

Years 3, 4, 5 and 6 Curriculum Information for Parents

Reading & Writing

Statutory Assessments



Year 4 – Multiplication Tables Check

***June 2026**

**Year 6 – End of Key Stage 2 Assessments
Reading, Writing and Mathematics**

***May 2027**

Guided Reading



All pupils will have access to an online guided reading record. This will be posted in the same assignment as the homework on Google Classroom. **Refer to home learning document*

All children should be reading daily for at least 20 minutes.

The reading record will contain your child's current reading targets. KS2 – A reading record will be uploaded every 2 weeks.

Please leave comments about your child's reading and how they are progressing with their reading targets.

Guided Reading

During Guided Reading sessions we focus on key reading skills:

Word Reading

R – Recall and Retrieval

E – Exploring

A – Analysis

D – Deduction and Inference

Teacher and Support staff work with groups of children to carry out 1:1 reading with each pupil during the week.

Children also complete grammar & punctuation, spellings and comprehension tasks during guided reading sessions

Guided Reading



Children have friendly reading targets to help them acquire reading skills

RAYAN RETRIEVER



- Can summarise the main points in a text.
- Is beginning to skim read texts to gather the general impression of what has been written.
- Is beginning to scan texts to locate specific information.
- Is able to quote directly from the text to answer questions.
- Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.

ELIZA EXPLORER



- Can identify language the author has chosen to use to capture the reader's interest and imagination.
- Can identify language the author has chosen to create images and build mood and tension.
- Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.

Hujjat R.E.A.Ders - Year 3

Guided Reading



Children have friendly reading targets to help them acquire reading skills

AMINA ANALYST



- Understands the purpose of a paragraph/chapter (i.e. the way in which writers use paragraphs and chapters to group related ideas together).
- Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index.
- Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).

DAWUD DETECTIVE



- Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level).
- Can explain how and why main characters act in certain ways, using evidence from the text.
- Can make plausible predictions based on knowledge from/of the text and wider connections.
- Can identify reasons for actions and events based on evidence in the text.
- When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.
- Can sometimes use clues from action, description and dialogue to help establish meaning.
- Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act.
- Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word.

Hujjat R.E.A.Ders - Year 3

Year 3 Reading Targets

Hujjat R.E.A.Ders



Word reading

	Criteria	Date Achieved?	
1	Can read all the Y1/2) and some Y4/5 high frequency words.		
2	Can read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, widening knowledge of vocabulary).		
3	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue.		

RAYAN RETRIEVER



Recall and retrieval (R)

RAYAN RETRIEVER



	Criteria	Date Achieved?	
1	Can summarise the main points in a text.		
2	Is beginning to skim read texts to gather the general impression of what has been written.		
3	Is beginning to scan texts to locate specific information.		
4	Is able to quote directly from the text to answer questions.		
5	Is beginning to use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.		

ELIZA EXPLORER



Exploring the author's language and point of view-(E)

ELIZA EXPLORER



	Criteria	Date Achieved?	
1	Can identify language the author has chosen to use to capture the reader's interest and imagination.		
2	Can identify language the author has chosen to create images and build mood and tension.		
3	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.		

AMINA ANALYST



Analysis of structure and organisation - (A)

AMINA ANALYST



	Criteria	Date Achieved?	
1	Understands the purpose of a paragraph/chapter (I.e. the way in which writers use paragraphs and chapters to group related ideas together).		
2	Can confidently use knowledge of the alphabet to locate information in, for example, a dictionary or index.		
3	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).		

DAMUD DETECTIVE



Deduction and inference (D)

DAMUD DETECTIVE



	Criteria	Date Achieved?	
1	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level).		
2	Can explain how and why main characters act in certain ways, using evidence from the text.		
3	Can make plausible predictions based on knowledge from/of the text and wider connections (e.g. other texts on same theme; other texts by same author; a personal connection the child makes; a connection the child makes to wider experiences).		
4	Can identify reasons for actions and events based on evidence in the text.		
5	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.		
6	Can sometimes use clues from action, description and dialogue to help establish meaning.		
7	Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and the way they act.		
8	Can explore potential meanings of ambitious vocabulary read in context using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word.		

Guided Reading targets Year 3

Guided Reading



Children have friendly reading targets to help them acquire reading skills

RAYAN RETRIEVER



- Can skim read texts to gather the general impression of what has been written.
- Can summarise and explain main points in a text.
- Can scan texts to locate specific information.
- Can refer to the text to support opinions and predictions.
- Is able to quote directly from the text to support thoughts and discussions.
- Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.

