

# **Years 3, 4 and 5 Information for Parents**

**Autumn 2025**

# Key Updates:

**Vision, Mission and Values**  
**Positive *akhlaaq* based incentives and projects**  
**Our team and provision**  
**Curriculum Maps & Curriculum Newsletters**  
**Reading Writing and Maths**  
**Meet the Teacher**

# Our Vision

Our **vision** is to be an outstanding, happy and inclusive school that cultivates our relationship with God by embodying the conduct and teachings of the Prophet (Peace Be Upon Him).

A place where children indulge their intellectual curiosity, develop a love for learning, and build the foundation from which they can grow to become ethical, responsible and inspirational members of society.

***‘Education is more than what you know, it is who you can become...’***

# Our Mission

**We will facilitate the well-being and growth of every child's mind, body and character through:**

- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.

**This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (Peace be upon him), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.**

# We **SHINE** by demonstrating our values:



## Service

To serve Allah (swt)  
and His creation

Gratitude  
To be thankful



## Excellence

To strive for the best

## Respect

To treat people and the  
environment with care



## Integrity

To speak the truth  
and do the right thing

Compassion  
To be kind



# Attendance and Punctuality

## Hujjat Primary School Term Dates 2025-2026

September 2025						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2025						
Mo	Tu	We	Th	Fr	Sa	Su
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2025						
Mo	Tu	We	Th	Fr	Sa	Su
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2025						
Mo	Tu	We	Th	Fr	Sa	Su
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2026						
Mo	Tu	We	Th	Fr	Sa	Su
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2026						
Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2026						
Mo	Tu	We	Th	Fr	Sa	Su
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30	31					

April 2026						
Mo	Tu	We	Th	Fr	Sa	Su
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May 2026						
Mo	Tu	We	Th	Fr	Sa	Su
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June 2026						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2026						
Mo	Tu	We	Th	Fr	Sa	Su
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



HUJJAT PRIMARY SCHOOL  
www.hujjatprimary.org

### Term Dates

Mon 1st Sept 2025 - Fri 19th Dec 2025  
Mon 5th Jan 2026 - Fri 27th Mar 2026  
Mon 13th Apr 2026 - Thurs 23th Jul 2026

### Half Term Holidays

Mon 27th Oct 2025 - Fri 31st Oct 2025  
Mon 16th Feb 2026 - Fri 20th Feb 2026  
Mon 25th May 2026 - Fri 29th May 2026

### Bank Holidays

May Bank Holiday - Mon 4th May 2026

### Islamic Holidays

Eid ul Fitr - Fri 20th/Sat 21st March 2026  
Eid ul Adha - Wed 27th/Thurs 28th May 2026  
Ashura - Thurs 25th/Fri 26th June 2026  
\* Subject to moon sighting

### Staff Training Days



## DOJO Points

Whenever a pupil demonstrates a school **value** in their learning or their behaviour, they are awarded ONE Dojo Point.

*Individual and instant acknowledgement*

## Collaboration

For every 10 Dojo points, a child receives a **SHINE** token.

This token is dropped into their House tube.

*Children work together and help the school and wider community*

## Cumulative Rewards

100 Dojo Points – A Bronze badge

200 Dojo Points – A Silver Badge

300 Dojo Points – A Gold Badge

*Children are aspirational and work towards continually perfecting their akhlaq*

## Pupil of the Week

Each week a pupil who demonstrates a deep understanding of our **values** earns a :

**'You SHINE - pupil of the Week Certificate'** and also a **SHINE** token.

*Sharing good learning behaviours with parents and carers.*



## **Curriculum Maps and Curriculum Newsletters**

**AT HPS we have been working to ensure all the subjects are being taught in line with DfE guidelines**

**Curriculum Maps are available on the school website**

**Curriculum Newsletters are shared every half term so we can share pupils' learning**

**<https://hujjatprimary.org/curriculum-year-groups>**



## **Educational Trips and Visits**



**Each Year Group will have at least ONE educational trip each term.**

**Parents are requested to let class teachers know if they would like to support the school through assemblies and workshops based on their skills, expertise and knowledge**

**There are themed events organised throughout the year such as: STEAM Week, Book Fairs, Fairs etc.**

**Parents are requested to contribute via Arbor, without which trips and events may not be possible or postponed.**

## Timetables and learning



**English, mathematics, foundation subjects\* and collective worship are taught daily**

**Daily Reading lessons include phonics for Year 1 and Guided Reading in Years 1 – 6**

**There are weekly assemblies, handwriting lessons, library sessions and interventions**

**\*Foundation subjects: RE, PSHE, PE & Sports, Computing, History, Geography, Science, Art & Design, Design Technology and MFL (Arabic)**

# Statutory Assessments



Year 1 – Phonics Screening Check PSC

Year 2 – Phonics Retake

Optional End of Key Stage Assessments

Reading, Writing and Mathematics

*more info to be shared*

**Year 4 – Multiplication Timetables Check MTC –**

***more info to be shared***

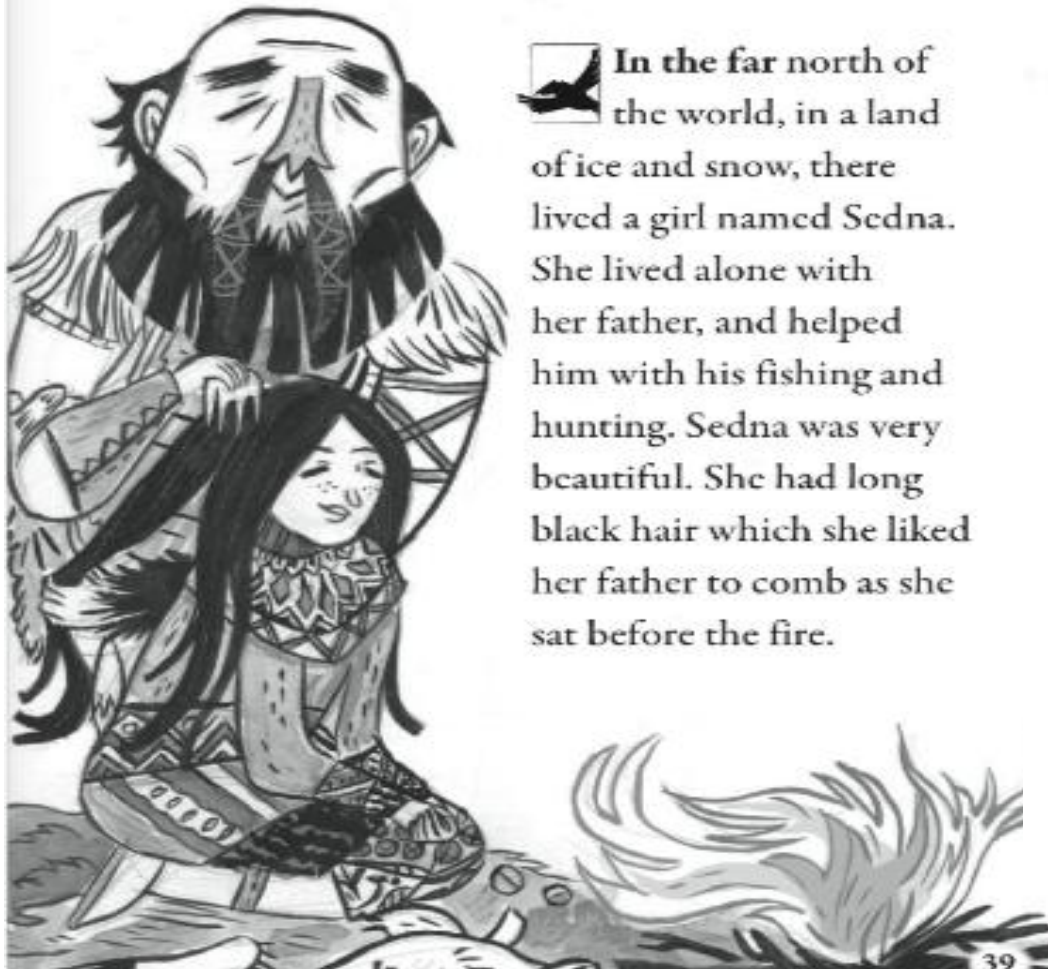
**Year 6 – Statutory End of Key Stage Assessments**


**Reading, Writing and Mathematics**

## Sedna

*A myth from the Arctic*

### Chapter 1



 In the far north of the world, in a land of ice and snow, there lived a girl named Sedna. She lived alone with her father, and helped him with his fishing and hunting. Sedna was very beautiful. She had long black hair which she liked her father to comb as she sat before the fire.

