



**Gosforth East  
Middle School  
SATs Booklet**



# Reading

Thank you for encouraging your child to read regularly at home. We expect children to read for 15 minutes at least four times per week. As well as reading novels, it would be great to provide further opportunities to explore a variety of texts together at home:

- ⇒ Poetry
- ⇒ Newspapers (e.g. First News) and magazines
- ⇒ Topic based non-fiction materials
- ⇒ Interesting websites that extend information about the books that they are reading either at home or school



## Websites

There are lots of websites available to support your child's learning in English.

BBC Bitesize

[www.bbc.co.uk/schools/ks2bitesize/english](http://www.bbc.co.uk/schools/ks2bitesize/english)

Read Theory

<https://readtheory.org/>

Spelling Shed

[www.spellingshed.com](http://www.spellingshed.com)

Spelling Frame

[www.spellingframe.co.uk](http://www.spellingframe.co.uk)

## Reading

Reading Strategies:

**Skimming:** read a text very quickly and understand the gist of it (1800-2300 words on the SATs reading paper).

**Scanning:** your eyes dart around a text searching for a specific word, phrase or number.

**Close:** reading carefully to understand part of the text better.

**Visualising:** seeing a picture in your mind to get a better impression.

**Predicting:** making informed guesses about a text, using details stated and implied.

**Empathising:** when you put yourself in someone else's shoes to understand.

**Linking:** make comparisons within and across books.

How to practise reading strategies:

- \* Pattern spotting
- \* Fastest finger first activities
- \* Timed challenges
- \* Skim and scan skills modelled, demonstrated and practised
- \* Verbal reasoning activities
- \* Working memory activities

## Reading

### We Need to Talk about Yusra Mardini

The swimmer, part of the Refugee Olympic Team, swam for three hours to pull a migrant boat to safety.

By Faima Bakar

28/07/2021

You should know the name Yusra Mardini. The 23-year-old is not only impressing in the Tokyo Olympics, but has a seriously awe-inspiring backstory that spans different oceans and continents.

Yusra, who is originally from Syria, was selected to represent the Refugee Olympic Team in the Women's 100m Butterfly event, coming third in her heat over the weekend. Made up of 11 athletes who live and train in 13 host countries, the team was formed ahead of the 2016 Olympics in Rio, which was Yusra's first time competing as a swimmer.

Her prowess in the pool was inspired by her dad, who was also a swimmer for the Syrian Olympic team, and raised both of his daughters to love the water, training them to be the best swimmers "on earth".

Despite wanting to stay in their home in the capital Damascus, the war in Syria encroached on their lives until, in 2015, the family had to make plans to leave. The then 17-year-old and her sister Sarah had no choice but to set out alone as it was impossible for the whole family to escape together.

Their journey was a treacherous one. Just after Yusra and Sarah had got on a dingy that smugglers had arranged, it started to sink, threatening the lives of the 20 people on board. The boat had been designed to fit only seven.

The sisters instinctively took to the freezing waters to keep the boat afloat, helped by two other refugees. The group swam for over three hours, towing the boat with rope towards the island of Lesbos in Greece.

"We used our legs and one arm each – we held the rope with the other and kicked and kicked. Waves kept coming and hitting me in the eye," Yusra told the BBC. "That was the hardest part—the stinging of the salt water. But what were we going to do? Let everyone drown? We were pulling and swimming for their lives."

Their journey didn't stop there - the sisters then walked from Greece to Germany on foot, before eventually finding a refugee camp in Berlin. It was here Yusra got back into a swimming pool. After hearing about a club training young athletes, she joined the team and a trainer helped the sisters get papers to stay in Germany.

Yusra now proudly represents the refugee team and became the youngest Goodwill Ambassador for UNHCR, the United Nations refugee agency. "I am so proud of the fact that I am representing 80 million refugees around the world, knowing I am sending a message of hope to all of them by doing what I love," she wrote on Instagram.

The United Nations – an international organisation which works to promote peace and equality

## Writing

Create as many meaningful connections as you can between reading, grammar, punctuation, spelling and writing...

