



English Parent Workshop

Miss Lear – English Coordinator

Reading

- ▶ In key stage 2, the teaching of reading focusses on pupils' **comprehension** and the teaching of key **comprehension strategies**.
- ▶ This is moving away from teaching word reading.
- ▶ By the beginning of year 3, pupils should be able to read accurately and at a speed that allows them to focus on **understanding** what they read rather than on decoding individual words.
- ▶ Lots of phonics work and extra reading is put into place in Year 3 for pupils who are still struggling to decode (more so this year).
- ▶ They should be able to decode most new words.
- ▶ Teaching is directed more towards developing pupils' **vocabulary** and the **breadth and depth of their reading**, making sure that they become independent, fluent and enthusiastic readers.

Can't read, won't read

'A person who won't read has no advantage over one who can't read.'

– Mark Twain



Reading

In our Federation, we try to promote 'the love of reading' in all our children and we want every child to leave the school being confident, fluent readers. We try to develop the habit of reading in lots of different ways:

- ▶ Allowing pupils to read for pleasure in class.
- ▶ Pupils can choose a (fiction/non-fiction or poetry) book from the class reading corner and a non-fiction/fiction book from the school library.
- ▶ Teachers and teaching assistants to listen to pupils read aloud.
- ▶ Further reading support/ intervention is given to pupils who are struggling with their word reading and comprehension.
- ▶ Weekly reading homework is set – parents are to listen to their child read at least once a week and fill in the reading records in their planners.



Guided Reading

- ▶ Guided Reading lessons are timetabled every day.
- ▶ Guided Reading lessons follow the same book as is being taught/ used in English lessons.
- ▶ Each Guided Reading session is part of a carefully planned sequence of lessons.
- ▶ Each lesson focusses on the teaching of a key **comprehension strategy**, in line with the national curriculum reading objectives.
- ▶ These lessons involve whole-class teaching where the teacher will demonstrate and model the application of key comprehension strategies.
- ▶ Pupils are challenged to become increasingly **independent** with using these so that they develop the necessary skills to enable them to have a good **understanding** of what they read independently.

Comprehension Strategies

- ▶ Predicting
 - Using information from graphics, text and experiences to anticipate what will be read/ viewed/heard.
 - Pupils learn to pose and answer questions that clarify meaning and promote deeper understanding of the text.
- ▶ Vocabulary
 - Using what you know to make a guess about what you don't know or reading between the lines.
 - Pupils find key details or information in the text.
- ▶ Making Inferences
 - Pupils identify and accumulate the most important ideas and restate them in their own words.
- ▶ Retrieval
- ▶ Summarising

Writing

- ▶ Writing opportunities are identified from the class text, giving the pupils a clear context and purpose for their writing.
- ▶ There is a key SPAG focus for the writing.
- ▶ This is recapped daily and then is the focus for the marking of the long writing task.
- ▶ The rest of the week then centres around the long writing task with lessons on:
 - studying key features,
 - planning,
 - writing,
 - proofreading/ editing and redrafting.



Handwriting

Pupils are taught to:

- ▶ use the diagonal and horizontal strokes that are needed to join letters.
- ▶ increase the legibility, consistency and quality of their handwriting.
- ▶ Handwriting is taught as a separate lesson once a week, more in year 3.
- ▶ Pupils work towards a 'Pen Licence'.
- ▶ When redrafting a piece of writing, handwriting is focused on as well as proofreading and editing.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Spellings

- ▶ Teach spelling rules, patterns and sounds.
 - ▶ We use the 'No Nonsense' spelling scheme.
 - ▶ This involves 2-3 lessons a week, each focusing on a different spelling objective i.e. rule, pattern, sound etc.
- ▶ Statutory Word Lists
 - ▶ Pupils are tested on these at the start and end of each half term.
 - ▶ Some spelling lessons are dedicated to practising words that the pupils are finding difficult from these.
- ▶ Helping Hand Books
 - ▶ Used to record work on spellings. They include sections for: spelling lessons, wider curriculum (topic words), and personal spellings (like a mini, personalised dictionary).

Spellings:

- ▶ During practise sessions, pupils are taught lots of different strategies to help them.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>

<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>

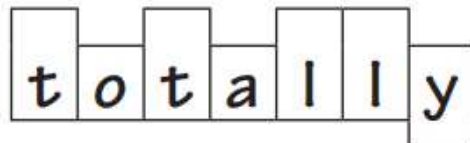
- ▶ Pupils should use some of these strategies when practising spellings at home.



Spellings:

Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.



Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

No Nonsense
Spelling

Spellings:

Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:

f _ _ _ ld

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

No Nonsense
Spelling

Spellings:

- ▶ Here is an example of a half-termly overview and of an individual lesson plan.
- ▶ Lesson types include: Teach, Learn, Practise and Apply.
- ▶ These are short, fun sessions involving discussions, word lists, writing sentences, matching games etc.

Lesson	Year 4, block 2, lesson 4
Lesson type	Teach
Lesson focus	Prefixes 'in-', 'il-', 'im-' and 'ir-'
Resources needed	Supporting Resource 4.7 (list of words for adding prefixes)
Teaching activity	<p>Write up the prefixes 'in-', 'il-', 'im-' and 'ir-' on the board and explain that these prefixes all mean 'not'. Revise the fact that prefixes can change the meaning of words. Ask pupils to think about prefixes that create the opposite when added to a word, for example, 'dis-', 'un-' and 'mis-'. Apply them to words such as <i>happy</i>.</p> <p>Give pupils the new prefixes and the list of words. Which words do they know go with which prefixes? Pupils sort them into groups and record them in their spelling journal.</p>

No Nonsense Spelling		No Nonsense Spelling Programme	
Block 2 – autumn second half term			
Week 1	Lesson 1 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go	Lesson 2 Revise Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go	Lesson 3 Teach Proofreading
Week 2	Lesson 4 Teach Prefixes 'in-', 'il-', 'im-' and 'ir-'	Lesson 5 Practise Prefixes 'in-', 'il-', 'im-' and 'ir-'	
Week 3	Lesson 6 Apply Prefixes 'in-', 'il-', 'im-' and 'ir-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Assess Words from statutory and personal spelling lists: pair testing
Week 4	Lesson 9 Revise from Year 3 Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /f/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	Lesson 10 Practise/Apply Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' Words with the /f/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'	
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Assess Words from statutory and personal spelling lists: pair testing	
Week 6	Lesson 13 Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Lesson 14 Practise Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Lesson 15 Apply Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')

Spellings: Statutory Word Lists

- ▶ These word lists are from the National Curriculum.
- ▶ The word-lists for years 3 and 4 and years 5 and 6 are statutory.
- ▶ The lists are a mixture of words pupils frequently use in their writing and those which they often misspell.
- ▶ These words need to be taught and learned during Key Stage 2.

English – Appendix 1: Spelling

Word list – years 3 and 4

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

English – Appendix 1: Spelling

Word list – years 5 and 6

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

End of Key Stage Tests - SATs

At the end of Year 6, children usually sit SATs (Standard Attainment Tests) in:

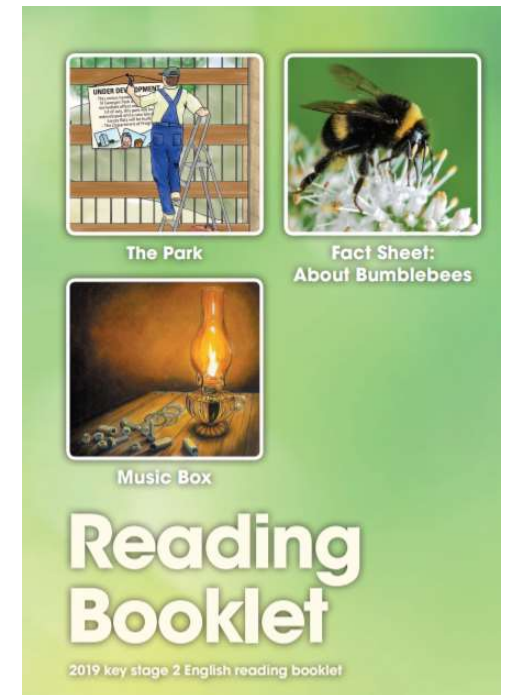
- ▶ Reading
 - ▶ Maths
 - ▶ Grammar, punctuation and spelling (GPS or SPAG)
-
- ▶ There is no test for English writing.
 - ▶ Pupils' writing is teacher assessed, based on your child's work at the end of key stage 2.
 - ▶ Schools are externally moderated each year.




End of Key Stage Tests - SATs

What does a Reading SAT look like?

- ▶ The Reading test consists of a reading answer booklet and a separate reading booklet.
- ▶ Pupils have a total of one hour to read the 3 texts in the reading booklet and complete the questions at their own pace.
- ▶ Pupils are encouraged to work through one text and answer the questions before moving on to the next.