One clear, cold morning, Sedna was cleaning the fish her father had caught. Her father sat nearby, sharpening his harpoon.

As Sedna turned to hang the fish out to dry, she saw a figure walking across the snow.

‘Look,’ she said. ‘We have a visitor.’

Her father looked up. ‘I don’t think I know this man,’ he said.

The figure was dressed in a robe of thick fur. A large hood hung over his face. There was something odd about the way he held his body. His shoulders were hunched and his head bent forward. There was a croak in his voice when he spoke.

**Technical  
vocabulary**

**Character  
description**



# Reading in KS2

## Before reading

### Talk about the book

It's a good idea to talk with your child about the book before they read it.

- Look at the front and back covers together – these give clues to what the book is about.
- Has your child ever been to a science museum? What did they see and do?
- Talk about what your child knows about travelling in space and on spacecrafts, such as space shuttles.

Encourage your child to read most of this book independently. This longer story may take more than one session to read.

### Challenge words

These words may be tricky for your child to read using their phonic skills but they are important for the meaning of the book. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part, or simply read the word to them.

glitches	meteoroids	engineers	electronic
exhibition	equipment	publicity	scientific

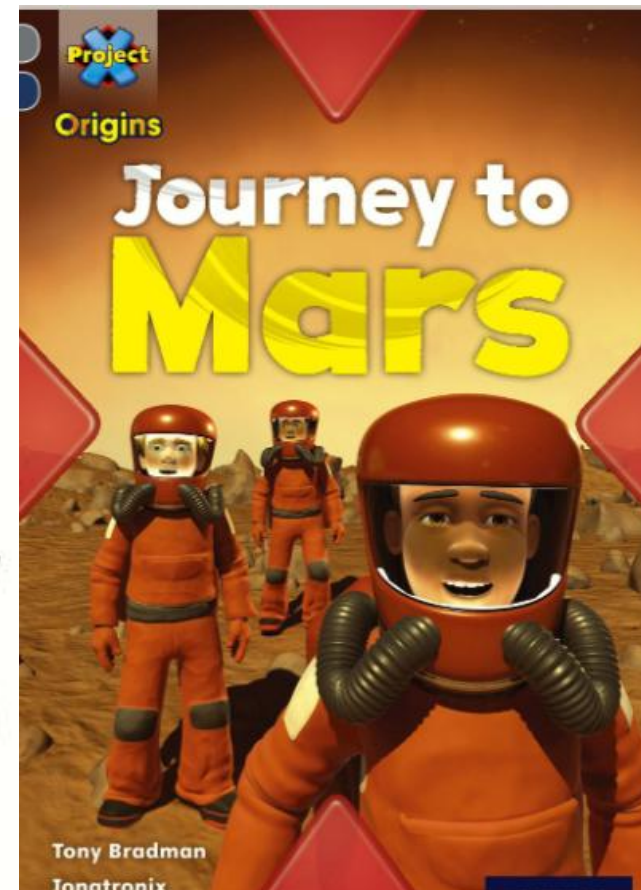
## During reading

- Encourage your child to: read at their own pace; notice if something doesn't make sense and re-read it to put it right; build connections between one sentence and another; ask their own questions if they don't understand something.
- If your child is still struggling with the word, read the word to them. This is perfectly OK and allows them to move on quickly with the story.
- Discuss any new or unfamiliar words within the context of the story to ensure that your child understands their meaning.

Oxford  
OWL  
Read books better

# Origins Journey to Mars

Tony Bradman ■ Jonatronix



# Reading KS2

Ant was just coming through the museum doors. He turned to wave goodbye to his parents then hurried over to meet the others.

"Hi, guys!" he said. "I hope you haven't been waiting long?"

"No, we've only just arrived," said Max.

"So, Ant," said Tiger. "What's our surprise?"

"Well, guess who has a new job running the museum?" said Ant. "It's my Aunt Aisha. She's really cool. It was her idea to transform the old Greenville museum into *The Museum of the Future*."

"So, what's our surprise?" prompted Tiger.

"Aisha is going to give us a sneak preview of the special exhibition. We'll get to know how it works behind the scenes before anyone else has even seen it!"

They heard footsteps behind them.



In Year KS2 we also focus on:

Guided Reading  
(target reading groups)