Read → Comprehend →  
Analyse → Plan → Write →  
Draft → Evaluate and edit  
→ Proof read → Read aloud



## Writing

A pupil working at the expected standard for writing at the end of key stage 2 will be able to:

- 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

## Reading

### Reading Strategies

Here is an example text and teacher script:

<b>A. The hand</b>	
<b>Who?</b>	Who does she represent?
<b>What?</b>	What was the hardest part of the journey?
<b>Where?</b>	Where was their home?
<b>When?</b>	When did they have to leave home?
<b>Why?</b>	Why were Yusra and her sister separated from the family?
<b>How?</b>	How was she able to stay in Germany? (refer to club)
<b>B. Word Attack</b>	
'prowess' (paragraph 3) *what part of speech is this: <b>noun</b> / verb / adjective / adverb?	
'treacherous' (paragraph 5) *what part of speech is this: noun / verb / <b>adjective</b> / adverb? *what does this word usually (literally) mean? (Can you use it in a sentence?) *what words around it might be clues?	
Migrant, back story, refugee, awe-inspiring, ambassador	
<b>C. Tell me about...</b>	
Tell me about her journey to the Olympics.	
<b>D. Big Ding (following a thread)</b>	
As I read through paragraphs 5-8, 'ding' when you hear any words which show challenge.	
<b>E. What does it mean?</b>	
How do you feel about the difficulties refugees face?	

## Reading

Asking your child questions when hearing them read can give them valuable experience in formulating answers.

### Literal comprehension

Ideas and information that are explicit in the text– it requires the recognition or recall of facts or sequencing events.

For example, *'What was the name of Sam's dog?'*

### Inferential comprehension

'Reading between the lines'- children need to make inferences based on what they have read.

For example, *'How did Sam's mum feel about the dog?'*

### Deductive comprehension

Make inferences based on the text and their own experience and knowledge, thinking about cause and effect.

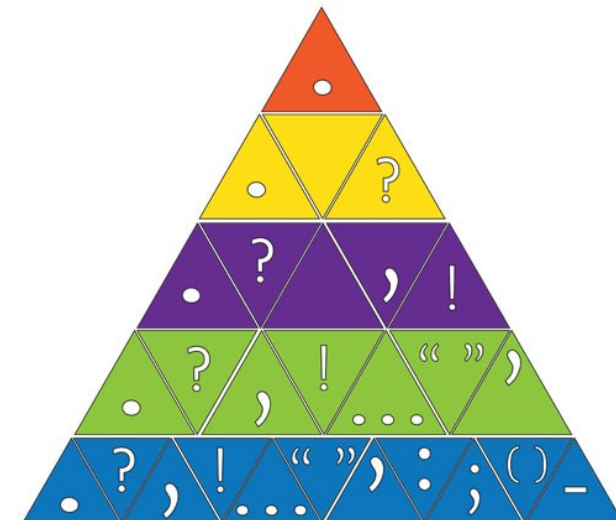
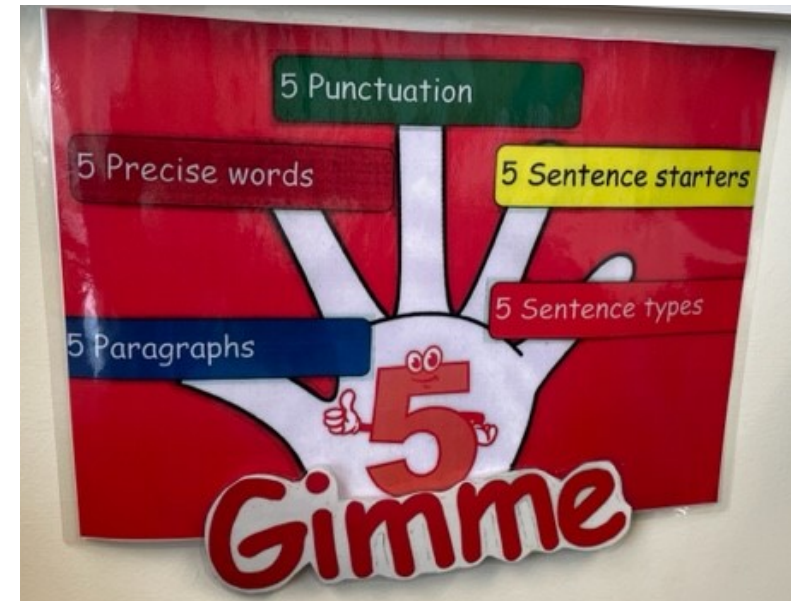
For example, *'Describe how Sam felt at the end of the story.'*

### Evaluative

Make an evaluation of arguments or ideas suggested by the writer. Compare the information provided with their own experience, knowledge of values.

