antoine de Saint-Exupery	Harry Potter by J.K. Rowling	The Story of Tracey Beaker by Jaqueline Wilson	Wolves of Willoughby Chase by Joan Aiken	101 Dalmatians by Dodie Smith
							
The War Monkey by Claire Funge	The Demon Headmaster by Gillian Cross	Artemis Fowl by Eoin Colfer	Five Children and IT by Edith Nesbit	Myths and Legends by Anthony Horowitz	Escape from Shangri-La by Michael Morpurgo	Billionaire Boy by David Walliams	Arthur and the Golden Rope
							

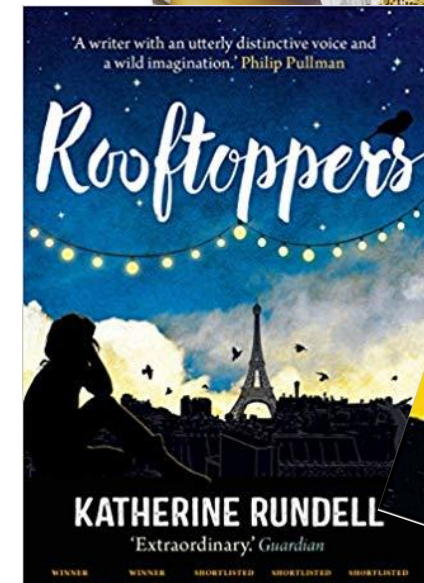
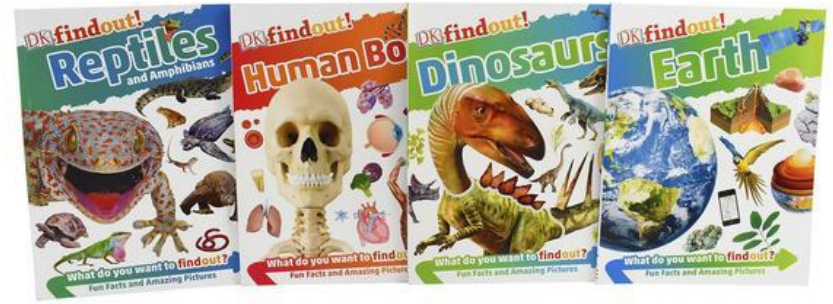
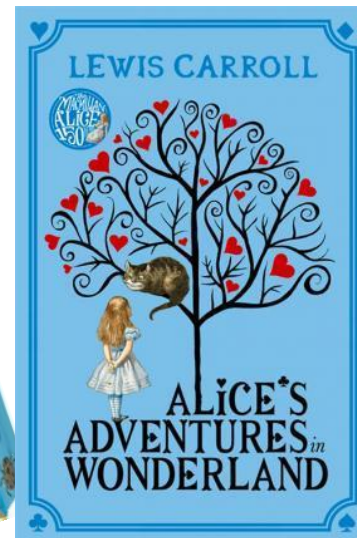
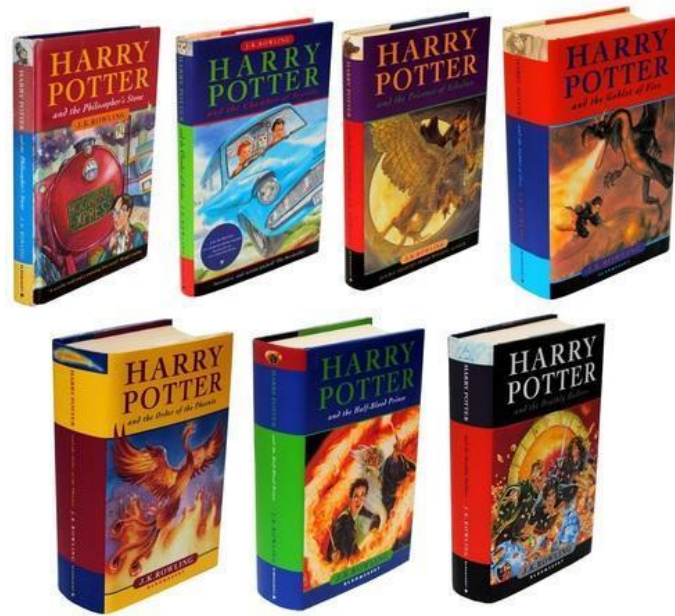


# Year 6 Bucket List Books

There's a Boy in the Girls' Bathroom by Louis Sachar	Periwee and Me by Ross Montgomery	Once by Morris Gleitzman	The Mystery of the London Eye by Siobhan Dowd	The Boy in the Striped Pyjamas by John Boyne	The Indian in the Cupboard by Lynne Reid Banks	Things You Find in a Poet's Beard by A. F. Harrod	The Raven by Edgar Allan Poe
							
High Rise Mystery by Sharna Jackson	The Jungle Book by Rudyard Kipling	The Song from Somewhere by A.F. Harrod	The Jam Doughnut That Ruined My Life by Mark Lowery	Wonder by R. J. Palacio	The Last Wild by Piers Torday	The Railway Children by Edith Nesbit	Cirque de Freak by Darren Shan
							
The Borrowers by Mary Norton	Swallows and Amazons by Arthur Ransome	The Lion, the Witch and the Wardrobe by C.S. Lewis	Charlotte's Web by E.B. White	James and the Giant Peach by Roald Dahl	Treasure Island by R.L. Stevenson	Matilda by Roald Dahl	Granny by Anthony Horowitz
							
Gangsta Granny by David Walliams	Tom's Midnight Garden by Philippa Pearce	Goodnight Mr Tom by Michelle Magorian	The Sheep-Pig by Dick King-Smith	Demon Dentist by David Walliams	Private Peaceful by Michael Morpurgo	'Voices' Series	The Great Mysteries of the World
							