ELIZA EXPLORER



- Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs.
- Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings.
- Can identify the author's choice of language and its effect on the reader in non-fiction texts.
- Can discuss the work of some established authors and knows what is special about their work.

Hujjat R.E.A.Ders - Year 4

Guided Reading



Children have friendly reading targets to help them acquire reading skills

AMINA ANALYST



- Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.
- Is beginning to identify differences between some different fiction genres.
- Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraphs or chapters in fiction.
- Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.

DAWUD DETECTIVE



- Can use clues from action, description and dialogue to help establish meaning.
- Can work out the meanings of ambitious words and/or phrases in context.
- Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
- Can sometimes explain different characters' points of view.
- Can identify the point of view from which a story is told.
- Is beginning to recognise how a character is presented in different ways and respond to this with reference to the text.
- Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act.

Hujjat R.E.A.Ders - Year 4

Year 4 Reading Targets

Hujjat R.E.A.Ders



Word reading

	Criteria	Date Achieved?
1	Can read some Y4/5 high frequency words.	
2	Can read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation, including ... () - .	
3	Can read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting.	

BARAN RETRIEVER



Recall and retrieval (R)

BARAN RETRIEVER



	Criteria	Date Achieved?
1	Can skim read texts to gather the general impression of what has been written.	
2	Can summarise and explain main points in a text.	
3	Can scan texts to locate specific information.	
4	Can refer to the text to support opinions and predictions.	
5	Is able to quote directly from the text to support thoughts and discussions.	
6	Can use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.	

ELIZA EXPLORER



Exploring the author's language and point of view-(E)

ELIZA EXPLORER



	Criteria	Date Achieved?
1	Can identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs.	

2	Can sometimes discuss how a text can affect the reader and the language the author has used to create those feelings.	
3	Can identify the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	
4	Can discuss the work of some established authors and knows what is special about their work.	

AMINA ANALYST



Analysis of structure and organisation - (A)

AMINA ANALYST



	Criteria	Date Achieved?
1	Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.	
2	Is beginning to identify differences between some different fiction genres.	
3	Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraphs or chapters in fiction.	
4	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	

DAVID DETECTIVE



Deduction and inference (D)

DAVID DETECTIVE



	Criteria	Date Achieved?
1	Can use clues from action, description and dialogue to help establish meaning.	
2	Can work out the meanings of ambitious words and/or phrases in context.	
3	Is beginning to explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	
4	Can sometimes explain different characters' points of view.	
5	Can identify the point of view from which a story is told.	
6	Is beginning to recognise how a character is presented in different ways and respond to this with reference to the text.	
7	Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way	

Guided Reading targets Year 4

Guided Reading



Children have friendly reading targets to help them acquire reading skills

RAYAN RETRIEVER



- Can skim and scan to identify key ideas in a text.
- Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.
- Can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence.
- Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.

ELIZA EXPLORER



- Can identify and discuss where figurative language creates images.
- Can distinguish between fact and opinion.
- Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.
- Can discuss how a text may affect the reader and refer back to the text to back up a point of view.
- Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.
- Can justify preferences in terms of authors' styles and themes.
- Can discuss the difference between literal and figurative language and the effects on imagery.
- Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).
- Can identify why a long-established novel, poem or play may have retained its lasting appeal.

Hujjat R.E.A.Ders - Year 5

Guided Reading



Children have friendly reading targets to help them acquire reading skills

AMINA ANALYST



- Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.
- Is beginning to identify differences between some different fiction genres.
- Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.
- Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.

DAWUD DETECTIVE



- Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
- Can clarify the meaning of unknown words from the way they are used in context.
- Can identify the point of view from which a story is told.
- Can discuss how an author builds a character through dialogue, action and description.
- Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
- Can infer and deduce meaning based on evidence drawn from different points in the text.
- Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.

Hujjat R.E.A.Ders - Year 5



Year 5 Reading Targets Hujjat R.E.A.Ders



Word reading

	Criteria	Date Achieved?
1	Can read all the Y4/5 (P5/6) high frequency words.	
2	Can read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation.	

RAFIK RETRIEVER



Recall and retrieval (R)

RAFIK RETRIEVER



	Criteria	Date Achieved?
1	Can skim and scan to identify key ideas in a text.	
2	Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.	
3	Can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence.	
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.	

ELIZA EXPLORER



Exploring the author's language and point of view (E)

ELIZA EXPLORER



	Criteria	Date Achieved?
1	Can identify and discuss where figurative language creates images.	
2	Can distinguish between fact and opinion.	
3	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.	
4	Can discuss how a text may affect the reader and refer back to the text to back up a point of view.	
5	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.	
6	Can justify preferences in terms of authors' styles and themes.	