For example, *'Was Sam's dad right in what he said about the dog? In what ways was he right?'*

## Writing



## Writing

Children are taught to write effectively for a range of purposes and audiences:

- Narrative
- Poetry
- Report
- Recount
- Argue/persuade
- Procedural/instructions
- Explanation

**P**urpose

**A**udience

**F**orm

**F**ormality

## Reading

Children should be able to

- ◇ read age-appropriate books with confidence and fluency (including whole novels);
- ◇ read aloud with intonation that shows understanding;
- ◇ work out the meaning of words from the context;
- ◇ explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence;
- ◇ predict what might happen from details stated and implied;
- ◇ retrieve information from non-fiction;
- ◇ summarise main ideas, identifying key details and using quotations for illustration;
- ◇ evaluate how authors use language, including figurative language, considering the impact on the reader;
- ◇ make comparisons within and across books.

## Grammar, Punctuation and Spelling

### Key Terminology

**Nouns:** give names to people, places and things.

**Proper nouns:** start with a capital letter: names of particular people, place names, days and months.

**Common nouns:** are not names of any particular person, place or thing: child, village, dog.

**Noun phrases:** groups of words doing the job of a noun: **The old man** walked slowly up the hill.

**Pronouns:** used in place of nouns e.g. she, he. Mine and yours are possessive pronouns.

**Determiners:** give important information about nouns, e.g. the, a, an, this, that, some, every...

**Adjectives:** describe the noun– colour, size etc.

**Verbs:** often tell us how something is done or how someone is feeling.

**Modal verbs:** will, would, can, could, should, might and must. They change the meaning of other verbs.

## Grammar, Punctuation and Spelling

Ab-so-lute-ly

Trace the word in the air with your finger as you say or spell it out.

**Sign**

**Signal**

**Ensign**

**Designer**

Think of words in families.



**Rough**

**Thought**

**Enough**

**Cough**

**Thoroughly**

Link the word to another with the same spelling pattern.



There's **a rat** in **separate**.

Find a mnemonic or invent your own.

## Grammar, Punctuation and Spelling

# SPELLING STRATEGIES

### Separate

Write the word in big letters and highlight the tricky bit.  
Pin it up where you'll see it.

### Def-I-NITE-ly

Say the word slowly and exaggerate the pronunciation  
– especially the vowels.

### Their

It starts with **the**

Find a little word inside the big  
word.



### Colourful

Try to see the word in your mind and give it a font, col-  
our, size or style. Or bring it to life as a poster.

On Wed-nes-day I re-mem-ber-ed.

Pronounce silent letters or 'silent syllables'.

### D-I-F-F-I-C-U-L-T-Y

Spell the word out letter by letter.

## Grammar, Punctuation and Spelling

### Key Terminology

**Conjunctions:** usually link words together inside a sentence, e.g. and, but, or, when, because, although.

**Adverbs:** tell us how, when, where or how much, e.g. He shouted **loudly**.

**Connecting adverbs:** used to link ideas in one sentences to ideas in another sentence, e.g. however, furthermore, consequently, secondly...

**Adverbials:** groups of words used like an adverb, e.g. The boat leaves **in five minutes**. Or a fronted adverbial, e.g. **In five minutes**, the boat leaves.

**Prepositions:** tells us where something or someone is, e.g. The book is in the cupboard. He is hiding under the stairs.

**Interjections:** used to show feeling or emotion. They can show surprise so often have an exclamation mark after them, e.g. Oh! Ouch!

Try to ask your child to identify the word types in the texts they're reading.

## Grammar, Punctuation and Spelling

Children need to know the correct terminology.