# Range of texts and genres





# Audio Books/ Hearing Stories Aloud



**AUDIOBOOKS**  
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# Reading Online

<https://home.oxfordowl.co.uk/reading/free-ebooks/>



<https://www.getepic.com/sign-in>

# KS2 Sound Mat

## King Athelstan's Consonant Spellings

<b>b</b> b boot bb scrabble rabbit	<b>k</b> c caterpillar k kangaroo ck tick, tock, clock ch school choir que antique q Iraq	<b>d</b> d dinosaur dd muddy puddle ed walked	<b>f</b> f flower ff huff & puff ph photo gh laugh ffe giraffe	<b>g</b> g girl gg giggle gh ghost
<b>ch</b> ch chips for lunch tch fetch & catch	<b>l</b> l leg ll smell the spell le purple turtle el vowel towel il pupil pencil al musical mammal al idol	<b>m</b> m mountain mm mummy mammoth md numb thumb mn autumn	<b>n</b> n net nn tennis kn knight gn gnome pn pneumonia	<b>qu</b> qu queen
<b>h</b> h horse wh whole who	<b>j</b> j jump g gentle giant ge orange fringe dge fudge badger dj adjust	<b>s</b> s snake ss messy dress se house mouse c cycle the city ce bounce, fence st listen glisten sc science ps psychic	<b>z</b> z zip zz fizz z is se choose ze snooze x xylophone	
<b>p</b> p pirate pp happy hippo	<b>t</b> t tower tt little kitten ed jumped bt debt pt pterodactyl te definite	<b>r</b> r robot rr cherry berry wr write it wrong rh rhino	<b>sh</b> sh shhh! shark! ch machine s sugar	<b>zh</b> s leisure ge prestige z seizure
<b>ng</b> ng thing on a string n pink	<b>x</b> (ks) x exercise cc accept <b>x</b> (gz) x exam	<b>v</b> v vulture ve move & grove		
<b>th</b> th three moths th this and that	<b>w</b> w worm wh whisk			
<b>y</b> y yak				

What tools can I use if I can't spell a word?

- Syllables
- Phonics
- Etymology (origins of words)
- Little tricks (mnemonics)
- Linking (morphology)

## King Athelstan's Vowel Spellings

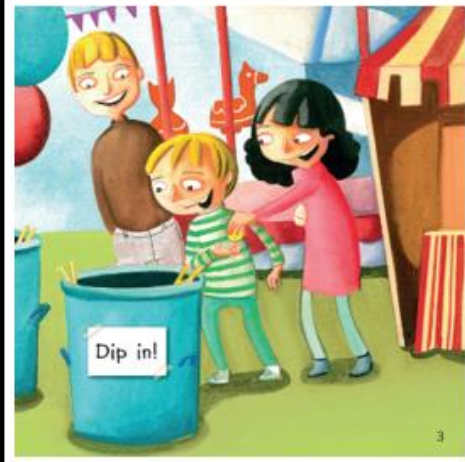
<b>ee</b> ee what can you see? ea cup of tea e me y very happy baby ey honey for the monkey e-e go Steve and Pete ie alien movie i variation eo people	<b>oe</b> oa goat on a boat ow blow the snow o no don't go o-e phone home oe Joe's toe ough though ou soul ew sew	<b>or</b> or Norm on the porch our your ore more chores a ball al walk and talk oor door au Paul the astronaut aw lawn oar board ar warm ough fought augh naught daughter	<b>oo</b> oo poo at the zoo ue to the rescue ew chew the stew ou soup u super u-e huge brute o do oi bruised fruit oe shoe ough through
<b>oo</b> oo look at a book oul should would could u push and pull the bull o woman	<b>u</b> u umbrella ou touch o Monday oo flood	<b>e</b> e egg ea bread on my head ai said ie friend eo leopard	<b>ie</b> igh night i-e nice smile y dry i wild child ie terrible tie eigh height
<b>er</b> er better letter ur nurse with a purse ir whirl and twirl or worms at work ear learn about earth our colour ar collar re centre yr zephyr	<b>air</b> air that's not fair are care and share ear bears wear ears eir their ere where ayor mayor ayer prayer ae aeroplane	<b>ay</b> a Amy loves bacon ai snail in the rain a-e make a cake ea great ay may I play? ey it's grey today ei vein aigh straight eigh eight	<b>oi</b> oi spoil the boy oy toy for a boy
<b>ue</b> u-e tune u pupil ew few ue to the rescue	<b>ar</b> ar start the car a last in a bath al calm palm tree er clerk ear heart	<b>o</b> o orange a swat the wasp ou cough	<b>ear</b> ear near eer cheer for deer ere here
<b>a</b> apple	<b>i</b> i insect y mystery crystal		<b>ure</b> sure it's pure
			<b>ow</b> ow brown cow ou shout it out ough drought



# What do the colour bands mean?

Pink  
Red  
Yellow  
are books  
for  
reception  
children

Reception: Autumn



Reception: Spring



The nut is at the top.

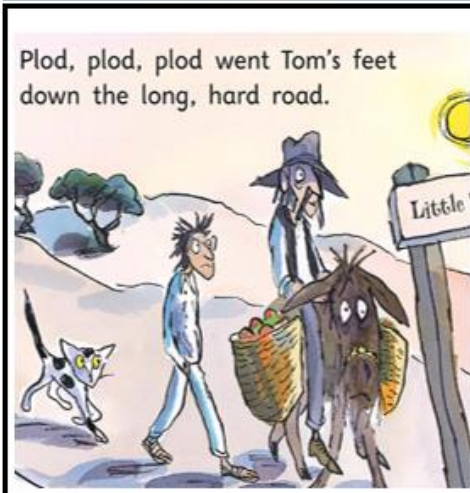
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Reception: Summer



Chicken Licken and Hen Len  
ran to the farmyard.

Year 1: Autumn



Year 1: Spring



They stayed in a cottage. The  
cottage was by a lake. It had  
a boat.

Year 1: Summer

"There is no food," said the woodman.  
"How will we eat?"  
"Take Hansel and Gretel for a walk in  
the Brown Wood," said his wife, "and  
leave them."



Blue  
Green  
Orange  
are books  
for Year 1  
children

# What do the colour bands mean?

turquoise

purple

gold

are books for  
Year 2  
children

white

lime

copper

are books for  
Year 3  
children

## Year 2: Autumn

The King was delighted and summoned Lily to the castle. There, he took her to a turret and showed her a bale of straw.



"Spin it into gold by morning and you may marry my son," he said. Then he locked the door.

## Year 2: Spring



The children were excited. They were going to take part in a play. It was all about the history of the town. The play was going to be held in the park, and the children had to rehearse their scene.

"I hope we don't forget what to do," said Chip.

## Year 2: Summer



As soon as Max stepped off the ship, his whole body felt heavy.

