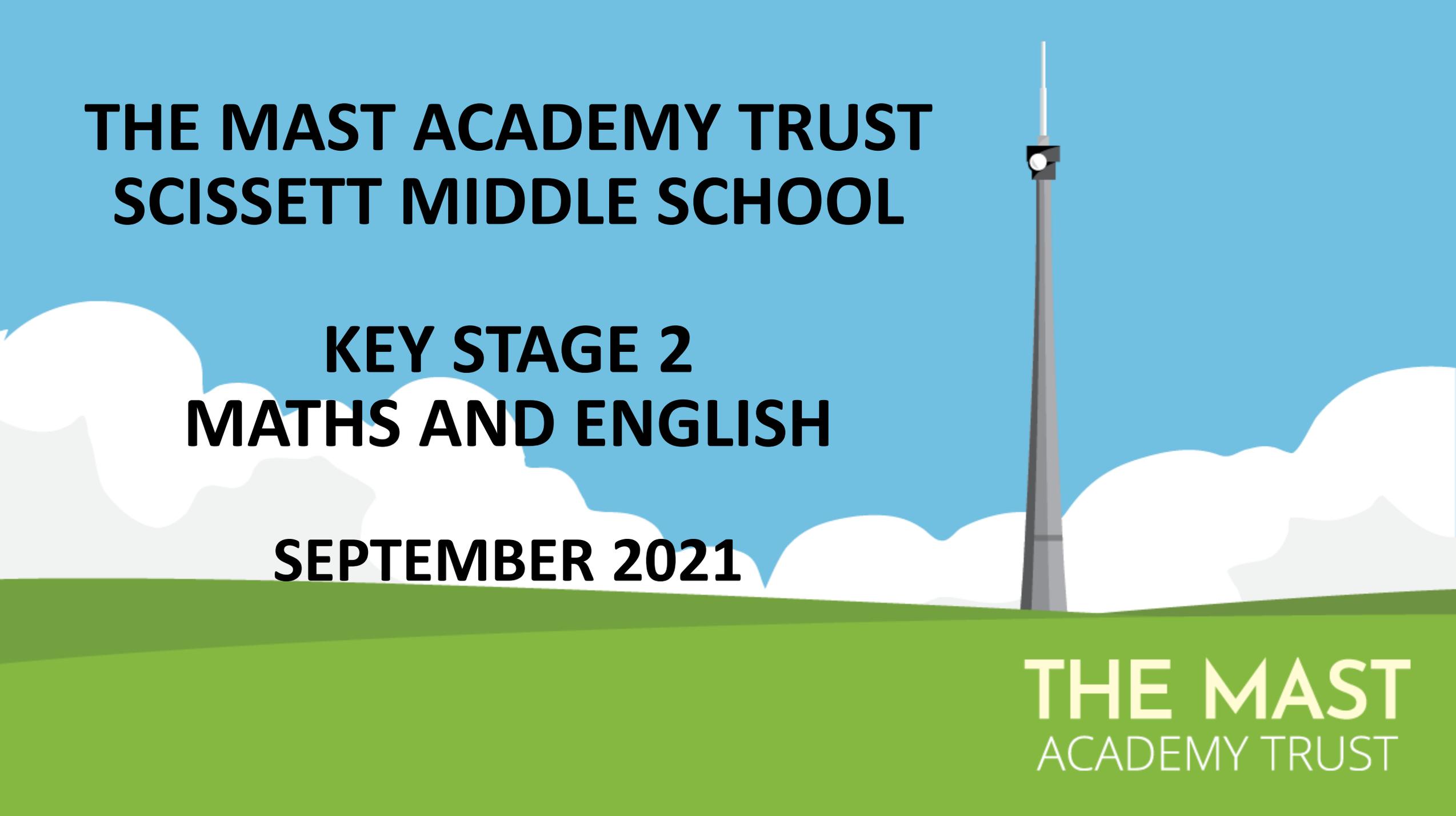


# **THE MAST ACADEMY TRUST SCISSETT MIDDLE SCHOOL**

## **KEY STAGE 2 MATHS AND ENGLISH**

**SEPTEMBER 2021**



**THE MAST**  
ACADEMY TRUST

# National Curriculum Tests

- National curriculum results are reported using a scaled score. A scaled score of 100 is expected and a scaled score of 110 or more is greater depth
- The Scaled Score Targets and SAT Targets are usually calculated from the Key Stage 1 SATs and reflect the grades that pupils should achieve if they make expected progress between the Key Stage 1 SATs and the Key Stage 2 SATs