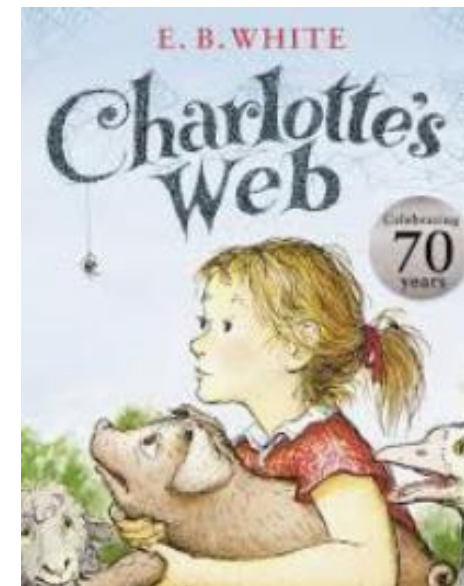
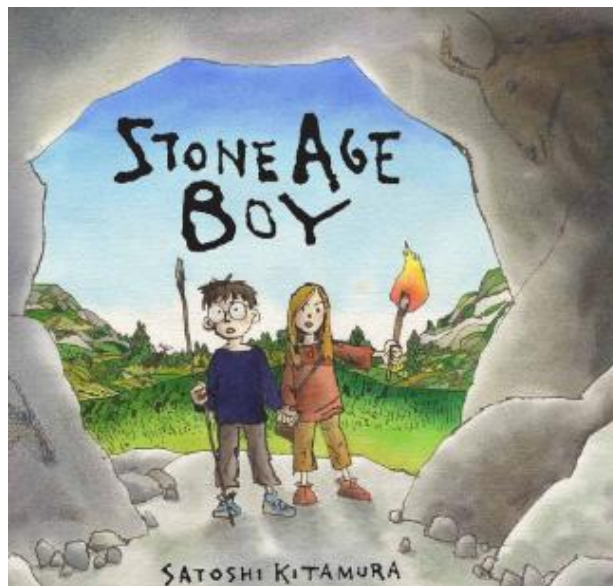
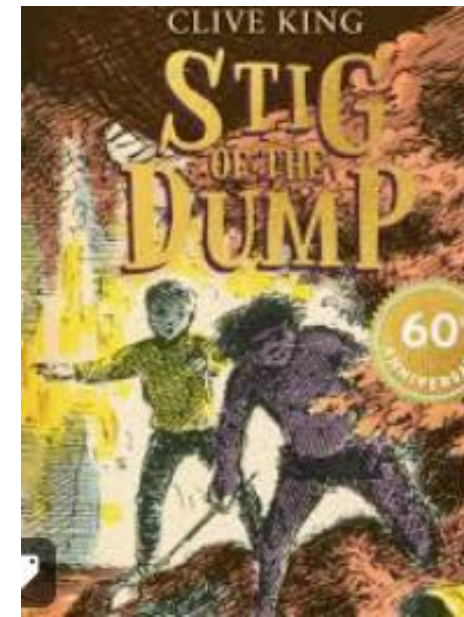
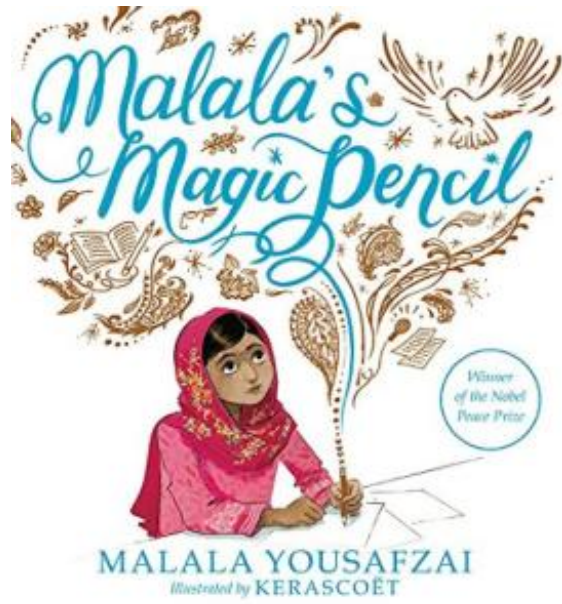
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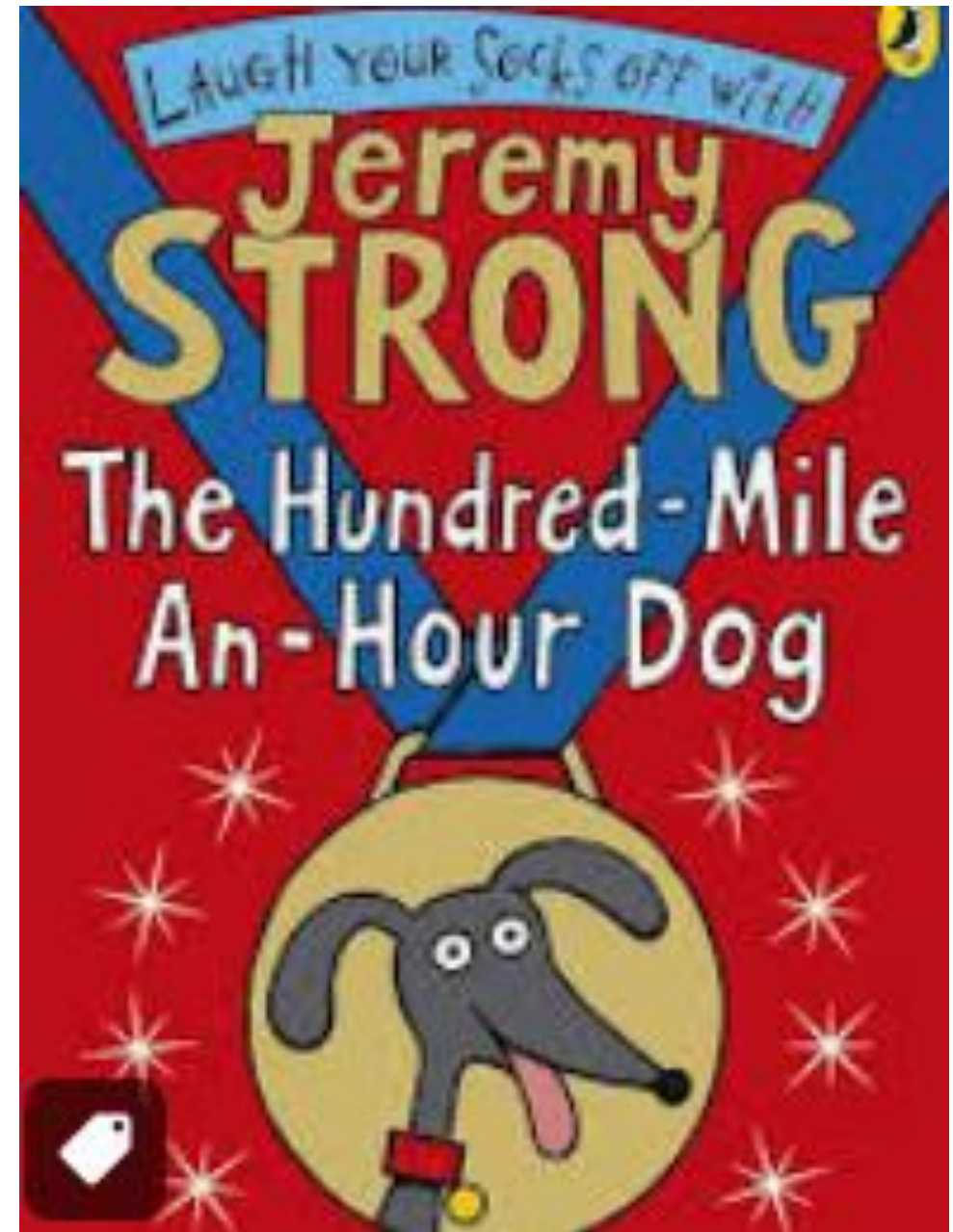
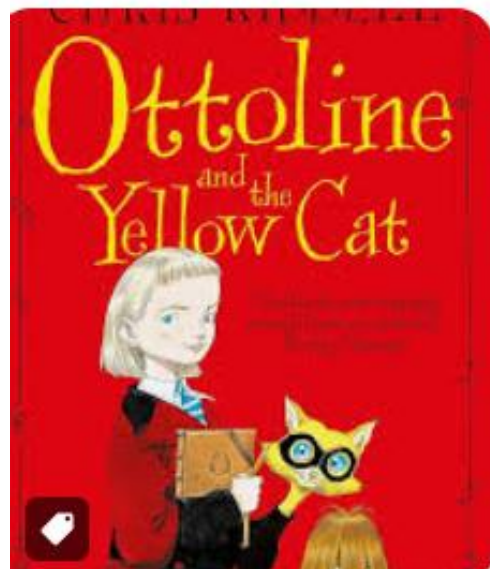
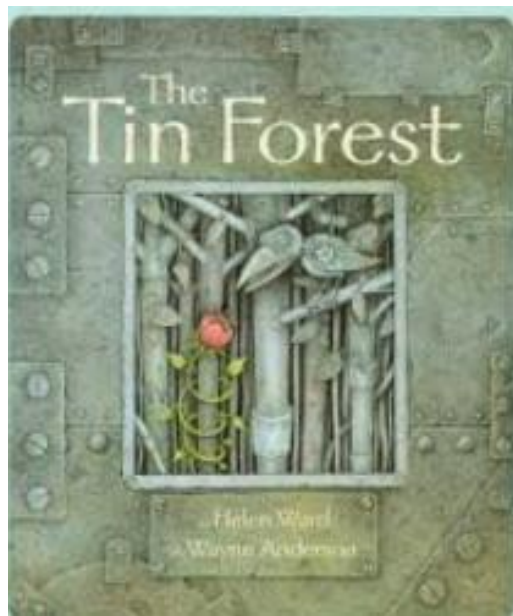
Big Read  
(Class book read by all pupils  
and adapted)

We develop and build on the  
skills:

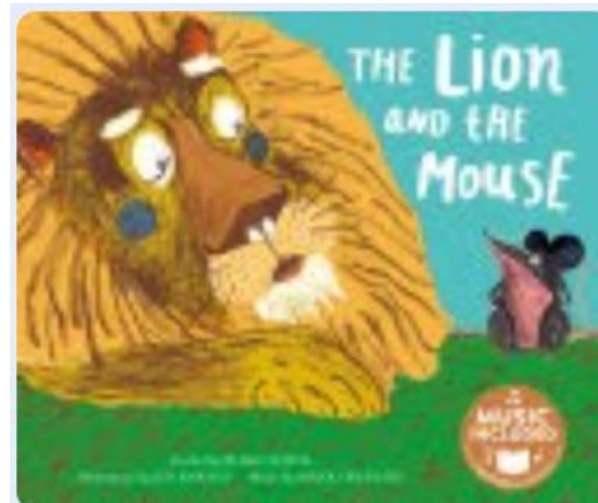
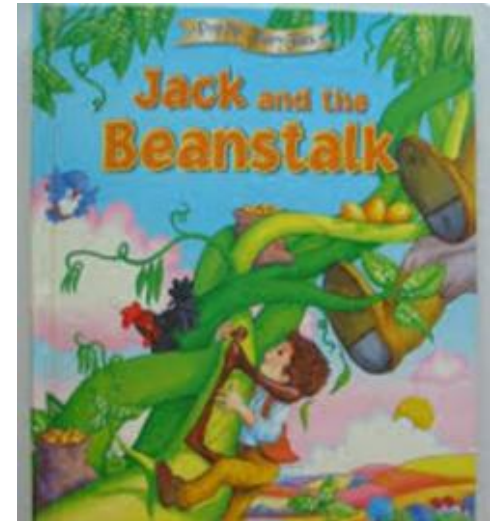
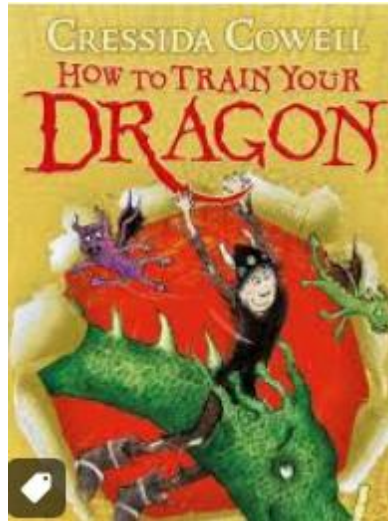
R: retrieval  
E: exploring  
A: analysing  
D: deduction (and inference)

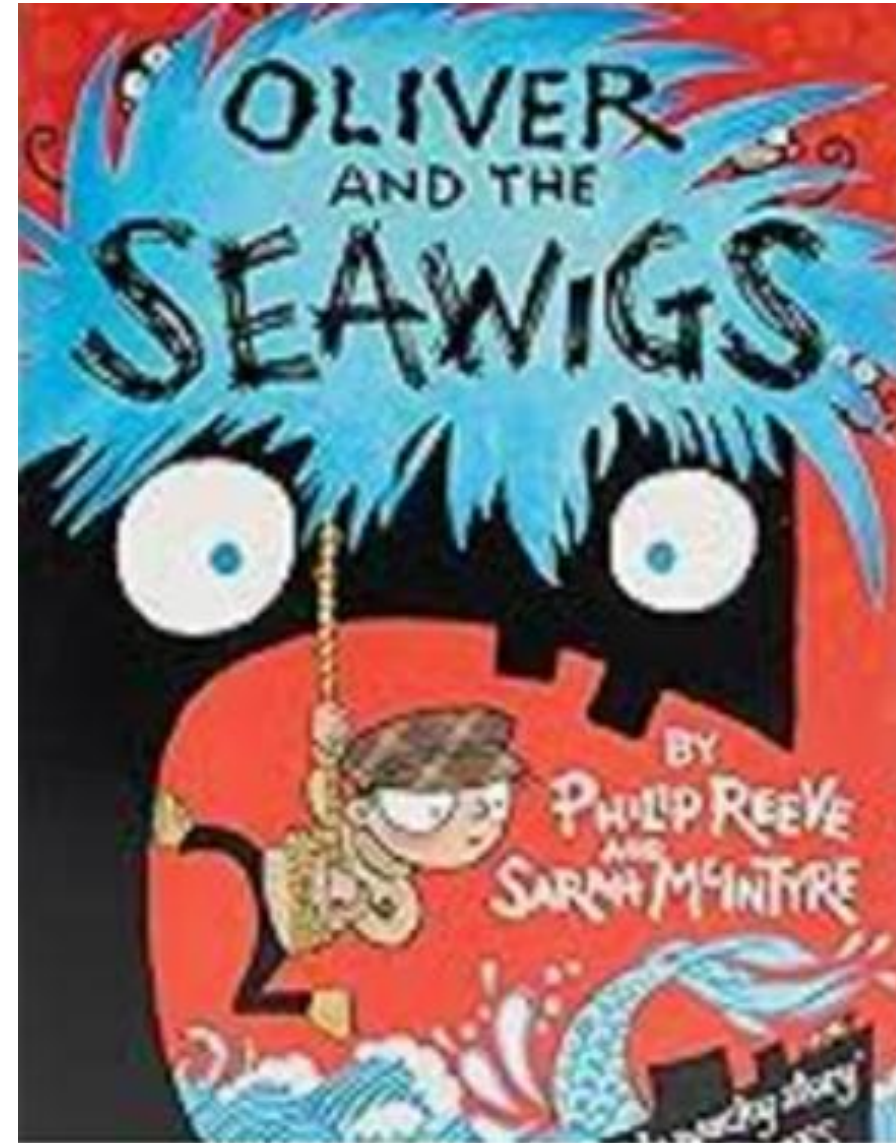
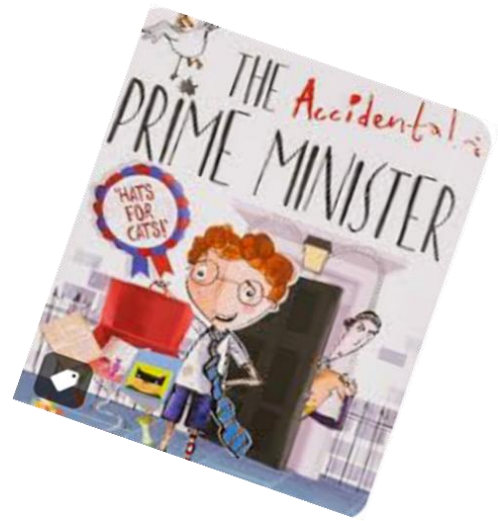