End of Key Stage Tests - SATs



The Park



Fact Sheet:
About Bumblebees



Music Box

Reading Booklet

2019 key stage 2 English reading booklet

Contents

The Park	pages 4-5
Fact Sheet: About Bumblebees	pages 6-7
Music Box	pages 8-9



Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

The Park

Ajay was just about to buck into his tea and toast dripping in sour marmalade jam when there was a loud clatter from the letterbox as an important looking brown envelope landed on the mat. 'Oh early for the post isn't it?' Mum said. 'Oh, it says Special Delivery.' Mum opened it, and unfolded the letter. Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too. 'It's the park... they've shut it down!'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open, she stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park?' Joe said furiously. 'They can't do that, it's... it's the park!'

'Yeah, everyone loves that place!' Ajay joined in. 'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about...?' Joe started to say.

'You mean that me, I don't want you worrying? Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job - how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll... I'll think of something!'

Joe's mum just nodded, turning away to wipe her eyes.



Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

'You all right, man?' Ajay asked, breaking the silence. 'I don't know... I can't believe they've closed the park. I mean, why?' Joe said in disbelief.

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road. As they turned the corner at the top of Joe's street they saw a man in a dark suit. He had a laptop and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for - no one hammers anything into anything without her say-so first.

'Oh! Ajay yelled, 'what are you doing?'

Joe read the sign. 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

'The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:



Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of smiling people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see dozens moving in, ready to tear the playground apart.

'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to plot how they were going to become mega rich, and plan what to do in the world got taken over by zombies. This was the place where Joe and Ajay used to play football - or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into flats! Why wasn't anyone stopping this?

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees
Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost - you can take action today to help save these hardworking pollinators. This fact sheet explains how.



What's so different about the bumblebees?
To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused
Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!

Buzz pollination
Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.



Did you know that bumblebees have smelly feet?
Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing - the flower will contain very little nectar or pollen.

Things you can do to help
Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Energy drink for bees
If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



Act now
You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee King gardening web page, visit: www.bumblebeeconservation.org

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on those nights, when debris from other worlds fell from the sky. Reflexiveness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey acrylic-plank and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightgown, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightgown, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me - I'm stunned stiff. I'm speechless.'

Micah smiled. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most sleepers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago - you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteoric fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the faint of the meteor's streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box - Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box before them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full of bursting with pink blossoms that hung over her like a veil. Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the misshapen components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you check the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha ha. You watch - the coin I got from that thing will feed my family and me for a month. She'll look smart in one of those fancy manes in Andra. Don't you think she will, Piper?' His excitement faded, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a bayer with a stiff lip at the market.' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She lit the cylinder and its tiny pins.

Micah had done a decent job cleaning it, but flecks of dirt still caked the comb and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.

End of Key Stage Tests - SATs

2019 national curriculum tests

Key stage 2

English reading

Reading answer booklet

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DE number				

Instructions

Questions and answers

You have one hour to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

Short answers

Some questions are followed by a short line or box. This shows that you only need to write a word or a few words in your answer.

Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.

Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to or circle your answer. Read the instructions carefully so that you know how to answer the question.

Marks

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

As this is a reading test, you must use the information in the texts to help you to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

You have one hour to read the texts in the reading booklet and answer the questions in this booklet.

- 4** Look at page 4.

Find and copy one word which shows that Joe is angry.

_____ 1 mark

- 5** Look at page 4.

In Ajay's opinion, how do people feel about the park?

_____ 1 mark

- 6** Look at the paragraph beginning: 'You boys best get to school...' to the end of page 4.

'But what about...?' Joe started to say.

Which words would best complete Joe's question?

Tick one.

your breakfast

our games

your job

our homework

1 mark

- 12** Look at the paragraph beginning: *Underneath the notice was a...* to the end of page 5.

What is happening inside the park straight after Joe and Ajay have read the sign?

_____ 1 mark

- 13** Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.	<input type="checkbox"/>	<input type="checkbox"/>
The park is going to be replaced with a shopping centre.	<input type="checkbox"/>	<input type="checkbox"/>
Building work in the park will start at the end of July.	<input type="checkbox"/>	<input type="checkbox"/>
The warden had two weeks' notice of the park's closure.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

Questions 14–27 are about
Fact Sheet: About Bumblebees (pages 6–7)

- 14** What is the name of the organisation that produced this fact sheet about bumblebees?

_____ 1 mark

- 15** Look at the section headed: **Save our bees**.

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks

- 32** What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

How can I support my child at home?

- ▶ Concentrate on reading quality.
- ▶ Asking questions – can they summarise/ make predictions / discuss what they have read?
- ▶ Practise fun spelling strategies.
- ▶ Keep reading enjoyable and for pleasure – take time to listen to your child read and read with them.



Your Questions:





Thank You!