# ASSESSMENT IN ENGLISH

English assessment is based upon the three main foci:

- Reading
- Grammar, Punctuation and Spelling
- Writing

# Reading

- The Government assumes that every child can read competently and fluently by the age of 10.
- Therefore, the reading comprehension test is based upon eight further reading foci.

# Reading

However, the majority of the marks come from only three foci

- Retrieval of information
- Making inference i.e. reading 'between the lines'
- Explaining the meaning of words

# Guided Reading Lessons

Every week, your child has one lesson that is dedicated to Guided Reading

These lessons build on pupils' skills and allows them to familiarise themselves with the same style questions that will be on their Reading SATs paper

# Grammar, Punctuation and Spelling

The GPS test is based upon seven separate foci. The marks are more evenly spread this time; however, there are different weightings.

# Grammar, Punctuation and Spelling

The majority of the marks are available from the top three categories. These are:

- Punctuation
- Grammatical terms/word classes
- Verb forms/consistent tense use

# Weekly GPS

Every week, your child will have one lesson that focuses on GPS

- Grammar Hammer
- SPaG Mats
- Spelling Test
- Memory Mats

Additionally, grammar is threaded throughout English topic lessons



## Year 6

### Spelling Shed

#### Year 6 Autumn Term 1 SPaG Mat

##### Section 1

Place the correct punctuation into this sentence to show the relative clause.  
Kirsty who was a very talented dancer performed in the school musical.



##### Section 2

Can you think of more formal synonyms to replace these past tense verbs? (Use a thesaurus if you need to!)

found \_\_\_\_\_  
asked \_\_\_\_\_

##### Section 5

Add a suffix to the word 'beauty' to create a verb:



##### Section 4

Mr Whoops has accidentally jumbled up \_\_\_\_\_ that show frequency. Can you \_\_\_\_\_ them?

##### Section 6

Can you add appropriate \_\_\_\_\_ around the \_\_\_\_\_ sentence?

Skill Check 1  
the Duke of \_\_\_\_\_ cond in line



Stage 6

Name: \_\_\_\_\_

'Grammar Hammer'

Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. Underline the **suffix** that can change this **verb** into an **adjective**.  

delight	ly	ous	ful	al
---------	----	-----	-----	----
2. Underline the correct word to use in this sentence. Use a dictionary if it helps.  
I made £24 ( prophet / profit ) at the car-boot sale.
3. Underline the **prefix** which means 'many'. Use a dictionary if it helps you.  

dis	pre	multi	tele	mis	anti
-----	-----	-------	------	-----	------
4. Underline the **prefix** which means 'wrongly'. Use a dictionary if it helps you.
5. Use a dictionary to find the meaning of this word.  
**parallelogram**
- 6-7. Use a thesaurus to find three synonyms for this word as an adjective.  
**giant**
- 8-9. Précis this sentence. Cross out any adjectives and adverbs.  
The small, black dog noisily barked at the tall man.

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# Grammar, Punctuation and Spelling

There are 20 spellings in the SAT test, which are based upon known spelling rules. For example:

- Prefixes/suffixes
- Ible/able endings
- Words with silent letters
- Tion/sion/ssion/cian endings

# Writing

Year 6 writing is teacher assessed, children will work on several assessed pieces of writing throughout the year, across different areas of the curriculum in addition to that produced in English lessons. Regular moderation meetings are held both within the English department and with other schools to ensure consistency and accuracy of assessment.

## Writing

For a child to achieve the expected standard at Year 6, he/she must 'tick every box'.

Like the driving test, it is a yes/no decision – either they have made the expected standard or they haven't.

This is not a 'best fit' system.

All criteria must be in place for Years 3 & 4 as well as Years 5 & 6 for the standard to be awarded.