Terminology not used in test	Terminology used in test
Speech marks	Inverted commas
Connectives (e.g. and, but, so, because, when)	Co-ordinating conjunctions (e.g. for, and, nor, but, or, yet, so) Subordinating conjunctions (e.g. when, if, because)
Connectives (e.g. on the other hand, in addition, furthermore, therefore)	Adverbs (words, e.g. therefore) Adverbials (words or groups of words, e.g. on the other hand)
Time connectives (e.g. next, then, first, second)	Adverbs (of time)
Connectives (e.g. after, before)	Subordinating conjunctions
Embedded clause	Subordinate clause

## Grammar, Punctuation and Spelling

Example words
vicious, precious, cautious, nutritious
observant, innocent, expectant, confidence, abundance
applicable, tolerable, comfortable, visible, sensible, sensibly, edible, unavoidably
referred, transferred, referee, preference
receive, deceive, ceiling, perceive
bought, though, thorough, borough, although
doubt, thistle, knight, lamb
advice/advise, aloud/allowed, accept/except, brake/break, here/hear, past/passed

## Grammar, Punctuation and Spelling

Spelling rules to practise at home.

Spelling	Year group in the National Curriculum
Endings spelt -cious or -tious	Years 5 and 6
Words ending in -ant, -ance, -ancy, -ent, -ence, -ency	Years 5 and 6
Words ending in -able and -ible, also words ending in -ably and ibly	Years 5 and 6
Adding suffixes beginning with vowel letters to words ending in -fer	Years 5 and 6
Words with ei after c (when the sound	Years 5 and 6
Words containing the letter string ough	Years 5 and 6
Words with 'silent' letters	Years 5 and 6
Homophones and near homophones and other words that are often confused	Years 3-6

## Grammar, Punctuation and Spelling

The poem below can be used as a fun way to remember some word types.

### The Eight Parts of Speech

A **noun's** the name of anything

Like **house**, or **garden**, **boat** or **swing**.

Instead of nouns you may prefer

The **pronouns** **you**, or **I**, or **her**.

**Adjectives** tell the kind of noun

As **great** or **small** or **black** or **brown**.

**Verbs** tell something to be done:

**To read** or **count**, **sing**, **laugh** or **run**.

How things are done the **adverbs** tell

As **slowly**, **quickly**, **badly** or **well**.

**Conjunctions** link ideas together

As **and**, **because**, **although**, **whenever**.

**Prepositions** go before a noun

As **in** or **through** or **under** or **around**.

An **interjection** shows surprise-

As **Oh!** How pretty, or **Ah!** How wise.

The whole are called eight parts of speech.

## Grammar, Punctuation and Spelling

Spelling rules to practise at home.

Spelling	Year group in the National Curriculum
Common exception words	Years 1-6
Adding to suffixes beginning with vowel letters to words of one than one syllable	Years 3 and 4
Sound spelt y other than at the end of words	Years 3 and 4
Sound spelt ou	Years 3 and 4
Prefixes, e.g. un-, dis-, mis-, sub-, in-, super-, auto-, inter-, anti-, ir-, im-	Years 3 and 4
The suffix -ation	Years 3 and 4
The suffix -ly	Years 3 and 4

## Grammar, Punctuation and Spelling

Example words
measure, treasure, creature, nature, adventure, posture
division, invasion, television, illusion
poisonous, dangerous, serious, courteous
invention, expression, comprehension, electrician, magician,
scheme, chorus, echo, character
chef, chalet, machine, brochure, parachute
league, tongue, unique, antique
science, scene, fascinate, crescent, scent
vein, neighbour, they, obey, sleigh

## Grammar, Punctuation and Spelling

Spelling rules to practise at home.

Spelling	Year group in the National Curriculum
Words with endings -sure and -ture	Years 3 and 4
Endings -sion	Years 3 and 4
The suffix -ous	Years 3 and 4
Endings spelt -tion, -sion, -ssion, -cian	Years 3 and 4
Words with the sound spelt ch	Years 3 and 4
Words with the sound (sh) spelt ch	Years 3 and 4
Words ending with -gue or -que	Years 3 and 4
Words spelt sc	Years 3 and 4
Words with ei, eigh, or ey	Years 3 and 4

## Grammar, Punctuation and Spelling

Example words
school, today, beautiful, children, improve, truly, duly, wholly, teacher, catcher, richer, stretcher, anxious, finance, commerce, sensible, protein, caffeine, answer, remember, awkward, persuade, vehicle
forgetting, beginning, preferred, gardener, limited, limitation
myth, Egypt, pyramid, mystery, crystal, gymnastics
young, touch, double, country
disappoint, incorrect, subheading, supermarket, autobiography, discover, dissolve
information, preparation, admiration, sensation
sadly, completely, comically, happily, angrily, gently, basically, frantically