

Reading and SPaG at Hurley Primary School



KS2

Reading

National Curriculum states that:



All children must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading also feeds children's imagination and opens up a treasure-house of wonder and joy for curious young minds.

Reading



Our children as readers

What do we want from our children?

- to read for pleasure
- to be able to sight-read fluently (at appropriate age)
- to be able to summarise what has been read
- to read with understanding
- to read with expression
- to be able to choose what they would like to read for themselves
- to have reasons for preferences in what they read

Reading



Children at Hurley Primary School will experience:

- 4 x whole class guided reading sessions per week (starting after half term)
- individual reading time with the an adult in school
- access to Bug Club in school and online at home
- reading across the curriculum
- class stories
- celebration of reading through the Reading Awards – introduced to KS2 in Autumn 2017
- days dedicated to books and reading (World Book Day)

Reading



How can you help?

10-15 minutes reading at home
each day makes a

massive difference

Reading at Home – Enjoy!



- make reading visible; have books available in your home
- share books every day
- boys need to see that reading is something men do
- talk about books
- visit your local library
- sit and listen - don't do chores around the reader!
- respect choices

Reading at Home – Enjoy!



- choose a quiet time and give your child your full attention
- give support, if required, using the strategies explained on the next slide
- explain the meaning of new words
- talk about the text using open questions

Reading at Home – Enjoy!



What to do if your child is stuck:

- sound out the word using phonics skills.
- break word down into syllables.
- find words within words e.g. **manipulate**
- read to the end of the sentence - what word would make sense here?
- what is the text about – what might fit here?
- does it sound right?
- look at the picture – can you see anything to help you?

Reading at Home – Enjoy!



Understanding (Comprehension) Talk about what they have read.

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader, but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

Reading at Home – Enjoy!



Avoid closed questions that children only respond 'yes' or 'no' to

DON'T ASK:	DO ASK:
Do you like this book?	What do you like about this book?
Do you like this character?	What do you think of this character?
It's a good story isn't it?	Why do you think this is a good story?
Do you like reading?	What's great about reading?
Do you like this kind of story?	What is it about these stories that you like so much?
Are you good at reading?	Why are you a good reader?

Reading at Home – Enjoy!



It's not just your child who can read to you – you can read to them too!

- introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction
- read them the book that was your favourite when you were a child
- read slowly, with expression - to use different and funny voices for characters
- follow the words and read the story using the pictures
- talk about what is happening and what might happen next - leave the story on a cliffhanger!



Year 6 Reading SATs



Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

Mom made up. Gaby pulled off her cardigan and tossed it onto her porch. 'You're out of luck, gator' she yelled. 'My mom, master tree climber and cat rescuer, isn't back yet.' She rolled up the sleeves of her white shirt. 'But until she is, you've got me.' Gaby grasped the nearest branch and pulled herself up. 'Gaby to the rescue.'

The cat meowed.

'I am hurrying!'

The last time that Alma, had ch

was the perfect never had a ch

Gaby secured f

arm's reach 'Sk

down, Mistake

She knew the universal rule of tree climbing said don't ever, ever look down, but she couldn't help it. This was the highest she'd ever climbed. If she fell, she'd definitely end up looking like an Egyptian mummy. Gaby imagined herself bandaged from head to toe and sipping dinner through a straw.

Well, she'd just have to not fall. Simple as that. 'Here, kitty, kitty,' she called out, the same way she had heard her mom call for stray cats hundreds of times. But this was no stray. The cat was too shiny. Too chubby. Around its neck, a rhinestone collar with gold charms sparkled. Someone loved that cat. She reached out toward it. 'Almost got you.' Mistake number two.

The cat arched its back and hissed.

Gaby pulled back, startled. 'Nice teeth.' She resettled on the branch, considering her options.

When Gaby was younger, she had seen her mom climb the same tree many times to rescue a cat. All the way up, her mom had giggled and sweet-talked the cat in Spanish. 'Que bonita eres gatita. You're so pretty. Little cat.' Her mom told her that when dealing with cats you should speak softly and pick them up by the loose skin at the back of their neck, because that's how their mothers carried them. Her mom had always made it look so easy. Once she had the cat nestled against her chest, she would manoeuvre down through the branches, comforting the cat with kisses on the ears and soft words with rolling Spanish 'a like purr.

There were never any arched backs, hisses, or sharp teeth.

Gaby took a deep breath and reached out for the cat again. 'It's okay, little kitty,' she said sweetly. This time the cat latched on to her, digging its claws into her arm and shoulder. 'Ooh, ooh!' She couldn't quite get it by the scruff of the neck like her mom had shown her, but at least she had the animal. That was progress. Now she just had to get down.