# Writing

Year 5 & 6 have nine criteria. These include:

- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens



Spelling counts.

This is a deal-breaker – regardless of how creative or technically accurate a child’s writing is, if spelling is not at the required standard, then the judgement must be made that the child is not at the required standard.

# Writing

Handwriting guidelines say children should be:

*Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.*

This is the only point upon which a teacher may argue leniency.

# LITERACY HOMEWORK

# Spelling Shed

Your child has been given a login for Spelling Shed

This website allows your child to play interactive games to practise their weekly spellings

This also accompanies the weekly homework booklet that your child has to bring home.

# SATs Companion

Your child has been given a login for SATs Companion

This website allows pupils to watch videos and practice areas of literacy that they may struggle with. English teachers will also set a weekly task on this site for homework. Data from these tasks will be used to inform subsequent planning and intervention.

# GoRead

Your child has been given a login for GoRead. This website acts as an online reading record, on which children can log their home and school reading. Form tutors will check this weekly. We encourage children to read at least 2-3 times a week for 10-20 minutes as this can be hugely beneficial for their progress in literacy.

# In Summary

In School	At Home
Guided Reading Lessons	GoRead
GPS Lessons	Spelling Shed
Units of Work	SATs Companion

# ASSESSMENT IN MATHS

# Maths SAT

- . Arithmetic Paper
- . Reasoning Paper
- . Reasoning Paper



4

$$\begin{array}{r} 2376 \\ \times \quad 15 \\ \hline \end{array}$$

Show  
your  
method

2 marks

5

$$28 \overline{) 1652}$$

Show  
your  
method

2 marks

# Reasoning paper

## Paper 2 and Paper 3: contextualised and applied questions

6

Write the missing digits to make the addition correct.



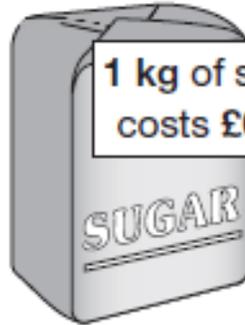
$$\begin{array}{r} \begin{array}{|c|} \hline 1 \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline 1 \\ \hline \end{array} \\ + \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline 1 \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} \\ \hline \begin{array}{|c|} \hline 9 \\ \hline \end{array} \begin{array}{|c|} \hline 0 \\ \hline \end{array} \begin{array}{|c|} \hline 0 \\ \hline \end{array} \end{array}$$

1 mark

One toffee apple needs:  
1 stick,  
100g of sugar,  
1 apple.



50 sticks  
cost £6.25



1 kg of sugar  
costs £0.99



100 apples  
cost £22.50

Children buy just enough sticks, sugar and apples to make  
**100** toffee apples.

They sell all 100 toffee apples for **£1** each.

The profit goes to charity.

Work out how much money goes to charity.



Pupils in year 6 need to be  
'secondary ready'.