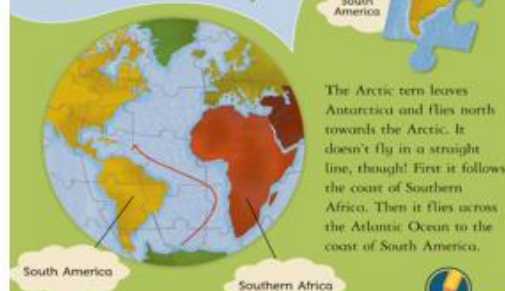
Tiger slumped down next to him. "My arms and legs feel like concrete," he groaned.

"You need to adjust your suits to adapt to the planet's gravity," Seven called from the exit hatch.

## Year 3: Autumn

### Taking Flight

The wind lifts my wings.  
I trace the edge of land and sea,  
then cross the ocean to another coast.  
I am skimming the sky.



The Arctic tern leaves Antarctica and flies north towards the Arctic. It doesn't fly in a straight line, though! First it follows the coast of Southern Africa. Then it flies across the Atlantic Ocean to the coast of South America.

## Year 3: Spring



"Here's a letter for you all," said Mr Cox. "Don't lose it and don't forget to give it to your parents. There's good news inside."

Lenny wanted to know what the good news was. He rushed across the playground to meet his mum.

"Quick! Open this letter," he said. "Mr Cox says there's good news inside."

"Say hello to me first!" laughed his mum, but she opened the letter. She read it and told him. "Class 3 is going to have football lessons. Next week. The school will lend you some boots."

## Year 3: Summer

The head keeper, Mr Otterbuck, had lost his big bunch of keys. And a monkey had found them!

An urgent meeting was called about it.



The meeting was held that night at the tree of Milton Grizzlefur, the cleverest monkey in all of Monkey Land.

He doesn't look clever though. That's because he spends all day in a tyre hanging from an old tree.

"I say it looks like he's fast asleep. "No, no," says Mum. "Not asleep. Milton Grizzlefur is thinking!"

We all stood waiting for Milton Grizzlefur to wake up - I mean, to stop thinking.



At last he opened one yellow eye. "Ah, yes, as I was saying," he said, his grey whiskers looking a bit like a human's beard.

"You weren't saying anything at all," I thought. But I kept quiet about it.




# What do the colour bands mean?

Topaz  
Ruby  
Emerald  
are books for  
Year 4  
children

Sapphire  
Diamond  
Pearl  
are books  
for Year 5  
children

**Year 4: Autumn**

In the distance we could dimly make out a green island and sandy bay. Just the spot for unwanted girl pirates.



As the ship sailed in close to the bay, a couple of us sailors went to toss Grace overboard. But she pushed us away, shouting to the crew, 'Is none of you man enough to stick up for me?' Now, though we were scared of Cutthroat, we weren't all cowards. I couldn't help myself.

'If we chuck her into the water,' I said, 'the sharks'll get her. Even if she makes land, she'll starve to death. Let's leave her be. We could drop her at the next port.'

Cutthroat would have none of it. But Grace was not going to give in without a fight.

'Where was your captain last night? Dead drunk!' she cried. 'You could have all been drowned, for all he cared.' She gave me a grateful look. 'Why don't you listen to the mate?'

'Right, girl,' yelled Cutthroat above the wind, 'when we reach the bay you'll swim for it - see who makes land first, you or the sharks!'

He gave a cruel laugh.

**Year 4: Spring**

But the boys took no notice. Exploring bomb sites was an exciting game, and escaping from Old Tin Hat made it even better.

'Do you think he's scared?' asked Jack.

'No, not Old Tin Hat. He's got no feelings,' said Harry. 'Keep your head down, Jack, we don't want him to see us. You know what he's like - he'll start yelling.'

Old Tin Hat moved away to check some ropes, and the boys pulled themselves to the edge. They had another look at the bomb.

'Why doesn't the bomb disposal come?' asked Jack.

'Too busy,' said Harry. 'They won't defuse this until the morning. Not much to blow up here anyway - most of it's already gone.'

Harry was right. As the brothers gazed round them, they saw heaps of rubble and big holes everywhere. Bits of walls were standing, many of them scorched black by fire. Here and there, scraps of once lovely curtains hung limp and sad.

Harry pointed towards the river. Some seagulls were having a party on an ancient piano which had landed down near the water. A chair was perched crazily on someone's chimney. Earth and brick dust covered everything.


Suddenly Jack felt cold.

'Aw! Come on, Harry. Let's go.'

As the boys scrambled down to the street below, Old Tin Hat spotted them.

'Hoi, you boys!' he shouted.

He waved his arms at a notice -



**Year 4: Summer**

**Mission impossible?**

Dr Richard Jones is sitting at his computer in the offices of Animals in Danger, looking worried.

'What is it, Dad?' asks Mark.

'It's this email,' says Richard. 'It's the third request for help I've had today.'

'So what are you going to do?'

'I'm not sure we can do anything,' says Richard. 'If it wasn't for this,' he says, tapping the plaster on his leg. 'Liam and I could go.'

Liam is Mark's older brother. He has been on lots of expeditions to help animals that have been in danger. But Richard has a strict rule that no one ever goes on a mission on their own. In fact, Richard has written a book called *Animals in Danger Safety Handbook*.

'Something does have to be done ASAP,' says Richard, 'or it will be too late.'

'You could always send me!' Mark says, half joking, half hoping.

'That's not such a bad idea,' Liam replies, coming into the room. 'I could teach Mark how to stay safe and help the animals at the same time.'

Richard looks unconvinced.

'Come on, Dad,' urges Liam, 'I'm eighteen. I've led loads of missions. You know I'll look after Mark.'

'I know,' says Richard, 'but ...'

'Please, Dad,' begs Mark.


'If we don't go, who will?' says Liam.

Mark holds his breath.

'OK,' Richard says at last. 'But make sure Mark stays with you at all times and that he reads that book of mine before he goes!'

'Thanks, Dad!' Mark grins. 'I won't let you down.'

Richard hands Liam some files. 'These are your missions,' he says.



**Year 5: Autumn**

*'Of course. And the second thing?'*

*'The murdered man was heard to say "Careful" before he knew his son was anywhere near. The case depends upon such things!'*

*Bullock closed his eyes and would say no more.*

CHAPTER 3

*The Scene of the Crime*

The following morning we set off for Batterley Farm and the Bourneford Pond. As the carriage bounced down the country lanes, Bullock turned to me.

'One other interesting fact, Watson. Mr McCarthy lived at Batterley Farm some time.'