Without falling.

Swimming the English Channel

from Dover in England to Calais in France

The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.



Captain Matthew Webb

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated oil for protection against cold and jellyfish stings also accompanied by friends could protect him. It must be said I'm the, she, brandy and b supplied are not stan today's cross-Channel



Frequently asked questions

Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. Swimmers also have to plan stops for feeding. The fastest recorded crossing is 7 hours; the slowest is nearly 29 hours. An average swimmer doing two miles per hour would be in the water for up to 16 hours, but a stronger swimmer may take only 10 hours.

Q: Will you succeed if you train hard?

A: Preparation for a Channel swim involves months of training in very cold ocean water. But even this does not guarantee success. Fewer people have swum the English Channel than have climbed Mount Everest, the world's highest mountain! Some hazards of the swim include hypothermia (dangerous loss of body heat), seasickness and jellyfish. Unforeseen obstacles like rubbish floating in the sea can also cause problems no matter how hard you train.

Q: Why do people swim the English Channel?

A: This isn't a question with a single answer! The motivations for such a venture are as varied as the swimmers. Some people do it for glory, some to raise money for charity, but most do it to challenge themselves and for the satisfaction of being one of a select few to achieve this feat.

Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burving, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

Celebrity swimmer

The author, comedian and actor David Williams, says that he was never sporty at school but he did enjoy swimming.



While preparing for his Channel swim, Williams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Williams took 10 hours and 34 minutes to cross the Channel. His swim raised more than £1 million in donations for the charity Sport Relief.

Michael is a young fisherman. He often takes out his boat, the 'Louisa May', for a day of fishing.

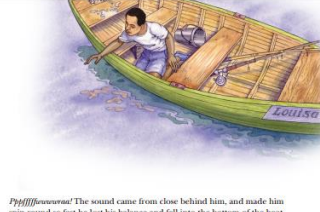
An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The *Louisa May* floated like a toy sitting on a glass table.

For the first time in over a week, Michael hadn't seen a dolphin all day. He was two miles offshore now, motoring along his daily survey course. The *Louisa May* pulled the reflection of the sky and the island into gleams behind her, and the *putt-putt* of her engine was lost in the big, quiet stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself.



Pyrrhionnewsroom 'The sound came from close behind him, and made him spin round so fast he lost his balance and fell into the bottom of the boat.

Pyrrhion - shorter and louder, even closer.

Michael picked himself up and looked over the side.

A black shape, much, much bigger than the biggest dolphin, showed about five metres from the boat. It was like a polished rock. On its rounded side was a slit like a flattened S, bigger than a man's two clenched fists, a raised lip around it. As Michael watched, astounded, he understood what he was seeing, the lips pinched together, the hole closed, and black shape sank rapidly beneath the shining water.

A whale! Its dark head and blowhole! That's what he had seen.

Pyrrhionnewsroom!

Now it had surfaced on the other side of the boat. This second surf was hardly less shocking than the first, although Michael just managed to stay on his feet and cross the boat this time.

Carefully, Michael leaned over to look on one side of the boat lay the whale's tapering tail; on the other side, the head with its scared lines lay like a piece of huge, dark wreckage. This close, Michael could see that big sections of skin had peeled off in straight lines, giving the whale's head a patchwork look in greys and blacks. Closest of all to the boat, only just submerged, was the whale's eye. Michael looked right into it, and the whale looked back. It was so very, very close. He leaned out further and further, stretching his hand slowly towards it. The whale didn't draw away.

He reached down, until his fingertips touched the crease of skin that gave the whale a kind of eyebrow. It was cool and smooth, like a carved stone covered in a finely stretched coat of rubber.

And as his fingertips touched the whale, he looked into its eye. It was impossible to say what colour it was: dark but with rays of brightness. It was like a window into a whole galaxy, with stars and planets, comets and supernovae moving inside.

Effortlessly, as if movement and thought were the same thing, the whale submerged out of reach of Michael's hand. There was a last shushing sigh as the flipper caressed the boat one more time, and then they were separate again.

The setting sun made a path over the sea, bathing Michael in golden light. He felt as if he were lit up inside too. He had touched a whale and looked into its eye! Like a sleeper waking from a dream, he looked around, dazed.



Year 6 Reading SATs



Questions 1–14 are about *Gaby to the Rescue* (pages 4–5)

- 1 A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick one.