7	Can discuss the difference between literal and figurative language and the effects on imagery.		
8	Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).		
9	Can identify why a long-established novel, poem or play may have retained its lasting appeal.		

AMINA ANALYST



Analysis of structure and organisation - (A)

AMINA ANALYST



	Criteria	Date Achieved?
1	Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.	
2	Is beginning to identify differences between some different fiction genres.	
3	Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.	
4	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	

DAWUD DETECTIVE



Deduction and inference (D)

DAWUD DETECTIVE



	Criteria	Date Achieved?
1	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	
2	Can clarify the meaning of unknown words from the way they are used in context.	
3	Can identify the point of view from which a story is told.	
4	Can discuss how an author builds a character through dialogue, action and description.	
5	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.	
6	Can infer and deduce meaning based on evidence drawn from different points in the text.	
7	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.	

Guided Reading targets Year 5

Guided Reading



Children have friendly reading targets to help them acquire reading skills

RAYAN RETRIEVER



- Can skim and scan to identify key ideas in a text.
- Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.
- Can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence.
- Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.

ELIZA EXPLORER



- Can identify and discuss where figurative language creates images.
- Can distinguish between fact and opinion.
- Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.
- Can discuss how a text may affect the reader and refer back to the text to back up a point of view.
- Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.
- Can justify preferences in terms of authors' styles and themes.
- Can discuss the difference between literal and figurative language and the effects on imagery.
- Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).
- Can identify why a long-established novel, poem or play may have retained its lasting appeal.

Hujjat R.E.A.Ders - Year 6

Guided Reading



Children have friendly reading targets to help them acquire reading skills

AMINA ANALYST



- Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.
- Can begin to identify differences between some different fiction genres.
- Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.
- Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.

DAWUD DETECTIVE



- Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
- Can clarify the meaning of unknown words from the way they are used in context.
- Can identify the point of view from which a story is told.
- Can discuss how an author builds a character through dialogue, action and description.
- Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.
- Can infer and deduce meaning based on evidence drawn from different points in the text.
- Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.

Hujjat R.E.A.Ders - Year 6

Year 6 Reading Targets

Hujjat R.E.A.Ders



Word Reading

	Criteria	Date Achieved
1	Can read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account.	



Recall and retrieval (R)



	Criteria	Date Achieved
1	Can skim and scan to identify key ideas in a text.	
2	Can summarise and explain the main points in a text, referring back to the text to support and clarify summaries.	
3	Can justify and elaborate on thoughts, feelings, opinions and predictions, referring back to the text for evidence.	
4	Can locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.	



Exploring the author's language and point of view (E)



	Criteria	Date Achieved
1	Can identify and discuss where figurative language creates images.	
2	Can distinguish between fact and opinion.	
3	Can talk with friends about texts and listen to the opinions of others in order to share text recommendations and widen understanding of the world.	
4	Can discuss how a text may affect the reader and refer back to the text to back up a point of view.	

5	Can compare and discuss different texts to discover how they are similar and how they differ in terms of character, setting, plot, structure and themes.	
6	Can justify preferences in terms of authors' styles and themes.	
7	Can discuss the difference between literal and figurative language and the effects on imagery.	
8	Can sometimes recognize the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).	
9	Can identify why a long-established novel, poem or play may have retained its lasting appeal.	



Analysis of structure and organisation (A)



	Criteria	Date Achieved
1	Can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.	
2	Is beginning to identify differences between some different fiction genres.	
3	Can use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.	
4	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	



Deduction and inference (D)



	Criteria	Date Achieved
1	Can explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	
2	Can clarify the meaning of unknown words from the way they are used in context.	
3	Can identify the point of view from which a story is told.	
4	Can discuss how an author builds a character through dialogue, action and description.	
5	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.	
6	Can infer and deduce meaning based on evidence drawn from different points in the text.	
7	Can read between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking or feeling.	

Reading in Year 3

Who's a Clever Girl, Then?

Rose Impey

1 Once upon a time, and not so very long ago, a little girl was walking to school. She was a sensible sort of girl, who could make her own packed lunch and do her mum's shopping without losing the change. She was also far too sensible to talk to strange men whom she met in the street, especially ones with peg-legs, scars on their faces, patches over their eyes and scruffy parrots on their shoulders. So when she saw four strange characters fitting this description, she quickly turned the other way and kept on walking.

10 But the pirates had seen *her*. She was just what they were looking for.

12 "You look a sensible little girl," growled the biggest pirate, who was called Jake. "We want a sensible little girl like you to join our gang, don't we, lads?"