'How very generous of Mr Turner,' I replied. 'But then, they were friends from Australia.'

'Does it not seem odd, though?' McCarthy, who had so little of his own, talked of marrying his son to Turner's daughter. He talked of it in a very confident way - but I have discovered that Turner himself was against it.'

'It did seem odd but I could believe nothing from it. We went armed at the farm, a comfortable-looking two-story building. The maid, at Bullock's request, showed us the house Mr McCarthy had been waiting. She also found a pair of his son's boots.'

say that she has a husband already in the Bourneford Lockyard!

'So there is no tie between them?'

'Suppose so - but a small comfort for being in prison on a murder charge.'

'But if he is innocent, who has done it?'

'Let me draw your attention to two things, Watson. First, the murdered man had an appointment with someone. That person could not have been his son. His son was away and he didn't know when he was returning.'

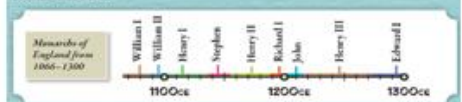
**Year 5: Spring**

**LEARNING FROM THE PAST**

Let's look at some real-life sieges from the 13th century. How well did the castle defences work? What tactics did both sides use? This could help us when it comes to designing your castle.

**Setting the scene**

After the Battle of Hastings in 1066 and the Norman Conquest, King William I had conquered the Saxons and ruled over England and Normandy - as did the next five kings who came after him. There followed many battles between England and France: the English kings tried to take over large areas of France and the French kings tried to reclaim their lands.



Kings relied on noblemen to fight battles and defend lands on their behalf. William the Conqueror had made lots of his Norman followers into nobles called 'barons' and they built strong castles in order to show off their power and keep control of the people. But because the barons were so powerful, it was important to keep them happy - which not every king managed to do ...

So, in the 13th century the English kings were fighting battles against France and sometimes fighting against their own barons too. Let's look at some of the sieges which took place in the 1200s to learn more and to see how having good castle defences can change the course of history!

**Year 5: Summer**

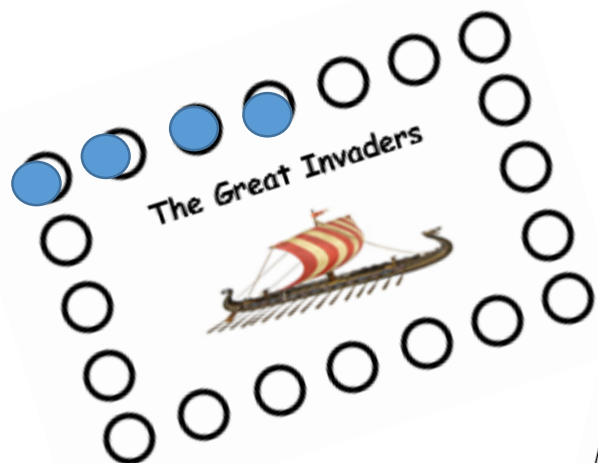
rence, his beak open. Was he shot, shot in mid-scream, as he began to sing, his rancorous tune scarcely begun? He sways, his feathers still catching the wind even in death, his family and friends cawing in their grief and anger from the high elm trees above us. I am not sorry for him. It could be him that dove away my robin and emptied her nest of her eggs. My eggs. Five of them there had been, live and warm under my fingers. I remember I took them out one by one and laid them in the palm of my hand. I wanted them for my tin, to blow them like Charlie did and lay them in cotton wool with my blackbird's eggs and my pigeon's eggs. I would have taken them. But something made me draw back, made me hesitate. The robin was watching me from Father's nose bush, her black and beady eyes unblinking, begging me.

Father was in that bird's eyes. Under the rose bush, deep down, buried in the damp and wormy earth were all his precious things. Mother had put his pipe in first. Then Charlie laid his hobnail boots side by side, curled into each other, deeping. Big Joe knelt down and covered the boots in Father's old scarf.

'Your turn, Tommie,' Mother said. But I couldn't bring myself to do it. I was holding the gloves he'd worn the morning he died. I remembered picking one of them up. I knew what they did not know, what I could never tell them.

Mother helped me to do it in the end, so that Father's gloves lay there on top of his scarf, palms uppermost, thumbs

# Reading Records



what do these words mean?



A worksheet with a purple UFO containing a green alien. Below the illustration is a series of horizontal lines for writing.