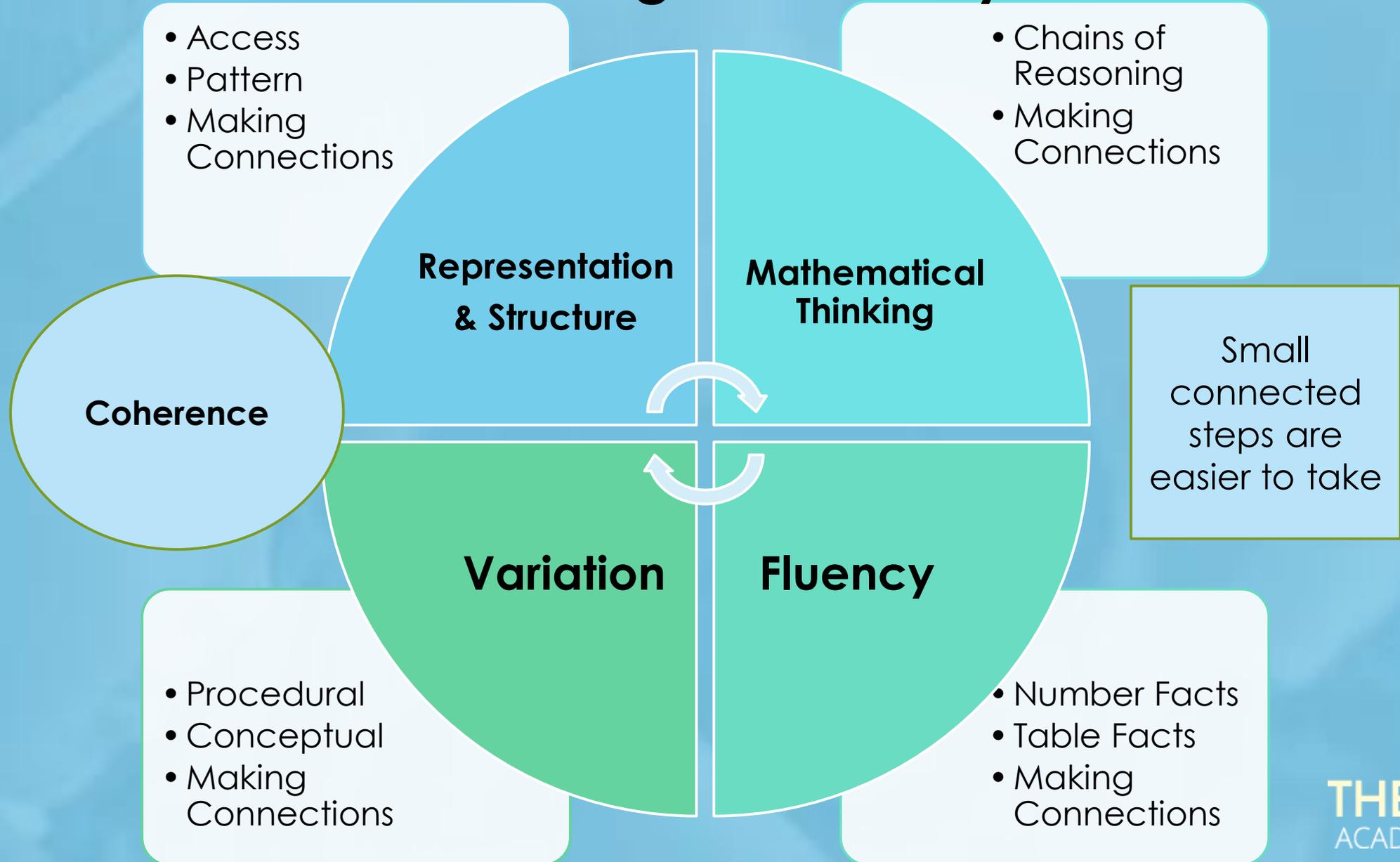
- Fluency
- Reasoning
- Problem solving

## Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

# Teaching for Mastery



## Procedural variation

Progression through a variety of problems/calculations to form an understanding of a concept, stage by stage

$$\begin{array}{l} 18 - \square = 8 \\ 18 - \square = 10 \\ 18 - \square = 12 \\ 18 - \square = 14 \\ 18 - \square = 16 \end{array}$$

$$\begin{array}{l} 2 + 3 = \square \\ \square - 3 = \square \\ 3 + 5 = \square \\ \square - 5 = \square \end{array}$$

$$\begin{array}{l} 180 \div 2 = \\ 180 \div 20 = \\ 270 \div 30 = \\ 270 \div 90 = \end{array}$$

## Conceptual variation

Experiencing a concept in lots of different contexts

The diagram illustrates the concept of multiplication through various contexts:

- Commutative Property:**  $5 \times 3 = 15$
- Repeated Addition:**  $3 + 3 + 3 + 3 + 3 = 15$
- Groups of:**  $3 \times 5 = 15$  (with three groups of five smiley faces)
- An Array:** A grid of 15 colorful buttons arranged in 3 rows and 5 columns.