15 "Yes, yes," agreed the rest of the gang, covering their mouths to hide their smiles.

17 "We're rough, tough pirates and we sail the sea in a mighty, fine pirate ship. We have rare adventures, don't we, lads?" boasted Jake.

20 "Oh yeah, yeah," said the rest of the gang. They didn't seem quite so sure about this.

22 "All we need is for you to join us, then we can go off on raids. Isn't that right, lads?" said Jake.

24 "Yes! Yes!" they agreed, more strongly this time, again covering their mouths to hide their smiles.

26 Now the little girl knew better than to listen to this kind of story from such wicked-looking villains. She knew they were up to no good. But the idea of having an adventure was far too tempting to miss. She didn't exactly stop, but she walked on more slowly.

1 Find and copy two things we learn about the girl in the first two sentences.

2 "We have rare adventures, don't we, lads?" boasted Jake (paragraph 5). Tick the word that is closest in meaning to "rare" in this sentence. Tick **one**.

valuable not well cooked extraordinary few

3 What do you think the little girl thought when she saw the four strange men?

4 a) Which word did the author use to describe the parrots the men had?

b) Why do you think the author used that word?

5 a) Who do you think was the pirate leader?

b) Explain why you think that.

6 Tick the best summary of what we know about the little girl. Tick **one**.

The little girl was going shopping for her mum to buy things for her packed lunch. She thought the pirates wanted to take the change away from her, so she kept on walking.

The sensible little girl wanted to go on an adventure with the pirates. She had her packed lunch already made so she asked the pirates if she could go with them.

The sensible little girl knew what she should do. She should keep on walking to school. However, she was very tempted by the idea of an adventure so she slowed down to hear more about it.

7 "covering their mouths to hide their smiles" (paragraph 4). What does this tell you about the pirates?

8 Why does this text have so many paragraphs? Tick **one**.

There are lots of different events. There is a lot of dialogue (speaking).

There are lots of different pirates. The action happens in lots of different places.

9 Do you think the little girl will join the pirates? Yes No

Explain your answer.

2b

1 mark

2a

1 mark

2d

1 mark

2a/2a

2 marks

2d

2 marks

2c

1 mark

2d

1 mark

2f

1 mark

2e

1 mark

Reading in Year 4

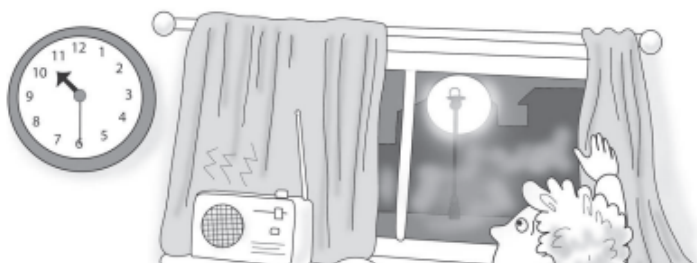
The Better Brown Stories

Allan Ahlberg

Brian Brown, who had no dog of his own, nevertheless knew more about dogs than any boy in Snuggleton. His room was full of dog books; in school even the teacher had come to rely on his superior knowledge. At home, Brian did his share of the Hoovering and often boiled eggs for the family breakfast. All he asked for in return was a dog or, more particularly, a puppy. His thoughtless parents, however, refused to consider it and his apathetic sister was no help either. Brian endured the situation with dignity. As time went by, he slowly covered the walls of his room with dog pictures, collected cheap sets of dog cards whenever he went to an antique fair ... and waited.

It was half-past ten on a cool May night ... Brian ate a sandwich at the kitchen table and listened to the radio. Suddenly there was a newsflash: "WE INTERRUPT THIS PROGRAMME TO REPORT ANOTHER MISSING DOG IN SNUGGLETON." It was the Plumber's Pekinese, apparently. The police were at the scene of the crime in Roman Road. Owners were again advised to check the whereabouts of their dogs and warned to "STAY INDOORS".

Brian wandered over to the window. His cool yet curiously reckless mind was considering this business of the missing dogs. He drew the curtain aside. Fog, drifting in from the sea, pressed up against the glass and smothered the view. The street lamp was barely visible. Brian listened: faint rumblings from the fridge, gurgling water in the radiator. Outside, a distant throbbing. He switched off the light.