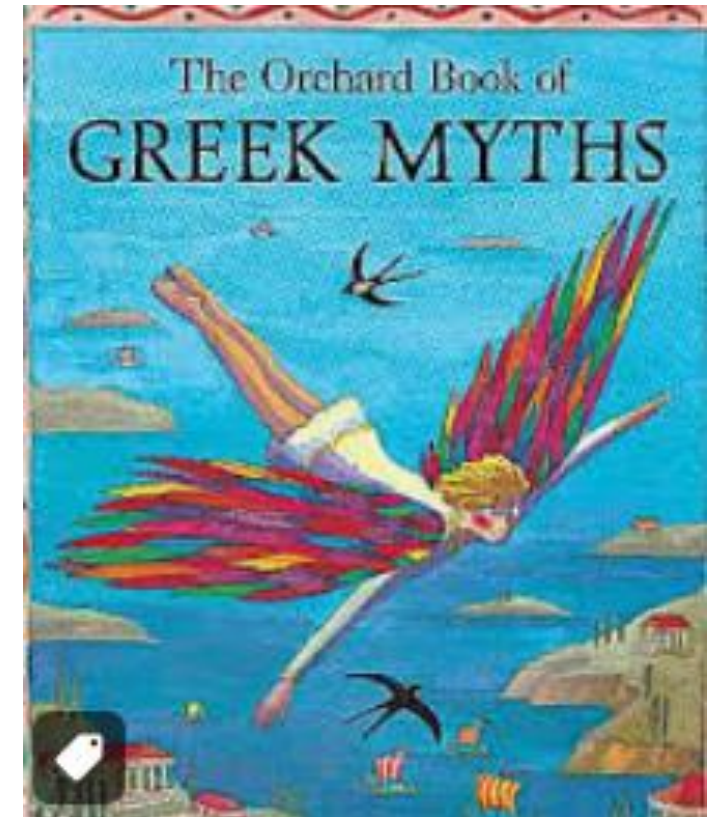
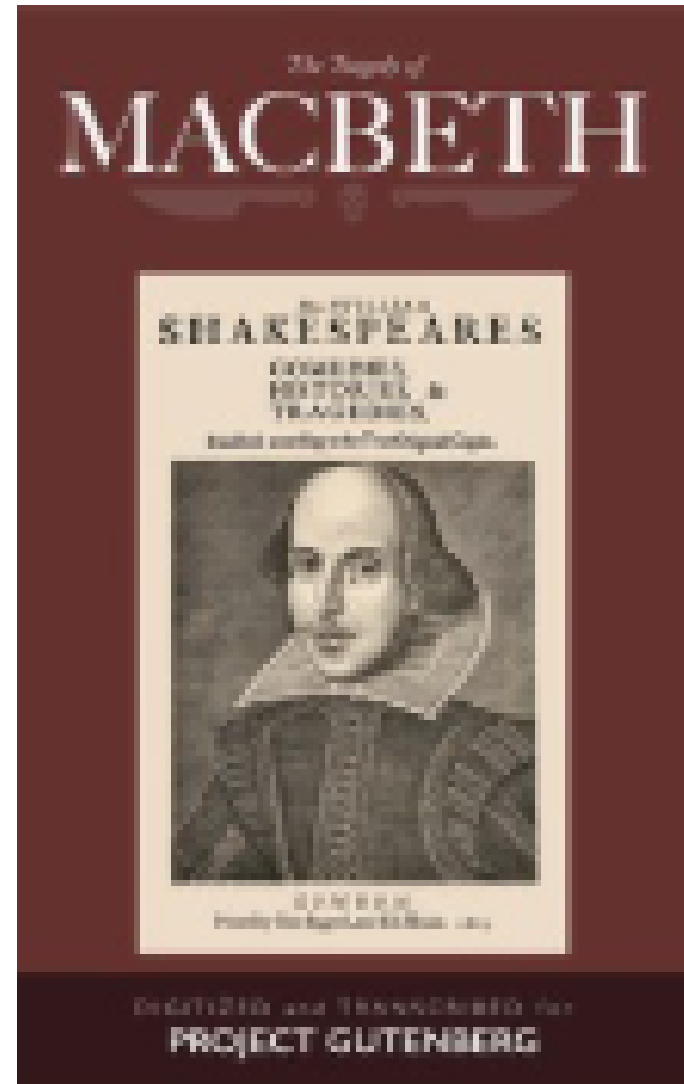
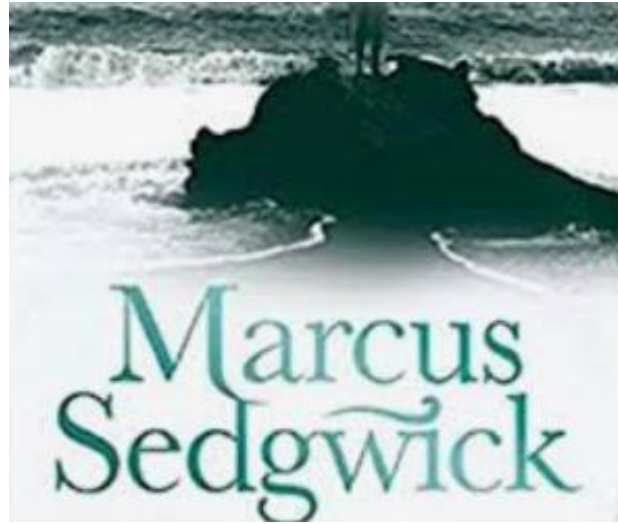


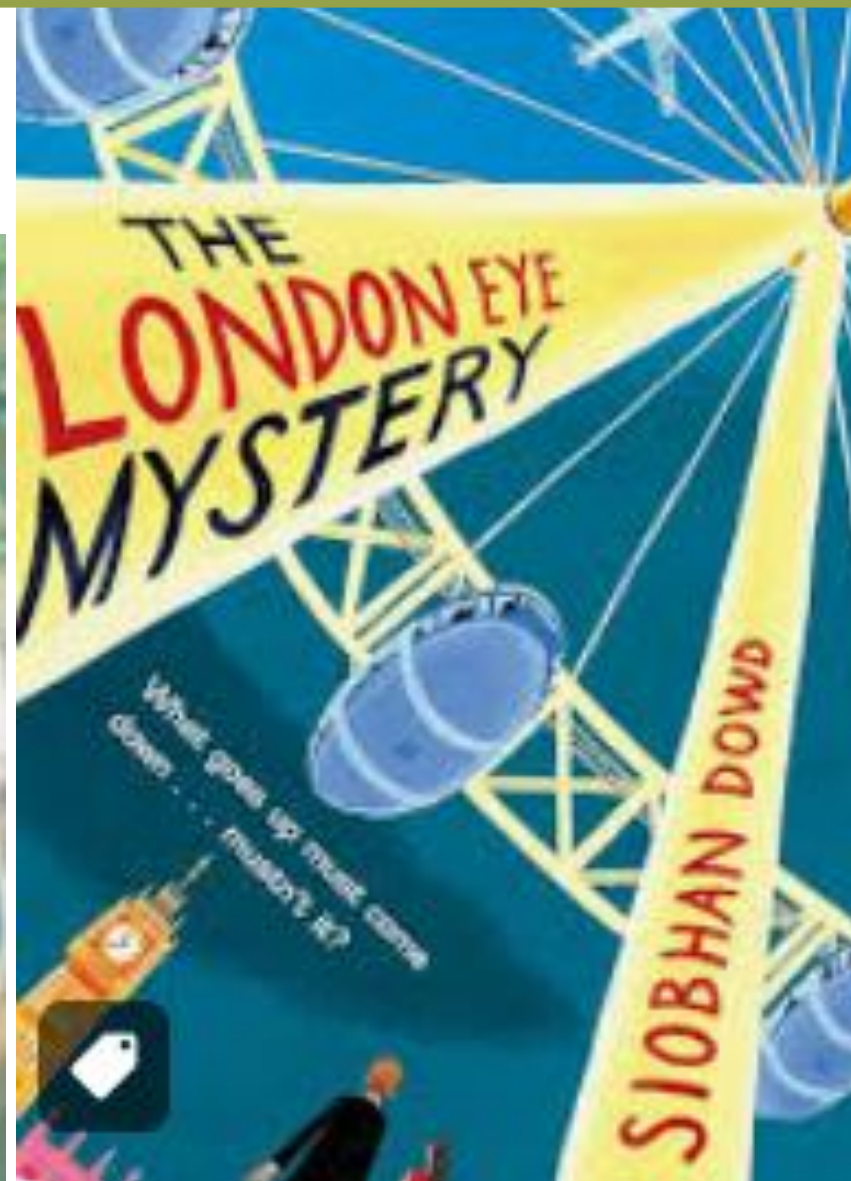
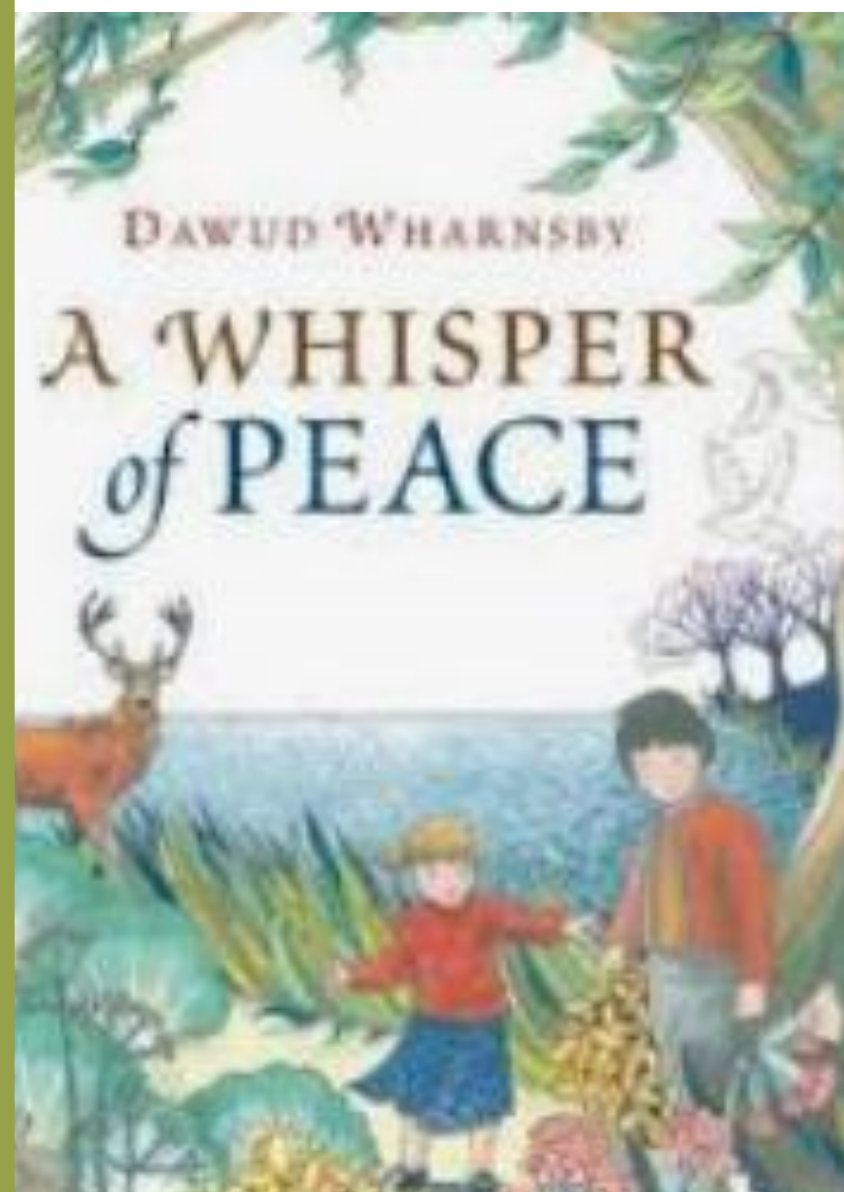