- balanced ☐
- squatted ☐
- trembled ☐
- pounced ☐

1 mark

- 2 Look at the first paragraph, beginning: *A Siamese cat...*

Gaby pulled the cardigan tighter around her.

Why does Gaby do this?

Tick one.

- She is thinking of wrapping the cat in her cardigan. ☐
- She is worried about damaging the cardigan. ☐
- She is feeling cold. ☐
- She is worried the cardigan will be difficult to climb in. ☐

1 mark

Questions 15–28 are about *Swimming the English Channel* (pages 6–7)

- 15 Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.

Find and copy two different words from the sentence above that show how tired Matthew Webb was.

1. _____

2. _____

1 mark

- 16 What event made Matthew Webb want to swim the English Channel?

1 mark

- 17 Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

Find and copy one word from this paragraph that is closest in meaning to 'motivated'.

1 mark

Year 6 Reading SATs



36 Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

3 marks

37 The whale did not seem to be alarmed by meeting Michael. How can you tell this from its actions?

Give **two** ways.

1.

2.

2 marks

38 *Like a sleeper waking from a dream, he looked around, dazed.*

This tells us that at the end of the story Michael felt that...

Tick one.

- he wanted the experience to continue. ☐
- he had experienced something similar before. ☐
- the experience was unreal. ☐
- the experience was worrying. ☐

1 mark

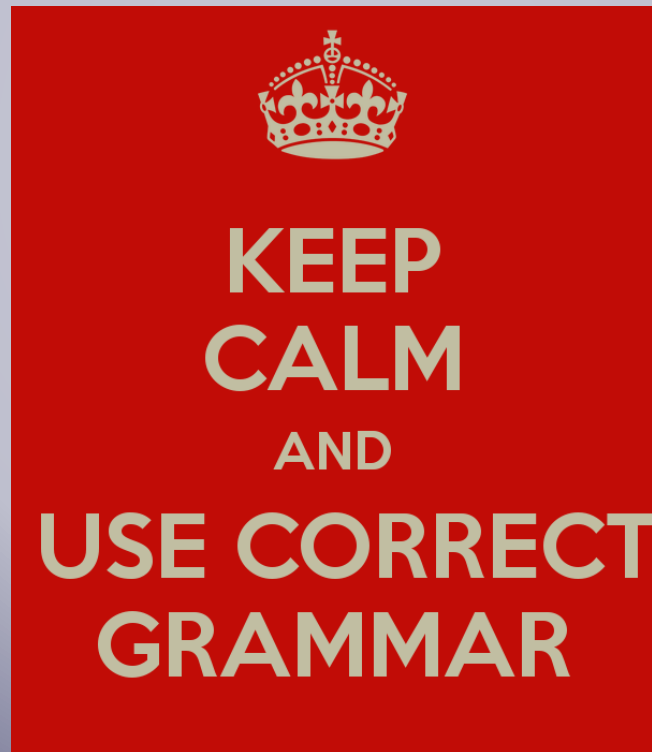
39 Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Michael was in an unfamiliar area of sea when he saw the whale.	<input type="checkbox"/>	<input type="checkbox"/>
The boat was still motoring forwards when the whale appeared.	<input type="checkbox"/>	<input type="checkbox"/>
The whale felt warm and soft when Michael touched it.	<input type="checkbox"/>	<input type="checkbox"/>
Michael could not name the colour of the whale's eye.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

SPaG

(**S**pelling, **P**unctuation **a**nd
Grammar)



Why spelling and grammar?

Greater emphasis in the English curriculum since 2014.

The level of grammar children will be required to master is more challenging than in the previous years.

Programme of Study includes a long appendix of words children should be able to spell by the end of each year, as well as the spelling rules and guidelines on how they should be taught.



How is SPaG taught in Hurley?

- daily SPaG lessons for 25 minutes with focus on spelling rules, grammar and punctuation
- spellings linked to rule learning that week, with some words chosen from NC word lists
- SPaG expectations always given in English and other Topic lessons so children make the link between SPaG and writing



Year 3 SPaG expectations

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>



Year 4 SPaG expectations

Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial



Year 5 SPaG expectations

Year 5: Detail of content to be introduced (statutory requirement)