1 Why is it a bit surprising that Brian is such an expert on dogs?

2b

1 mark

2 Write a question that Brian's teacher might ask him when she is relying on his superior knowledge.

2d

1 mark

3 Draw lines to join each character to words the writer uses to describe them.

Brian	apathetic
his parents	dignified
his sister	thoughtless

2b

1 mark

4 "Brian endured the situation"

Which word or phrase is closest in meaning to "endured" in this sentence? Tick **one**.

continued	<input type="checkbox"/>	put up with	<input type="checkbox"/>
enjoyed	<input type="checkbox"/>	endangered	<input type="checkbox"/>

2a

1 mark

5 At the end of paragraph 1, it says that Brian waited. What do you think he was waiting for?

2e

1 mark

6 Find and copy a word, phrase or clause from paragraph 1 that gives a reason why the police might ask Brian for help.

2f

1 mark

7 Brian is described as having a "cool yet curiously reckless mind".

What do you think the author meant by this? Tick **one**.

He was calm, clever and brave.	<input type="checkbox"/>
He got angry very quickly.	<input type="checkbox"/>
He got into trouble because he didn't think things through.	<input type="checkbox"/>
He didn't care about anyone else.	<input type="checkbox"/>

2g

1 mark

8 Do you think Brian might have taken the Pekinese? Explain your answer.

2d

1 mark

9 Write the paragraph number that matches each of these statements.

introduces the problem in the story	<input type="checkbox"/>
begins to explore how the problem might be solved	<input type="checkbox"/>
introduces the characters	<input type="checkbox"/>
gives hints about who might solve the problem	<input type="checkbox"/>

2c

2 marks

Zhou Chou and the Three Beasts

A legend from China retold by Kate Ruttle

- 1 Everyone in the village feared and hated the bully, Zhou Chou.
- 2 One day, the priest asked him, "Why do you squander your time worrying us little people? A man with your talents should be battling ferocious beasts, not frightening small children."
- 5 Zhou Chou glowered. "What beasts?" he asked.
- 6 "Three beasts live nearby. They are the scourge of our town," exclaimed the priest. "Why don't you scare them away? Or are you worried that they are too powerful for you?"
- 9 "Nothing is too powerful for me!" declared Zhou Chou.
- 10 "The first beast terrorises the people and steals their children. It is a wild tiger," said the priest. "Can you help us with it?"
- 12 "Consider it done!," smirked Zhou Chou, displaying the bulging muscles in his arms.
- 14 Taking his weapons, he hurried to the tiger's lair. The tiger was sharpening its claws on a rocky outcrop. Zhou Chou fired a swarm of fierce, fast arrows at it.
- 16 "That was well done," said the priest when Zhou Chou returned to the town wearing the tiger skin as a cape. "Now can you defeat the second beast – a water dragon that terrifies the fishermen and keeps them from their shoals?"
- 19 Zhou Chou found a boat and rowed out onto the lake. For three days, he teased and pestered the dragon until it became frustrated and drew closer, intending to incinerate him. As it drew in a breath, Zhou Chou struck it with his axe.
- 22 "Congratulations," said the priest when Zhou Chou appeared wearing a tunic of dragon hide. "Your biggest challenge, however, is yet to come. You must tame the fiercest of all the beasts."
- 26 "It doesn't stand a chance against me!" boasted Zhou Chou. "Where is it?"
- 28 "I am looking at him now," said the priest.
- 29 Zhou Chou staggered back. For the first time in his life he felt inadequate.
- 31 Ashamed, he slunk away from the town and enlisted in the army. In time, and under the guidance of their greatest warriors, he became a skilled general, admired and beloved by his people.



Reading in Year 5

- 1 Look at paragraph 2, beginning "One day, the priest asked him ...". Which of the following words is closest in meaning to "little"? Tick **one**.
poor small unimportant young

2a
1 mark

- 2 Zhou Chou glowered. "What beasts?" he asked.

Why did the author use the word "glowered"?

2g
1 mark

- 3 Find and copy the question the priest asks, which he knows will make Zhou Chou want to fight the beasts.

2d
1 mark

- 4 What did Zhou Chou do to show the priest that he was strong enough to fight the tiger?

2b
1 mark

- 5 How did the priest know that Zhou Chou had defeated the water dragon?

2d
1 mark

- 6 The priest identifies three beasts.

Which sentence is true for **all** of the beasts? Tick **one**.

- They frighten people.
- They have sharp teeth.
- They incinerate people.
- They kill people.

2c
1 mark

- 7 What impression do we get about the character of Zhou Chou before his third task? Give **two** things, using evidence from the text to support your answer.

2d
3 marks

- 8 Which event in the text makes Zhou Chou want to change his ways?

2f
1 mark

- 9 Explain why people react differently to Zhou Chou at the beginning and end of the story.