# Writing exemplification KS2

One freezing, dark night in a creepy, small village. Parents were scared because they knew...  
...STARJICK was coming! The snow was as deep as the sea. Every winter a bony, kidnapping beast named Starjick <sup>comes to the village</sup> kidnaps lots of children.  
In the morning Ivar's brother was gone. Ivar felt so worried! Ivar opened the ~~cupboard~~ cupboard and grabbed a loaf of bread to start his adventure.

Children experiment with writing using different features, e.g. suspense, figurative language (similes and metaphors). This may not always be successful.

Careful consideration is given to vocabulary, using the Year 3 word list to broaden vocabulary. Descriptions reflect this.

Five hundred years after dinosaurs were extinct, there lived a hardworking person, who was known as Wee-Long. Wee-Long was a helpful and caring person but unfortunately Wee-Ting (his boss) was the opposite. This meant he was selfish and bossy.

Wee-Ting owned a gigantic house but sadly Wee-Long had to work for his horrible boss. This horrible man lived in a big city in China. The city was always busy and most of the time it was colourful except when darkness came. When the darkness came it was as dark as charcoal.

One magical day, a message arrived from the massive palace. Once Wee-Ting found out there was a book contest he shouted "Get me my best author to write me the best book in the world!" He started to laugh loudly. "But that's cheating," whispered a quiet, quiet voice in the distance. "I do not

Description may be literal.

Links between sentences are there but may lack pronouns.

Last night there was a loud noise. I woke up outside my window. I was all alone. I felt terrified and alone. The thunder was clapping and all of the trees were dancing. I could hear the wolves howling outside. I could feel the house shaking every minute.  
I woke up early in the morning to find my dad wasn't in the house and my mum told me that I had to take a cake to my grandma who was ill. My mum told me not to go through the forest but I wanted to get back home to see my dad.

Creating setting and plot descriptions in narratives

# Writing exemplification KS2

Expressing time, place and cause using connectives

Monday  
This morning I woke up and I had my English  
breakfast as before I had my English  
cooked sausages. After my break I went out to  
try out for the school. I had Marge & I really  
strutted my stuff and really impressed  
the judges. I think I made it. I'm not sure  
because I tripped a bit on the first note.  
This afternoon I sat on the couch and watch  
Some Pointless and Eastenders. After that I got  
into my nice, snug bed since I was tired  
and it was 21:30 pm.

The Year 3 and 4 conjunctions  
are used in the child's writing  
with a good level of  
consistency.

After that, the coach took off and in an instant  
we were at the fabulous place, Cadbury World. As soon  
as we arrived, I exploded with happiness. Meanwhile, we  
were waiting for the tickets to be ordered. Then we  
walked into a room, the first thing we saw was  
where chocolate originated. He saw a man dressed as  
a pirate, he told us <sup>the history of chocolate</sup> how chocolate was made. While  
we were watching the chocolate being made, we also  
tasted some. It was lovely! Soon, we went on a slow  
ride which wasn't scary at all.

There may be  
some errors/  
incorrect use.



# Year 4 Writing – National Curriculum

- Plan, draft, write & edit
- Use paragraphs around a theme
- Create settings, characters & plots
- Vocabulary & grammar: fronted adverbials, conjunctions, present perfect
- Punctuation: speech marks, commas, apostrophes
- Spelling: prefixes, suffixes, homophones, word lists
- Handwriting: joined, legible, consistent

# How We Support Writing at Our School

- We support children by breaking lessons down into:
- Grammar lessons
- Vocabulary lessons
- Planning and discussion
- Role play
- Drawing the setting
- Discussing characters
- Building understanding for creative writing

## Y4 Story Writing: Traditional Tale Example Text Annotated Grammar, Punctuation and Spelling Features

### Anansi and the Bottled Laughter

It was a typical morning on the island.<sup>14</sup> The gorgeous orange sun<sup>6</sup> began to rise and illuminate<sup>13</sup> the waves as they lapped onto the golden sands.<sup>6</sup> The palm tree leaves swayed gently as they were tickled by the warm Caribbean air. Anansi was enjoying his usual morning swim while singing his favourite<sup>14</sup> song.

'Anansi is the best, Anansi is the best, the greatest trickster ever and I'm never going to rest.' His<sup>5</sup> eight<sup>14</sup> spindly legs and arms were<sup>2</sup> getting slightly tangled as he<sup>5</sup> jiggled and splashed towards the golden shore.<sup>6</sup>

As Anansi sat down on the beach for a moment's rest,<sup>7</sup> he<sup>5</sup> overheard some of the villagers discussing a naughty<sup>14</sup> trick that Mr Hyena had played. They were<sup>2</sup> speaking of him<sup>5</sup> in adoration.<sup>11</sup>

'I think that Mr Hyena is an even better trickster than Anansi. Have you heard<sup>14</sup> about the strange<sup>14</sup> trick that he<sup>5</sup> played last night in the village?' gossiped one of the women.<sup>14</sup> and<sup>9</sup>

'It was<sup>2</sup> probably the best trick I've ever seen. Mr Hyena is as cunning as a fox,' replied one of the other villagers.<sup>9</sup>

Depressed,<sup>7</sup> Anansi stomped back to his spacious web beside the banana fruit<sup>14</sup> tree<sup>8</sup> with his head hung low. He<sup>5</sup> disliked<sup>10</sup> the fact that the people of St. Lucia thought<sup>14</sup> Mr Hyena to be slyer than him so he needed to think of a solution<sup>11</sup>, and fast. Anansi idly<sup>13</sup> tapped his eight legs on the silky thread<sup>6</sup> of his<sup>5</sup> web, and being the most cunning prankster on the island it wasn't long before he had thought<sup>14</sup> of a plan. Grinning slyly<sup>11</sup> to himself,<sup>7</sup> Anansi waited until the sun<sup>12</sup> rose to put his special<sup>14</sup> plan into action and while he waited, he<sup>5</sup> sang his song.