# Procedural Variation

$2 \times 3 =$

$6 \times 7 =$

$9 \times 8 =$

$2 \times 30 =$

$6 \times 70 =$

$9 \times 80 =$

$2 \times 300 =$

$6 \times 700 =$

$9 \times 800 =$

$20 \times 3 =$

$60 \times 7 =$

$90 \times 8 =$

$200 \times 3 =$

$600 \times 7 =$

$900 \times 8 =$

The child is carrying out the procedural operation of multiplication, but through connected calculations has the opportunity to think about key concepts involving multiplication and place value

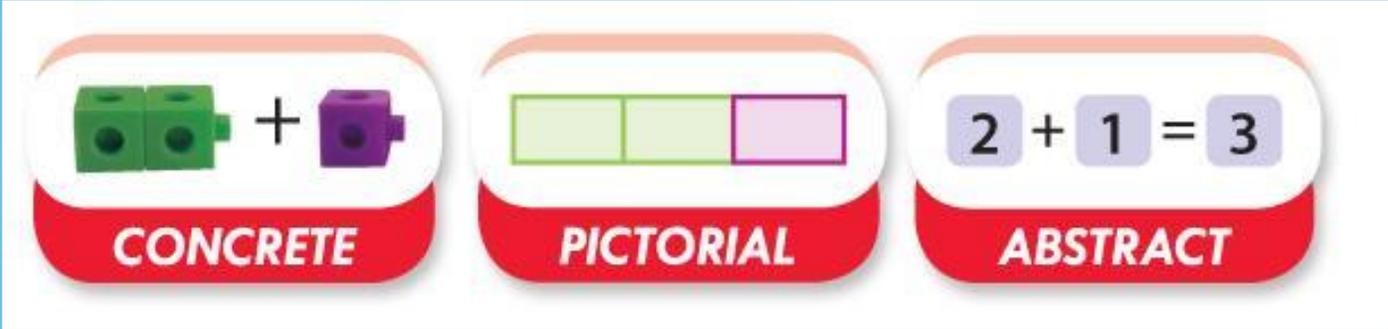
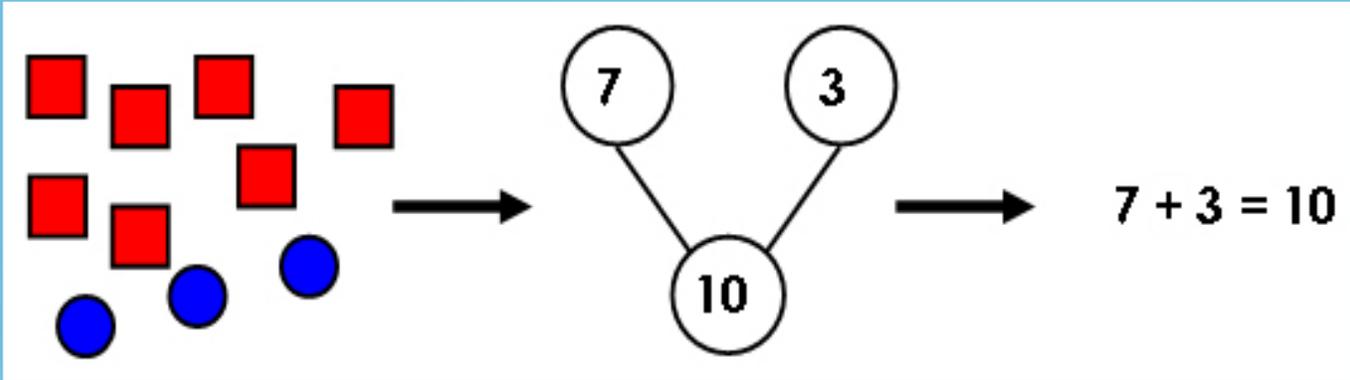
**This leads to intelligent practice**

What is **changing** (varying)?

What is staying the **same**?

What are the children **learning through this variation**?

What could they do **next**?



# What are we doing in Maths?

- Catching up on any gaps, consolidating Y5 and teaching Y6 work using a Mastery approach
- Regular times tables and arithmetic practice
- Using formative assessment to identify and address any gaps
- Targeted intervention is being planned for after half-term

## What can your child do at home?

- Complete homework on time. Pupils can go to the ICT room for the first half of lunchtime if they need to use a computer; they can practise times tables and go on websites such as Hit the Button, TT Rockstars, MyMaths or SATs Companion.
- Maths teachers are available at lunchtime if extra help is needed on homework tasks.
- Go on MyMaths at home; teachers will set some homework on this, but pupils can use the lessons if they need help.
- Diagnostic Questions.