2h
2 marks

The Right to an Education

1 Children's rights

In 1989, governments around the world agreed to protect the rights of children and young people. The United Nations Convention on the Rights of the Child (UNCRC) lists 54 rights that all children have. These include important rights, for example the right to life and to the best possible health; the right to have a name and a nationality; the right to believe what you want to believe and to have privacy; the right to have time to relax and play, and time to go to school.

8 The right to an education

Articles 28 and 29 in the UNCRC say that every child has the right to an education, and this education should try to develop each child's personality, talents and abilities.

11 No chance to go to school

There are over 65 million primary-school-aged children in the world who can't go to school, so they may not have the opportunity to find out what they are good at. Many of these children are working to help to feed their families; others are homeless or are travelling with their families and trying to find a better or a safer place to live.

- 16 In some countries, children walk for over two hours to get to school. Children who live even further than that from their nearest school may never get the chance to go. Why might it matter if all these children don't go to school?

19 No resources

In some countries there may be buildings for schools, but no teachers. Or perhaps there is no water and no toilets. Or it may be there is no chalk or no blackboards for teachers to write on, or no paper or pencils for children to write with.

- 23 In these schools, books may be in short supply; 14 or 15 children may have to share the same maths book or there may be one reading book for the whole class to share.
- 25 In countries where there are a lot of poor people, one class may have up to 100 children of all ages sitting in the shade of a big tree, or crammed onto benches in a stuffy classroom. Do you think these children are receiving an education that develops their personality, talents and abilities?

29 Why is an education important?

We should all care that so many children aren't in school because, without an education, their talents may be wasted and they may never know what they are good at. The best way for poor countries to become richer is for their children to be educated.

- 33 Children who go to school and learn to read, write and do arithmetic are more likely to have better lives than children who don't go to school. Children who go to school become adults who are more likely to have jobs and are more likely to send their own children to school. In many countries around the world, school is seen as a privilege. Without education, people often don't have the chance to develop their personality, talents and abilities.

38 What can you do?

You are lucky. You can help others to have some of the same chances that you have by supporting your school's charitable fundraising days and ask that collections at events like class assemblies or school concerts go to education charities around the world.

- 42 You can also take your old clothes, books and toys to charity shops. The charities will either send them to schools in poorer countries, or sell the things and give the money to the schools. Find out about charities that you can support which work to get children around the world into a school, and that will help children to develop their personalities, talents and abilities.

Reading in Year 6

- 1 List **four** rights from the text that are included in the UNCRC.

2b

1 mark

- 2 In the UNCRC, what is the purpose of education?

2b

1 mark

- 3 "*crammed onto benches in a stuffy classroom*" (paragraph 7). What is the impact of this kind of language in this text?

2g

1 mark

- 4 At the end of paragraph 7, the writer asks: "*Do you think these children are receiving an education that develops their personality, talents and abilities?*"

Use ideas and facts from the text to give and to explain your answer to the question.

2d

2 marks

- 5 "*In many countries around the world, school is seen as a privilege.*" (Paragraph 9)

In this sentence, what does the word "*privilege*" mean? Tick **one**.

a special opportunity that should be valued a rule that only rich people can follow

a talent or ability that everyone already has somewhere you go to meet your friends

2a

1 mark

- 6 In paragraph 10, why do you think the writer says "*You are lucky*"? Use ideas from the text in your answer.

2d

1 mark

- 7 Tick **one** message that is the same in the section called "**No chance to go to school**" and the section called "**Why is an education important?**".

65 million children don't go to school for very good reasons.

Children value school enough to walk for two hours to get there.

Children may have to work to feed their families.

Without education, children may not develop their talents.

2h

1 mark

- 8 Why do you think the author uses questions throughout this text?

2g

1 mark

- 9 What is the main message of this text? Tick **one**.

100 children in a class is too many.

People with no education can never have good lives.

We should all try to make sure that children can go to school.

You can help by taking your old books and toys to charity shops.

2c

1 mark

Spellings in Year 3 and Year 4

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	



Spellings in Year 5 and Year 6

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	



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. He 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.

Description may be literal.
Links between sentences are there but may lack pronouns.

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

Last night there was a loud noise outside my window. I woke up and I felt terrified and alone. The thunder was clapping and all of the doors were banging, and 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 I then fried bacon and I perfectly
cooked sausages. After my break I went out to
try out for the band. Marge is really
strutted my stuff and really impressed
the judges. I think I made it. I'm not sure
because I nebbled 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.