'Anansi is the best, Anansi is the best, the greatest trickster ever and I'm never going to rest.'

The next morning,<sup>7</sup> Anansi eagerly ran<sup>2</sup> in the direction<sup>11</sup> of the village, concealing on his back a small glass bottle with a cork stopper.<sup>6</sup> It wasn't long until he met<sup>2</sup> Mr Hyena walking down the same dusty lane.

'Mr Hyena, I would like to share with you the funniest joke you will ever hear,' called Anansi smiling to himself.<sup>9</sup> Intrigued,<sup>7</sup> Mr Hyena bent towards Anansi and the spider shared his joke quietly<sup>13</sup> in the other creature's ear. A cackle of laughter filled the air as Mr Hyena giggled uncontrollably<sup>11</sup> at Anansi's silly joke. While Mr Hyena was rolling on the ground in fits of hysterics,<sup>7</sup> Anansi uncorked his bottle and scooped up the animal's laughter. It was Anansi who then began to chuckle. As he crept away,<sup>7</sup> he muttered under his breath, 'That was just too easy'. When he had left Mr Hyena far behind,<sup>7</sup> he once again burst into song.

All text: full range of spelling, grammar and punctuation features that have been used in previous year groups shown throughout, including adverbs, prepositions and conjunctions to express time, place and cause; correct tense use and subordinate clauses

<sup>2</sup> standard verb inflections consistently used, e.g. we were, not we was, I did, not I done, etc.

<sup>3</sup> writing organised into paragraphs around a theme

<sup>4</sup> creates settings, characters and plot in narrative

<sup>5</sup> nouns or pronouns used appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.

<sup>6</sup> noun phrases expanded by the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair

<sup>7</sup> fronted adverbials used, e.g. As quick as a flash, Last weekend, etc. followed by a comma

<sup>8</sup> possessive apostrophes used accurately for plural possession, e.g. girls' toilets, children's toys, etc.

<sup>9</sup> uses all the necessary punctuation in direct speech

<sup>10</sup> prefix words spelt correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.

<sup>11</sup> suffix words spelt correctly, e.g. usually, poisonous, adoration, etc.

<sup>12</sup> homophones spelt correctly, e.g. which and witch

<sup>13</sup> knowledge of word families used to aid spelling

<sup>14</sup> Y3/Y4 statutory spelling words

Piece C: Explanation	Key
Following a science topic on health, during which pupils had written an explanation of how the heart works, they selected a topic about which they had both knowledge and personal experience in order to write their own explanatory text.	[C] composition [GP] grammar and punctuation [T] transcription

This piece, tracing the development of pointe ballet shoes, draws upon independent research and personal experience. The title suggests an explanation, drawing on the language of one of Kipling's 'Just So' stories. The text itself, however, is written in the style of a non-fiction book. The touches of personal comment within it convey a sense of enthusiasm for the topic.

Historical and technical information has been précised to provide a formal explanation of how ballet shoes developed, are made and used.

The ideas are organised into well-developed paragraphs, each with a clear topic. A labelled diagram supports the explanation further. The more informal second person address to the reader and the first person commentary effectively link the opening and concluding paragraphs.

Throughout the piece, shifts between the more formal explanation and informal asides to the reader, which draw on the writer's personal experience, are well managed.

Cohesion is achieved through the use of adverbials (*Meanwhile; consequently; Occasionally; Now*) to signpost the route through the detailed information; appropriate use of past or present tense to signal the shifts between historical account and present-day information; and pronoun links (*Pointe shoes...these shoes...They; This exact thing*) also avoid repetition.

[C]

## How Pointe Shoes Came To Be

Have you every wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story it is.

Pointe shoes are what makes dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they then started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful pad de duex (a solo dance with one man and one woman) but in some ballets men go on pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.

Opening with a rhetorical question helps to draw the reader into the text, setting a question that will be answered through later reading. An appropriate level of informality is achieved by direct address to the reader through the use of the second person (*you*) followed by a command (*keep on reading*), common features of interactive non-fiction texts published for children.

[C]

The fronted adverbial emphasises the prettiness of the shoes. By delaying the subject of this sentence, Frankie avoids repetition of the 'shoes' at the start of each sentence.

[GP]

The use of the passive form and impersonal constructions (*were invented, are traditionally worn, there is an all male ballet company*) show an assured and conscious control over the level of formality that is appropriate for this type of writing. A hyphen should be inserted in 'all-male'.

[GP]

Appropriate use of technical vocabulary gives a reader confidence in the writer's authority. An explanation in brackets shows Frankie's awareness of the reader.

[C]

Piece B: Description	Key
As part of a focus on autobiography, pupils researched accounts of key moments in the lives of performers such as Olympic athletes and musicians. They then selected a particular performance or competition and described in detail the opening moments of their chosen event.	[C] composition [GP] grammar and punctuation [T] transcription

This first-person narrative captures the tension and drama of the moments immediately before the dancer goes on stage.

The present tense, including the progressive, in the first two paragraphs conveys the immediacy of the situation.

Frankie's stylistic choices in this piece appear to draw on the language used in many high-quality children's novels written as first-person narratives. The tense, but excited atmosphere and the dancer's feelings are shared across the 3 paragraphs through the minute recording of physical sensations (*an unexpected flutter*); the inclusion of vivid backstage description (*tall skinny girls chattering and giggling*); and the relief in the final sentence that, at last, the wait is over.

Repetition (*My racing heart; My name; My stomach; my fingertips*) and thematically-linked vocabulary choices (*applause, crowd, erupted*) support cohesion.

[C]

## The Applause

I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. But but all I can think of is the stage and the applause. My racing heart thuds underneath my silky tutu. Thud. Thud. Thud.

Then suddenly the stage director is at the door, calling my name. My name. My stomach gives an unexpected flutter and I take a deep breath. As the stage door swings open, I tell myself everything will be ok – nothing could possible go wrong – I have been training for this since the age of three. Tall Bulky men with headsets and clipboards

keep ushering me into the right direction. Half of me wants to run onto stage and dance my heart out but there is also apart of me that wants to go and hide away. Adrenaline was is circling its way around my body and rushing into my fingertips.

Controlled multi-clause sentence consists of 3 co-ordinated clauses, separated by a semi-colon and a dash, to introduce and orchestrate all the elements of the crowded scene.

[GP]

Single-word sentences help to build tension. This is followed by 'then suddenly', interrupting the thoughts of the reader and quickly moving the action on.

[C]

Single-clause sentence and repetition of vocabulary build tension and underline the importance of the dancer being called to the stage.

[GP]

Expanded noun phrases (*my racing heart, bulky men with headsets and clipboards*) and precise choice of verbs (*bustling, ushering, circling, rushing*) create effective compressed description and convey detail economically.

[GP]



## Key stage 2 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 2](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

### 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.<sup>1</sup>

### 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<sup>^</sup> (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.<sup>2</sup>

### Working at greater depth

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<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>



### Question

1) Write these numbers using numerals

- a) Three hundred and seven
- b) Nine hundred and ninety
- c) Six hundred and eighty eight
- d) Two hundred and forty nine
- e) Eight hundred and fifty
- f) One hundred and three

### Question

2) 546

- a) What is ten more than this number?
- b) What is one hundred more than this number?

### Question

3) Compare these numbers using  $<$  or  $>$ :

- a) 987 \_\_\_\_ 897
- b) 566 \_\_\_\_ 565
- c) 451 \_\_\_\_ 541
- d) 877 \_\_\_\_ 888
- e) 269 \_\_\_\_ 962
- f) 311 \_\_\_\_ 333

### Question

4) Put these numbers in order from smallest to largest:

658   346   585   856   463   634   588

## Maths – KS2

### Question

5) Find ten more and ten less than each number:

a) \_\_\_ 765 \_\_\_

b) \_\_\_ 629 \_\_\_

c) \_\_\_ 898 \_\_\_

d) \_\_\_ 502 \_\_\_

### Question

6) Continue this number sequence:

8 16 24 \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_

### Question

9) In this number sequence, ten is added each time.