**Achievement Certificate**

is presented with the

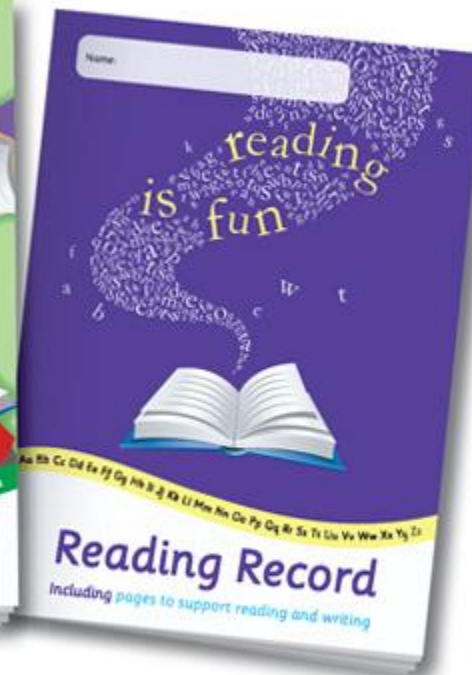
**Reading Achievement Award**

On the \_\_\_\_\_ Day of \_\_\_\_\_ In the Year \_\_\_\_\_

\_\_\_\_\_  
Signed



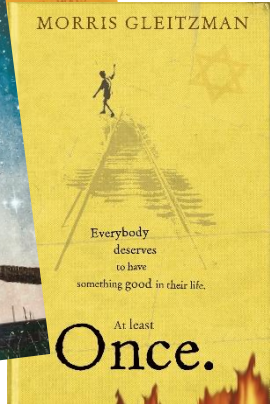
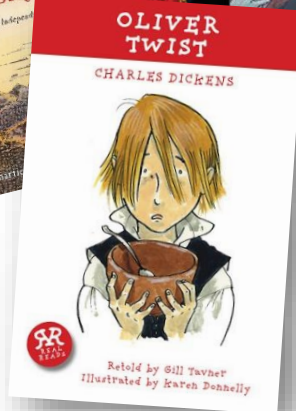
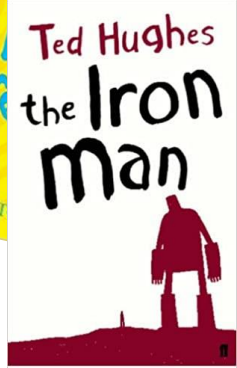
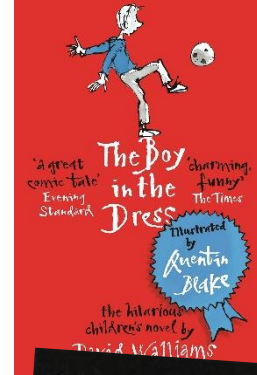
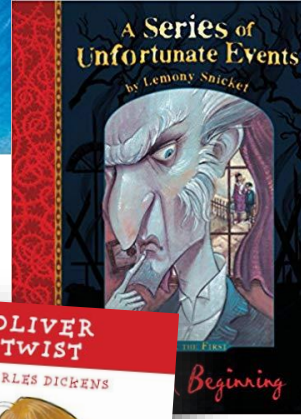
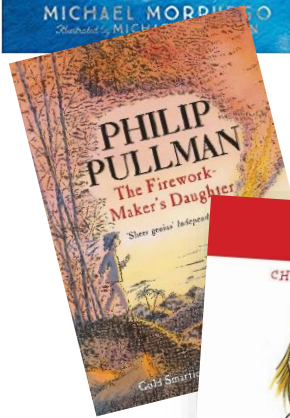
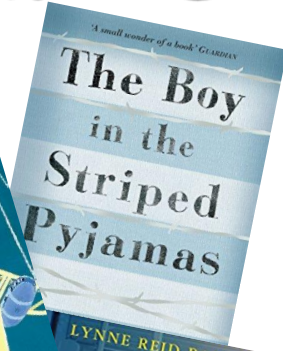
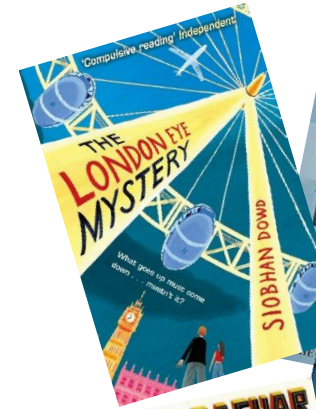
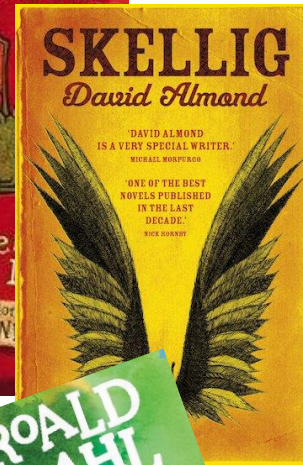
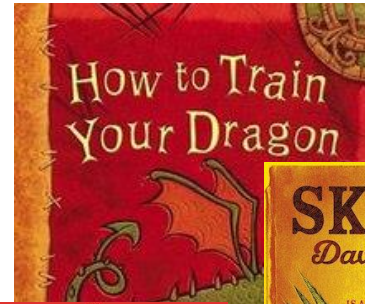
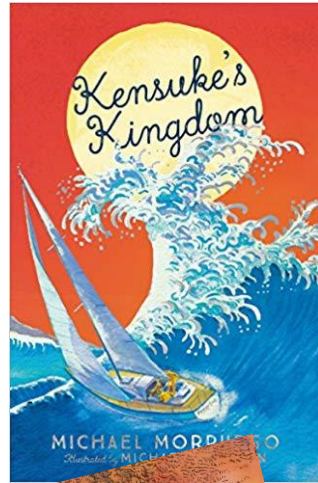
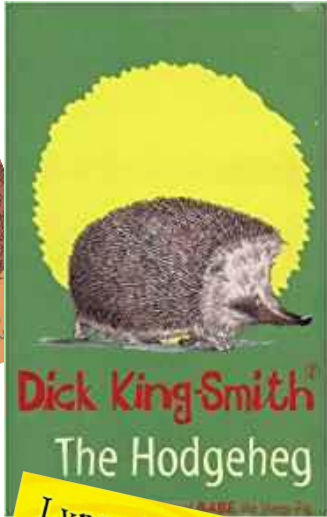
A certificate template with a decorative border. It includes a space for a name, a date, and a signature. A small trophy icon is located at the bottom left.





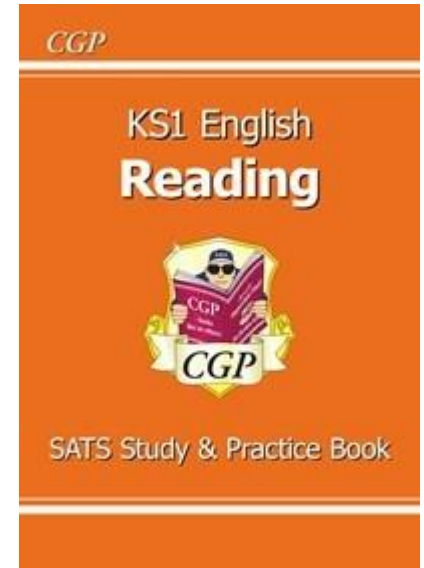
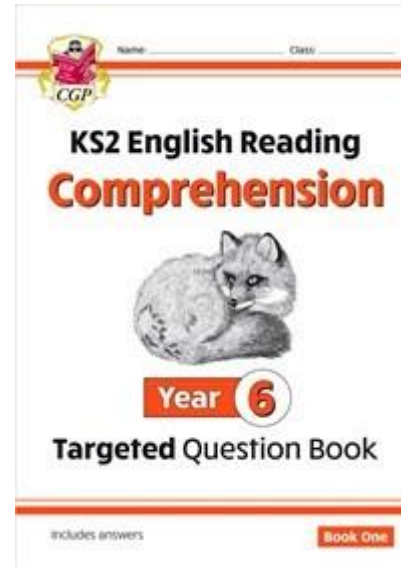
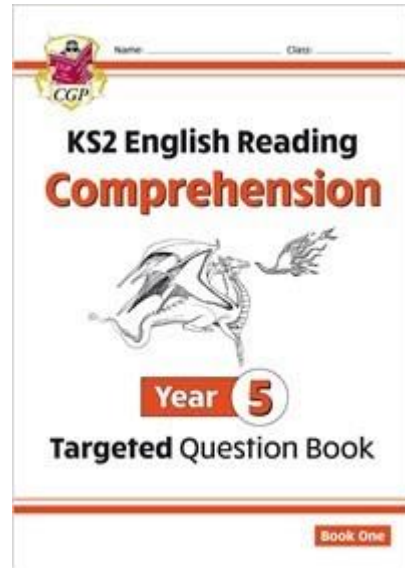
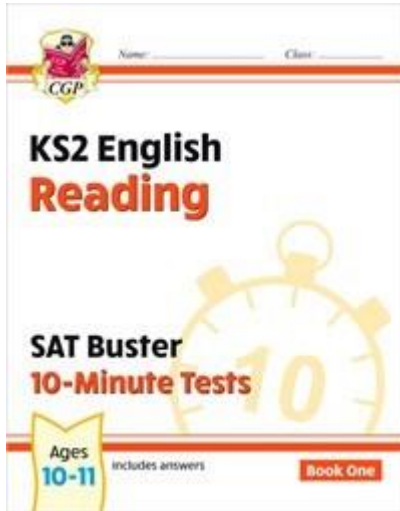
# Whole Class Reading