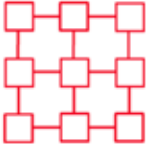

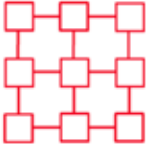


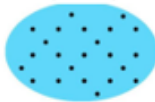
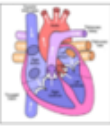

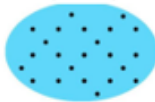
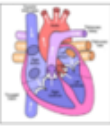
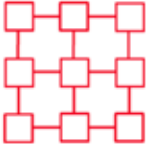


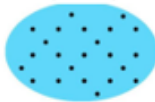
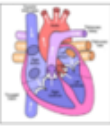
After that, the coach took off and in an instant
we were at the fabulous place, Cadbury World. As soon
as we arrived, I exploded with happiness. Meanwhile, we
were waiting for the tickets to be ordered. Then we
walked into a room, the first thing we saw was
where chocolate originated. He saw a man dressed as
a pirate, he told us ^{the history of chocolate} 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.

Home Learning

Year 3	Year 4				
<p>Spellings will be shared for the term to learn each week. Children will have an informal weekly spellings' check on Fridays, parents are therefore requested to practise and revise these spellings.</p>	<p>Spellings will be shared for the term to learn each week. Children will have an informal weekly spellings' check on Fridays, parents are therefore requested to practise and revise these spellings.</p>				
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<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">English</p> <p>Write a letter to your new class teacher telling them all about yourself! Include your hobbies, favourite books, sports, food and places to visit! Don't forget to include</p> <ul style="list-style-type: none"> - Capital letters - Neat joined handwriting - Punctuation (! , . ?) - Exciting WOW vocabulary </div> <div style="width: 45%;"> <p style="text-align: center;">Maths</p> <p>Choose any two odd numbers and one even number, such as 3, 5 and 2. How would you like to represent these numbers? Try adding them together and draw/make the representation of their sum. What do you notice about the answer? Look closely at your model. Would it work in exactly the same way if you used different numbers but still two odds and one even? Can you use your example to prove what will happen every time you add two odd numbers and one even number?</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">Topic</p> <p>History: Stone Age During the Stone Age, the majority of people spent their time gathering food and protecting themselves from wild animals. Our human ancestors largely lived in caves, but there is also evidence that they built huts made of wood and hearths for a fire.</p> <p>Make a model or poster to showcase life during the Stone Age.</p>  </div> <div style="width: 45%;"> <p style="text-align: center;">Spellings</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Week 1</p> <ol style="list-style-type: none"> 1. eight 2. eighth 3. eighty 4. weight 5. neighbour 6. vein 7. veil 8. beige 9. sleigh 10. freight </td> <td style="width: 50%; vertical-align: top;"> <p>Week 2</p> <ol style="list-style-type: none"> 1. hey 2. they 3. obey 4. grey 5. prey 6. whey 7. survey 8. convey 9. disobey 10. purvey </td> </tr> </table> </div> </div> </div>	<p>Week 1</p> <ol style="list-style-type: none"> 1. eight 2. eighth 3. eighty 4. weight 5. neighbour 6. vein 7. veil 8. beige 9. sleigh 10. freight 	<p>Week 2</p> <ol style="list-style-type: none"> 1. hey 2. they 3. obey 4. grey 5. prey 6. whey 7. survey 8. convey 9. disobey 10. purvey 	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">English</p> <p>Write your own short story about two animals e.g. Lion and the Mouse, Ant and the Grasshopper and Hare and the Tortoise. Make sure your story has a moral. Try to include similes, personification, metaphors and a range of punctuation.</p>  </div> <div style="width: 45%;"> <p style="text-align: center;">Maths</p> <p>The coloured shapes stand for eleven of the numbers from 0 to 12. Each shape is a different number. Can you work out what they are from the multiplication below?</p>  </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">Topic</p> <p>Home Learning Create a landscape picture of the street where you live. You can use a range of medium for this task.</p>  </div> <div style="width: 45%;"> <p style="text-align: center;">Spellings</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Week 1</p> <p>eight eighth eighty weight neighbour vein veil beige sleigh freight</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Week 2</p> <p>hey they obey grey prey whey survey convey disobey purvey</p> </td> </tr> </table> </div> </div> </div>	<p>Week 1</p> <p>eight eighth eighty weight neighbour vein veil beige sleigh freight</p>	<p>Week 2</p> <p>hey they obey grey prey whey survey convey disobey purvey</p>
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<p>Reading books (child and age specific) Please read this book with your child and complete the online reading record. Reading books will be changed weekly</p> <p><i>Online reading records are an important tool for teachers and parents to collaborate and complete, so that we can develop our children's reading skills together. Using an online platform enables all teaching staff to view children's progress and plan ahead. It also allows parents and children to be aware of their current reading targets. Children are not expected to complete these online.</i></p>	<p>Reading books (child and age specific) Please read this book with your child and complete the online reading record. Reading books will be changed weekly</p> <p><i>Online reading records are an important tool for teachers and parents to collaborate and complete, so that we can develop our children's reading skills together. Using an online platform enables all teaching staff to view children's progress and plan ahead. It also allows parents and children to be aware of their current reading targets. Children are not expected to complete these online.</i></p>				