Fill in the missing numbers:

712 722 732 \_\_\_ \_\_\_ \_\_\_ \_\_\_ 792

### Question

10) If you were counting in multiples of 4, what number would come after...

a) 16?

d) 40?

b) 24?

e) 4?

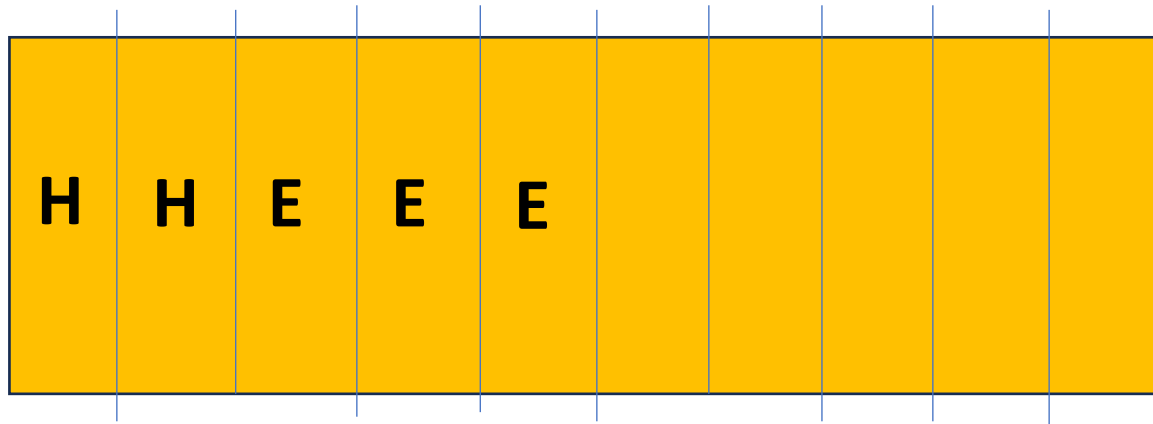
c) 32?

f) 12?

## Maths – KS2

Solve problems involving fractions.

30. A cake is divided into 10 slices. Harry takes 2 slices and Emily takes 3. Write what fraction of the cake is left.



**$5/10$  or  $1/2$**

31. Lucy has  $\frac{1}{4}$  of £400. Jack has  $\frac{3}{4}$  of £200. Who has the most money?

**4 parts of 400  
Each part = 100**

**4 parts of 200  
Each part = 50  
 $50+50+50 = 150$**

Textbook A

Week 1	<a href="#">Unit 1: Place value - 4-digit numbers (1)</a> 8 Lessons
Week 2	
Week 3	<a href="#">Unit 2: Place value - 4-digit numbers (2)</a> 8 Lessons
Week 4	<a href="#">Unit 3: Addition and subtraction</a> 16 Lessons
Week 5	
Week 6	
Week 7	

Textbook B

Week 1	<a href="#">Unit 6: Multiplication and division (2)</a> 16 Lessons
Week 2	
Week 3	
Week 4	<a href="#">Unit 7: Length and perimeter</a> 6 Lessons
Week 5	<a href="#">Unit 8: Fractions (1)</a> 9 Lessons
Week 6	
Week 7	

Textbook C

Week 1	<a href="#">Unit 11: Decimals (2)</a> 7 Lessons
Week 2	<a href="#">Unit 12: Money</a> 6 Lessons
Week 3	
Week 4	<a href="#">Unit 13: Time</a> 5 Lessons
Week 5	<a href="#">Unit 14: Geometry - angles and 2D shapes</a> 8 Lessons
Week 6	<a href="#">Unit 15: Statistics</a> 6 Lessons
Week 7	

Week 6		Week 6		Week 6	<a href="#">Unit 15: Statistics</a> 6 Lessons
Week 7	<a href="#">Unit 4: Measure - area</a> 5 Lessons	Week 7	<a href="#">Unit 9: Fractions (2)</a> 8 Lessons	Week 7	
Week 8		Week 8		Week 8	<a href="#">Unit 16: Geometry - position and direction</a> 6 Lessons
Week 9	<a href="#">Unit 5: Multiplication and division (I)</a> 12 Lessons	Week 9	<a href="#">Unit 10: Decimals (I)</a> 12 Lessons	Week 9	
Week 10		Week 10		Week 10	

Week 1	<a href="#">Unit 1: Place value within 1,000,000 (1)</a> 8 Lessons	Week 1	<a href="#">Unit 7: Multiplication and division (2)</a> 10 Lessons	Week 1	<a href="#">Unit 12: Geometry - properties of shapes</a> 12 Lessons
Week 2		Week 2		Week 2	
Week 3	<a href="#">Unit 2: Place value within 1,000,000 (2)</a> 6 Lessons	Week 3	<a href="#">Unit 8: Fractions (3)</a> 7 Lessons	Week 3	<a href="#">Unit 13: Geometry - position and direction</a> 6 Lessons
Week 4	<a href="#">Unit 3: Addition and subtraction</a> 12 Lessons	Week 4	<a href="#">Unit 9: Decimals and percentages</a> 15 Lessons	Week 4	<a href="#">Unit 14: Decimals</a> 15 Lessons
Week 5		Week 5		Week 5	



Week 6	<a href="#">Unit 4: Multiplication and division (I)</a> 10 Lessons	Week 6		Week 6	
Week 7		Week 7	<a href="#">Unit 10: Measure - perimeter and area</a> 8 Lessons	Week 7	
Week 8	<a href="#">Unit 5: Fractions (I)</a> 8 Lessons	Week 8		Week 8	<a href="#">Unit 15: Negative numbers</a> 4 Lessons
Week 9		Week 9	<a href="#">Unit 11: Graphs and tables</a> 6 Lessons	Week 9	<a href="#">Unit 16: Measure - converting units</a> 10 Lessons
Week 10	<a href="#">Unit 6: Fractions (2)</a> 11 Lessons	Week 10		Week 10	
Week 11		Week 11		Week 11	<a href="#">Unit 17: Measure - volume</a> 3 Lessons



## Unit 10

### Decimals 1

10 ÷ 2 = 5  
10 ÷ 10 = 1  
10 ÷ 5 = 2

**Starter**  
Pages 178-179

### Tenths as fractions

Discover

**1. Tenths as fractions**  
Pages 180-183

### Tenths as decimals

Discover

**2. Tenths as decimals**  
Pages 184-187

### Tenths on a place value grid

Discover

**3. Tenths on a place value grid**  
Pages 188-191

### Tenths on a number line 1

Discover

**4. Tenths on a number line (1)**  
Pages 192-195

### Tenths on a number line 2

Discover

**5. Tenths on a number line (2)**  
Pages 196-199

### Divide 1 digit by 10

Discover

10 ÷ 2 = 5  
10 ÷ 10 = 1  
10 ÷ 5 = 2

**6. Divide 1 digit by 10**  
Pages 200-203

### Divide 2 digits by 10

Discover

**7. Divide 2 digits by 10**  
Pages 204-207

### Hundredths as fractions

Discover

**8. Hundredths as fractions**  
Pages 208-211

### Hundredths as decimals

Discover

**9. Hundredths as decimals**  
Pages 212-215

### Hundredths on a place value grid

Discover

**10. Hundredths on a place value grid**  
Pages 216-219

### Divide 1 or 2 digits by 100

Discover

**11. Divide 1 or 2 digits by 100**  
Pages 220-223

# Spellings in Year 3 and Year 4

## 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	

[https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf)

## **Next Steps:**

**Please read with your child regularly and try to fill in the Reading Records on GC**

**Encourage your child to speak with you daily about their learning**

**Support your child with their home learning**

**Practise spellings and arithmetic weekly**

**For any queries, please speak with your child's class teacher, and then phase leader**