## Year 3      Year 4      Year 5      Year 6





# Assessment - Y6 SATs



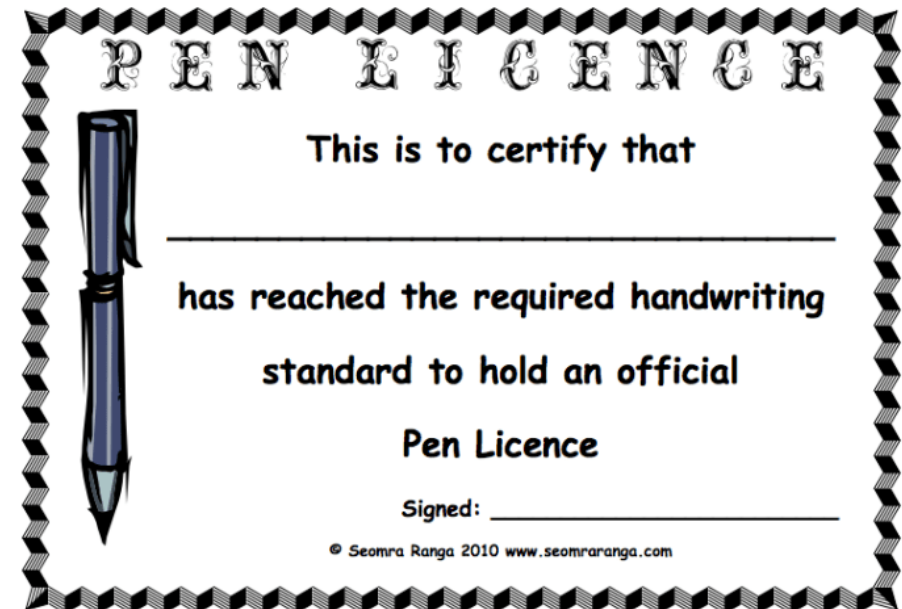
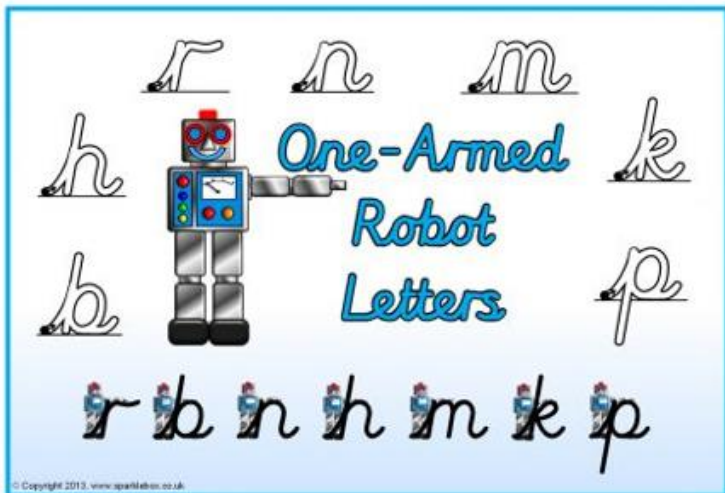
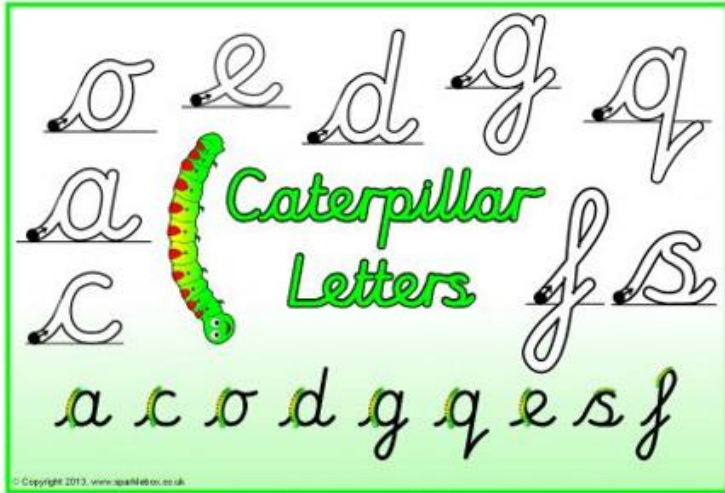
<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>



# Writing

- How can I support with basic writing skills at home?
- What should my child be able to do by the end of each Year?
- How is writing taught at school?
- How can reading support my child's writing?