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Year 5	Year 6																
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Explain your answer.</p> <p>What general statements can you make about odd and even numbers?</p> </td> </tr> <tr> <td data-bbox="412 821 828 1058"> <p>Topic</p> <p>History: Ancient Greek</p> <p>About 2500 years ago Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. Design and make your own Labyrinth. It could be made of straws, string or wood.</p>  </td> <td data-bbox="828 821 1225 1058"> <p>Spellings</p> <table border="1"> <tr> <th>Week 1</th> <th>Week 2</th> </tr> <tr> <td> <ul style="list-style-type: none"> vicious gracious spacious makinous precious conscious delicious suspicious atrocious ferocious </td> <td> <ul style="list-style-type: none"> ambitious cautious fictitious infectious nutritious contentious superstitious preferentious anxious obnoxious </td> </tr> </table> </td> </tr> </table>	<p>English</p> <p>Write a postcard to your new teacher describing your Summer Holiday! Include your travels, attractions you visited and people you met! Don't forget to include</p> <ul style="list-style-type: none"> - Expanded noun phrases - Fronted Adverbials - Punctuation (, . ?) - Neat joined handwriting - Exciting WOW vocabulary 	<p>Maths</p> <p>Place the numbers from 1 to 9 in the squares below so that the difference between joined squares is odd. 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Don't forget to include</p> <ul style="list-style-type: none"> - Write in chronological order - Use time connectives - Include early memories - Include values from the Quran  </td> <td data-bbox="1656 598 2040 799"> <p>Maths</p> <p>Find as many ways as you can of representing the number of dots shown above.</p> <p>Try to find at least five ways.</p> <p>Now find ways of representing ten times as many dots. Can you still find at least five different ways?</p>  </td> </tr> <tr> <td data-bbox="1271 799 1656 1051"> <p>Topic</p> <p>Science: This term, we will be exploring Animals</p> <p>Including Humans: Looking at the functions of blood and blood vessels.</p> <p>Create a leaflet or poster describing the functions of red blood cells, white blood cells, platelets and plasmas.</p>  </td> <td data-bbox="1656 799 2040 1051"> <p>Spellings</p> <table border="1"> <tr> <th>Week 1</th> <th>Week 2</th> </tr> <tr> <td> <ul style="list-style-type: none"> aggressive hostile outward elaborate desperate frank disastrous colossal marvellous spectacular </td> <td> <ul style="list-style-type: none"> adverse advice desire desire license license practice practice prophecy prophecy </td> </tr> </table> </td> </tr> </table>	<p>English</p> <p>Write an auto biography of yourself for your new teacher! 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<p>Topic</p> <p>History: Ancient Greek</p> <p>About 2500 years ago Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. Design and make your own Labyrinth. It could be made of straws, string or wood.</p> 	<p>Spellings</p> <table border="1"> <tr> <th>Week 1</th> <th>Week 2</th> </tr> <tr> <td> <ul style="list-style-type: none"> vicious gracious spacious makinous precious conscious delicious suspicious atrocious ferocious </td> <td> <ul style="list-style-type: none"> ambitious cautious fictitious infectious nutritious contentious superstitious preferentious anxious obnoxious </td> </tr> </table>	Week 1	Week 2	<ul style="list-style-type: none"> vicious gracious spacious makinous precious conscious delicious suspicious atrocious ferocious 	<ul style="list-style-type: none"> ambitious cautious fictitious infectious nutritious contentious superstitious preferentious anxious obnoxious 												
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Assessment Information about Key Stage 2



<https://hujjatprimary.org/assessment>

Next Steps:

Please read with your child regularly and try to fill in the Reading Records on GC - please remember to look after and return library books on time.

Encourage your child to speak with you daily about their learning

Support your child with their home learning (this is statutory in Years 5 and 6)

Practise spellings and arithmetic weekly

Practise healthy habits with your child – eating fruits and vegetables, sleeping on time, supervised screen time, independence and routines.

For any queries, please speak with your child's class teacher in the first instance, then phase leader, and then SLT