

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



Year 5 and 6 Statutory Spellings

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



Wilbraham Primary Reading Support Handbook for Parents



Guidance on using the ERIC questions



Explain questions will focus on explaining the meaning of keywords in the text.

This might sound like:

Teacher – What do we have to do for explain questions?

Children – We might need to describe the meaning of a word. We will have to clearly show that we understand the vocabulary that has been used.

Question stems that you could use

- What does ___ mean?
- Which word is closest in meaning to hurried? Slowly, rushed, confident, fast
- Find and copy a word that means _____
- Give the meaning of the word...in this sentence.
- What does...mean? (can be multiple choice)
- Find and copy...different words that show...
- What does the phrase 'is a sore loser' tell you about the character? (For these questions, the children would need to explain what the phrase means and then link it to the character. i.e. *A sore loser is someone who hates to lose and might sulk, this tells me that the character is very competitive and always wants to win.*)



Interpret questions require the children to unlock the meaning of the text from the clues given. Interpret questions will cover inference, summarising and predicting skills.

Inference – to use the clues to understand the meaning of the text and to use the evidence to justify their answers.

Summarising – being able to retell, in their own words, the main parts of a story, the main idea of a paragraph, key events in a chapter or the main idea of a poem's stanza.

Predicting – to use the evidence from a front cover, a blurb or from what they have already read to make sensible guesses about what will happen in the story or in the next chapter for example.

This might sound like:

Teacher – What do we have to do for interpret questions?

Children – We have to use the clues to help us understand the meaning of the text we are reading. We have to use the evidence to support our answers. We might need to use our inference, our summarising or our predicting skills.

Question stems you could use

Inference

A lot of these questions might start with *why* – remind children to start their answers with *because*.

- Why did the character...?
- What impression do you get of...?
- When does ___ mean when she says ___?
- How can you tell that...was keen to get to the...?
- Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs?
- Look at the paragraph beginning... why did ...find it difficult to ... ?
- Look at the paragraph beginning...how do you know that... wanted to keep...a secret?
- What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...

Summarising

- What title would you give this page?
- What is each stanza of the poem about?
- What is the main message of the poem/story?
- Sort these sentences/paragraphs/chapter headings from the story
- Make a table/chart to show what happens in different parts of the story



Retrieve questions are questions where the answer is clearly in the text and the children do not need to work anything out.

This might sound like:

Teacher – What do we have to do for retrieve questions?

Children – We need to find the answer, it should be something that the text tells us. We do not need to think about what the words mean. Most answers will be short, maybe just one word.

Question stems you could use

- Who
- When
- What
- Where
- How many
- Which

Tips to share with the children -

Who - a person is needed for the answer

When - a time is needed for the answer

What - a 'thing' is needed for the answer

Where - a place is needed for the answer

How many - a number is needed for the answer

Which - you often have to choose between more than one option

Predicting

Any questions that encourage the children to make predictions using some of these

- the front cover
- the blurb
- pictures from the whole book
- pictures from the chapter
- using the chapter titles
- Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.
- Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction
- What do you think...would say to... about? Use evidence from the text to support your answer.



Choice questions are always related to the choices that have been made by the author, illustrator, poet, director etc. and not the characters.

This might sound like:

Teacher – What do we have to do for choice questions?

Children – We have to think like the author/poet/illustrator and try to understand the choices they made. We need to use the evidence to support our thoughts.

Question stems you could use

- How does the author show that the girl is brave?
- How has the author made the boy seem vulnerable?
- The illustrator has used dull colours, why do you think they choose to do that?
- How has the author made you laugh?
- They have used a pun 'Bee Kind', why do you think they did this?
- Why did they include a fact box?
- Why did the director choose that music for the advert?

Instructions

You must not use a calculator to answer any questions in this test.

Questions and answers

You have 30 minutes to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.

All answers should be given as a single value.

For questions expressed as common fractions or mixed numbers, you should give your answer as a common fraction, a mixed number or a whole number as appropriate.

If you cannot do a question, go on to the next one.

You can come back to it later, if you have time.

If you finish before the end, go back and check your work.

Marks

The number under each box at the side of the page tells you the number of marks available for each question.

In this test, long division and long multiplication questions are worth 2 marks each. You will be awarded 2 marks for a correct answer. You may get 1 mark for showing a formal method.

All other questions are worth 1 mark each.

1 $6,155 + 501 + 649 =$

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1 mark

2 $0 \times 989 =$

--

1 mark

3 $10 + \boxed{} = 302$

--

1 mark

4 $2,400 \div 2 =$

--

1 mark

7 $\boxed{} = 240 \div 8$

--

1 mark

5 $\boxed{} + 70 = 485$

--

1 mark

8 $840 \div 5 =$

--

1 mark

6 $6.48 + 8.6 =$

--

1 mark

9 $7,306 - 1,847 =$

--

1 mark

10 $1,010 \times 10 =$

1 mark

13 $1,080 \div 9 =$

1 mark

11 $560 \div 7 =$

1 mark

14 $500,000 - 5,000 =$

1 mark

12 $6 \times 10 \times 11 =$

1 mark

15 $= 596 \times 7$

1 mark

16 $2.12 \div 10 =$

1 mark

18 $\frac{4}{9} + \frac{2}{3} =$

1 mark

17 $21 \overline{)672}$

Show your method

2 marks

19 $\begin{array}{r} 607 \\ \times 83 \\ \hline \end{array}$

Show your method

2 marks

20 $13.05 \times 1,000 =$

1 mark

23 $8 - 5.123 =$

1 mark

21 $\frac{2}{3} + 2\frac{1}{3} =$

1 mark

24 $\frac{1}{8} \div 2 =$

1 mark

22 $\frac{7}{10}$ of 30 =

1 mark

25 $\frac{1}{2} + \frac{1}{3} =$

1 mark

26 $26 - 2.012 =$

1 mark

28 2% of 3,000 =

1 mark

27 15% of 3,200 =

1 mark

29

7 3 | 3 0 6 6

Show your method

2 marks

30 80% of 115 =

1 mark

32 $2\frac{1}{2} - \frac{2}{3} =$

1 mark

31 $\frac{2}{7} - \frac{1}{9} =$

1 mark

33

$$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$$

Show your method

2 marks

34 $10 - 2\frac{1}{4} =$

1 mark

35 $6 + 4 \div 2 =$

1 mark

36 $\frac{4}{5} \times 400 =$

1 mark

Name _____ Class _____	Autumn	Spring	Summer
Working towards the expected standard – The pupil can,			
write for a range of purposes			
use paragraphs to organise ideas			
in narratives, describe settings and characters			
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)			
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly			
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*			
write legibly			
Working at the expected standard – The pupil can			
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)			
in narratives, describe settings, characters and atmosphere			
integrate dialogue in narratives to convey character and advance the action			
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)			
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
use verb tenses consistently and correctly throughout their writing			
use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)			
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
maintain legibility in joined handwriting when writing at speed.			
Working at greater depth within the expected standard – The pupil can			
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
distinguish between the language of speech and writing ³ and choose the appropriate register			
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this			
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.			