# Handwriting





# Handwriting Targets

## Bronze Award

Step 1: I can form lower case letters correctly

Step 2: I can form upper case letters correctly

Step 3: I can leave a space between each word

Step 4: I can sit most letters on the line correctly

## SILVER AWARD

Step 5: I can form cursive letters (lead-in & lead out)

Step 6: I can sit y p g f q and j on the line correctly

Step 7: All my letters are the same size

Step 8: I am beginning to join some of my letters

## GOLD AWARD

Step 9: I can join all letters - including o r v and w from the top

Step 10: I can use the school's handwriting style confidently

Step 11: My handwriting is always neat

# Spelling, Punctuation And Grammar (SPAG)



**SpellBlaster**

Try our new  
spelling game



**ttblast**

Learn times  
tables with our  
fun game



**KS1**

Games for  
learning KS1  
arithmetic



**KS2**

Games for  
learning KS2  
arithmetic



# Marking Policy:

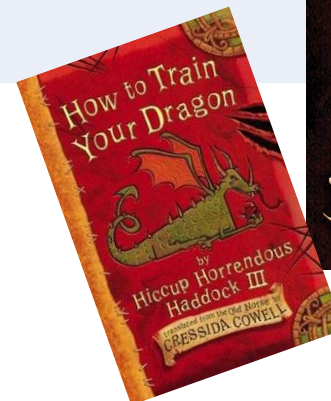
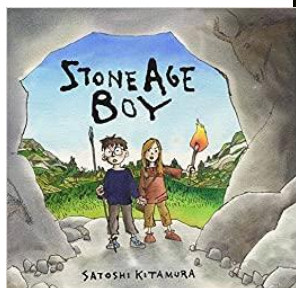
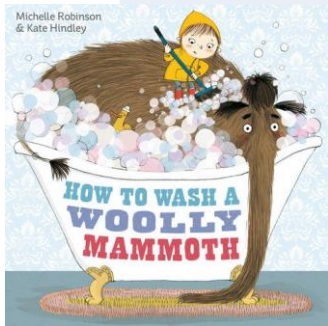
focuses on SPAG and getting the children to correct their own mistakes

SC: Conjunctions ✓ 😊  
Adjectives some.  
Adverbs

When I runned to the park it starts  
, to rain which made me veree cold.  
I put on my coat and glove and  
then I felt better and warm and  
snug. After the park James gave me a  
, lift to Sams house I dont like sam  
, much as he alway eats my sweet!  
, why me! Then I went home 4 o'clock.  
Very x3

# Examples of Genres and Topics

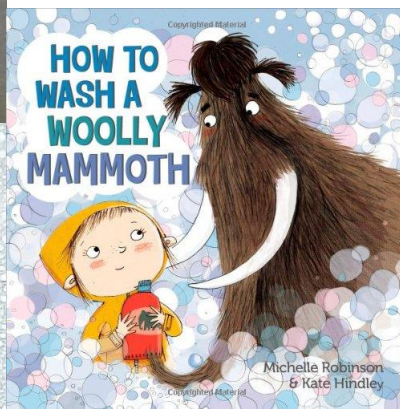
Year 3	Year 4	Year 5	Year 6
Stone Age	Revolting People of Planet Earth	The Great Invaders	The Unexplained
<ul style="list-style-type: none"> <li>Instructions about how to wash a woolly mammoth</li> <li>Letters to characters from stone age stories</li> <li>Missing posters for stone age characters</li> </ul>	<ul style="list-style-type: none"> <li>Instructions about how to make gruel and bread</li> <li>Letters to the Hunchback of Notre-Dame</li> <li>Writing missing posters and letters for Oliver Twist</li> </ul>	<ul style="list-style-type: none"> <li>Letters and posters for Beowulf</li> <li>Instructions about how to train a dragon (Vikings)</li> <li>Writing their own versions of the Day of the Triffids</li> </ul>	<ul style="list-style-type: none"> <li>Debates about the Loch Ness Monster's existence</li> <li>News paper reports of an alien sighting!</li> <li>Instructions about how to trap a mermaid</li> </ul>







## Year 3



## Year 4



## Year 5

- Hook and examine the genre



- Look at a rich model text



- Focus on key vocabulary and planning



- Shared write (teacher and class)



- Independent write

**5 Step Approach**



# Vocabulary Focus:

## Precise Nouns

the sides were nearly sheer and formed from a crumbly shale which would send any climber crashing down to the jagged rocks below. Then I spotted a gap in the bushes, and noticed that there was animal hair attached to the thorns. Pushing through, I found an animal track, narrow and steep, but well trodden.

Cautiously I made my way down, the thunder of the waterfall ever louder in my ears. Soon I found myself standing beside the waterfall. But how was I to reach the other side? At that moment a deer emerged from the same track I had been following. Startled by sight of me, it ran off. I watched as it bolted through the thick brambles and then disappeared into the very waterfall itself. Dawning comprehension flooded my brain. There must be a path behind the fall of water! Pushing my way

I scrambled up towards the waterfall. Heavy spray splattered me as I stood beside it. Behind its gushing curtain, there was indeed a path, so well concealed it had been invisible to me. I blessed the timely appearance of the deer and pushed through the waterfall.

Finally I emerged on the opposite bank, wet but relieved. Above me, the way to the top appeared tough and daunting. But a small, circling figure in the sky caught my eye. Squinting against the brightness of the sun I saw a tiny, black speck weaving and looping. Transfixed I watched as it seemed to dance in the air. I knew without any doubt that I had found my Thayles.

### Word Bank:

- Renowned - known for.
- devoted - love it, won't leave it.
- attained - succeeding in something
- transfixed - unable to move because of great surprise.
- Sheer - vertical, very straight.
- formidable - difficult to deal with or do.
- Shale - a type of stone that splits or breaks easily.
- Excerpt - a section taken from a book, speech or film.
- Literature - books and other writings, famous books, known to be well written.

### Church:

Turrets  
Spire  
Steeple  
Lords house  
Abbey  
Monastery  
Cathedral

### Sky:

Heavens  
Lid  
Cap  
Firmament

### Roof:

Parapet  
Canopy  
Slate  
Shelter  
Crown  
Chimney

### Alley:

Snicket  
Passage  
Gully  
Back street  
aisle

### Snow:

Sleet  
Dust  
Icing sugar  
Frost  
Blanket  
Frozen rain



This sentence has five words. Here are five more words.

Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

So write with a combination of short, medium, and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

-Gary Provost



# Key features and success criteria:

L.O. I can identify the features of a complaint letter.

- layout
- first person
- powerful vocabulary / formal
- facts
- passive
- rhetorical questions
- modal verbs

King Athelstan Primary School

Dear Miss Newton,

I am a Year 6 pupil at your school and I am writing to complain about the app learning due to the building works happening in and around the buildings. The for young people is astonishing considering the school's duty of care to be an extremely disappointed, as I love this school but feel let down by its absence

Friday 24th November  
I can create a plan for  
A horror story

Setting and storyline ✓  
Prongs  
Adventurous vocabulary ✓

Assessments: D.D.T, good adjectives, metaphors and simile  
Purpose: .....