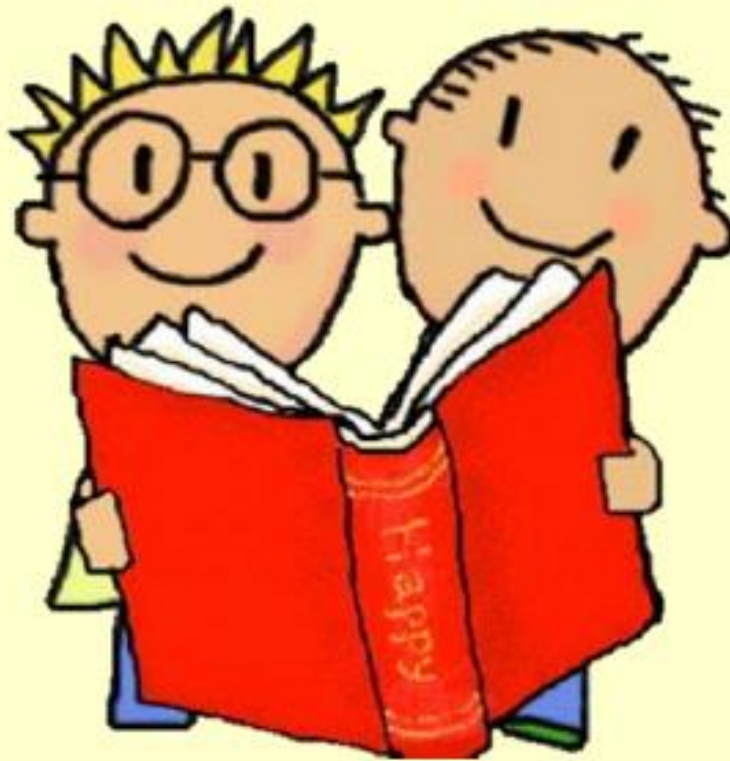
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6 SPaG expectations

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>



Helping at home



**How can I help my child with
grammar, punctuation
and spelling?**



Key Stage 2 Top Tips

Year 6 SPaG SATs - spelling test paper

Spelling task

1. Sam is _____ to play football at playtime.
2. Use a ruler to draw a _____ line.
3. Being dizzy is a strange _____.
4. Lauren was _____ before her first swimming lesson.
5. The bird found a _____ of bread.
6. It is _____ that it will rain tomorrow.
7. An _____ author visited our school.
8. Sap is a sticky _____ that comes from trees.
9. John is having an _____ on his foot.
10. Aamid faced his _____ challenge on the zip wire.
11. I don't mind if my apple has a _____ on it.
12. The children walked _____ across the road.
13. The _____ of the storm was surprising.
14. The dog _____ its owner.
15. There was a _____ search for the missing P.E. bag.
16. The longest reigning _____ is Queen Elizabeth II.
17. Oliver was _____ when his friend lost his trainers.
18. Angus was _____ from Scotland.
19. The drum is part of the _____ family.
20. The prickly jumper was made from a _____ material.



Year 6 SPaG SATs - spelling, grammar and punctuation paper

9

What is the word class of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick one.

- conjunction ☐
- adverb ☐
- verb ☐
- determiner ☐

1 mark

10

Tick one box to show the correct place for a colon in the sentence below.

Tom needed to think carefully about his homework it
looked very difficult.

↑ ↑ ↑

↑

1 mark

3

Which sentence uses capital letters correctly?

Tick one.

- We went to manchester for Kajal and Jamal's party. ☐
- we went to Manchester for Kajal and Jamal's party. ☐
- We went to Manchester for Kajal and Jamal's party. ☐
- We went to Manchester for Kajal and Jamal's Party. ☐

1 mark

4

The prefix mis- can be added to the word read to make the word misread.

What does the word misread mean?

Tick one.

- to read quickly ☐
- to read incorrectly ☐
- to read again ☐
- to read before ☐

1 mark



Year 6 SPaG SATs - spelling, grammar and punctuation paper

25

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

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

1 mark

26

Which sentence contains a relative clause?

Tick one.

- The boy who I met at the park is in my class. ☐
- The team is going to play a match tomorrow. ☐
- Sue said that she wanted to learn to play the drums. ☐
- Whenever they have time, they like to go cycling. ☐

1 mark

28

Insert full stops and capital letters in the passage below so it is punctuated correctly.

Declan has always been fascinated by animals he has read many books about exotic creatures jellyfish interest him the most and he would like to study them when he is older

1 mark

39

Insert a pair of brackets in the correct place in the sentence below.

The highest mountain in Great Britain is Ben Nevis 1,344 metres in Scotland.

1 mark

40

Which one prefix can be added to all three words below to make their antonyms?
Write the prefix in the box.

secure

active

complete

1 mark

41

Circle the two words that are **synonyms** in the passage below.

The café serves delicious snacks and cakes until noon.
After midday, you can also order hot lunches, sandwiches or soup.

1 mark