Main story:

S2: Discovery  
Writes on - her name (Alma)  
chalk board  
other names  
Alma - write side ways  
Alma  
Alma  
Alma

Shows description  
show description  
hard  
skin  
little girl  
messy hair  
sweat  
skin  
nose  
mouth  
eyes

S3: Wants to enter (shop)  
tempted  
thinking if she should  
determined(?)  
slowly walking - over  
as slow as a sloth  
(simile)  
confused why doll looks the EXACT same!  
is a doll twin  
look-alike  
tip toes  
snap ball at door  
mad

S4: The shop!  
Describing the shop - old - ancient  
quiet  
silent  
doll moves?  
weird  
conspiring  
types of dolls - drossy  
show dolls  
chill twins

S5: MUST GET DOLL  
tempted - very  
mad  
will get mad if she won't get it  
tries to get it  
tip toes  
amazed

S6: Conclusion Horror  
stuck in doll  
biggest mistake of her life!



# Examples of KS2 writing

Year 3

with your help.

Friday 11<sup>th</sup> January 2019

L.O: I can create a wanted poster.

- ☒ Adjectives
- ☒ Similes
- ☒ Adjective openers
- ☒ Precise verbs
- ☒ Subordinate clause

PA  
NA

WANTED!



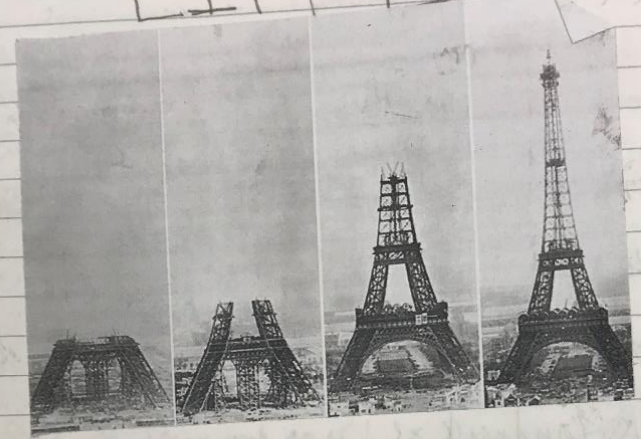
is ✓

Have you seen in your sights a hungry, blood thirsty wolf. The animals are surrounded with dark thick ~~colours~~ <sup>colours</sup>, which envelopes his body. Knife like teeth are shown through his starving expression. If you get close to him you will be... GOBBLED UP. The wolf's eyes are as yellow as lemons they'll ~~probably~~ <sup>probably</sup> be watching you. If you see him call Bob Hood the woodcutter.

Made me giggle 😊.

Year 4

The EIFFEL Tower



Finally, the symbol of France (the Eiffel Tower) has been built. It took 2 years to construct, it started in 1887 and ended in 1889. It was designed by Alexandre-Gustave Eiffel for the world's.

Currently, the tallest landmark standing is the Eiffel Tower. ~~Some~~ <sup>Some</sup> people don't like it and say it's ugly and ugly. Other people do like it and say it's the symbol of France. It's a very famous landmark and 100 workers had to use 18,000 pieces of iron!!

It is 300 metres high and it's twice as tall as the Pyramid of Giza. It ~~was~~ <sup>was</sup> the tallest structure and was only meant to be a temporary building also meant to stay up for a little while. Now it's remembered as the symbol of France and the most famous building/landmark in France.



# Year 5

18/12/2018

OLI: I can write a newspaper report.

SC: Precise Verbs

Newspaper language

Clear Structure



It has finally happened! Beowulf has finally slain the evil Grendel and saved Heorot from its vicious killer. Your task is to create a news report telling the people of Heorot exactly what happened. Remember to include precise verbs and descriptions, use a formal reporting language and clearly set out your report.

## Troll Slayer!!!

At around 12:20 on the 9<sup>th</sup> of September, a brave warrior, Beowulf, defeated a man-eating swamp monster.

Grendel, the monster, was slayed in Heorot Hall, where Beowulf ripped his arm off with his bare hands. It was a battle of good and evil, which was won by Beowulf's good.

King Hrothgar and his fellow citizens of Heorot Hall were endangered, due to Grendel. Every time there was a party at the Hall, he would go there from his swamp and feast on people. The king sent a letter to Beowulf pleading for him to help them, which is how the king knew of the attacks in first place. Beowulf is a great warrior, who has defeated many creatures in his time, with no worries on being defeated at all.

Heorot's hero has been telling us what it was like. "OK, my victory might be big to you, but it was a tiny thing to me," Beowulf boasted. The saved residents were so grateful of the slayed troll, and so is their king, Hrothgar. I am absolutely delighted of the hero's great victory. Hrothgar, the ruler.

# Year 6

Alma was delighted. She slowly walked over to the shop's window. With her pudgy hands, she rubbed of the frost. There it was, the doll Alma could not take her eyes of the doll. It was like a dream that came true! Or was it...?

Slowly, Alma crept to the door. Her mind couldn't stop thinking about the doll! Alma was at the door. She just HAD to get the doll! Alma yanked the door open. Nothing happened. After many tries, the door was still locked. She COULD NOT give up! She rattled the door handle. It must of been locked or jammed. Alma rolled a ball with her numb, tipudgy hands. With all of her might, Alma threw the snow ball and stomped off. Alma was about to lose her temper, but she didn't. All that was going through Alma's mind was the doll. Not every day you see a doll that looks the EXACT same! Alma crossed her arms. The door creaked. It was open! Alma skipped to the door in relief. Alma peeked around the door. There it was. The doll. Alma couldn't take her eyes of the doll. The doll looked at her teasingly.

x3 moulded moulded moulded moulded Try not to use "the doll" to often ☐  
exact exact exact exact  
relief relief relief relief  
Commas ☒

Too much repetition of "the doll" - read it aloud to see what I mean.

An excellent effort with sentences and commas ☺

1HPB 2 words

Alma took another step in. Rows and rows of dolls were in front of her eyes. Alma looked around the shop at all of the different types of dolls. Some had green skirts, some had blue eyes, some had long hair, some had short. Many types of dolls but there was one doll that stood out. Alma's doll. The floors creaked. But Alma took no notice of it. She walked down to the table that the doll was on. Red silky cover, golden lining, wooden stands.

# KS2 Parent/Carer Workshop

## Reading and Writing