## School login scissett angles

Student name	Class	Curriculum	Login	Password
<a href="#">test pupil</a>	Year 6y NR Mrs Robinson	Classic MyMaths	3147	wbf

angles

Home

Primary

Secondary

Parents

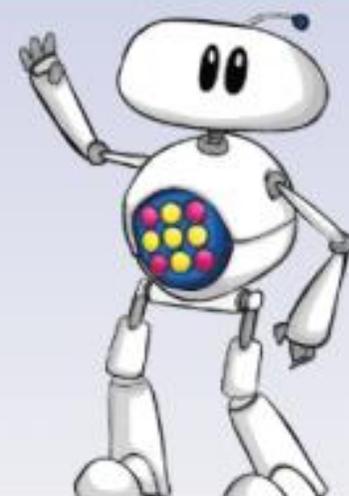
Subscribe

FAQs

News

## Welcome to MyMaths

Take a look around to find out more about the site, or book on to one of our [webinars](#)



### Updates for Secondary MyMaths users

We've made a number of updates for Secondary MyMaths users to help you navigate straight to the content you



### New Key Stage 1 Activities

We just released 10 new lessons and matching homework activities for Primary MyMaths users, 7 of which are specifically



### Seeking valuable teacher feedback

Are you a teacher based in London? We wanted to let you know about an opportunity to take part in...



My portal

3147

...

Log in

?

Classic MyMaths

Library

Number

Algebra

Shape

Data

fSkills

Revision and assessment

Statistics GCSE

## Number

Filter: Everything

Add subtract mental

Add subtract written

Counting and place value

Calculators

Decimals

Estimating and accuracy

Fractions

Money and finance

### 1 Number facts and doubles 1

Knowing pairs that add up to 10. Sums and doubles up to 5.

Lesson



Online homework



### 3 Number facts and doubles 3

### 4 Number facts and doubles 4

### 2 Number facts and doubles 2

### 1 Number bonds to 20

# My Homework

Complete these tasks set by your teacher

## 5 Rounding and accuracy

Due in 7 days

Rounding numbers up to a million and using rounding to check answers to calculations.

Lesson



Online homework



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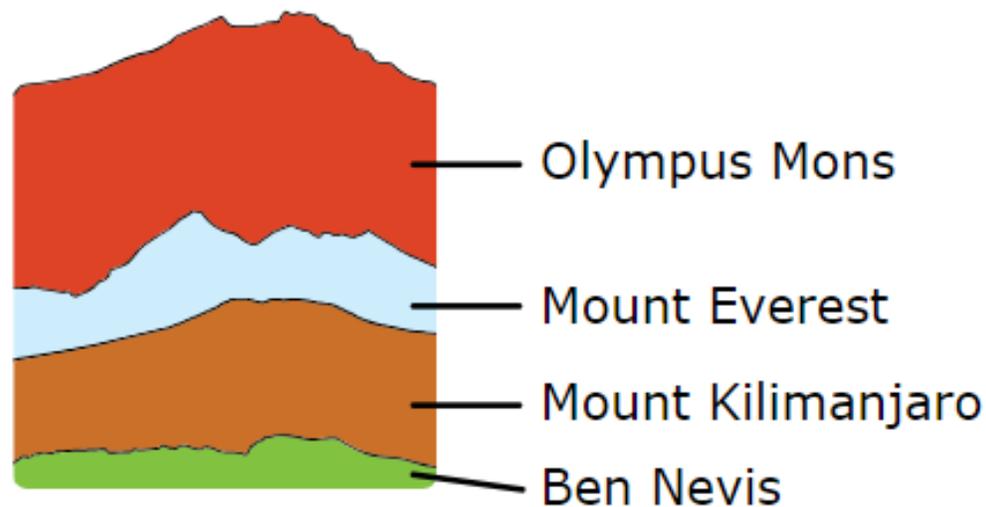
Date set: 23 Sep | Date due: 30 Sep



### Q1 Q1 – Mountain heights

Scissett Middle School | test pupil

Round the height of the mountains.



[15]

No calc



Total

Mountain	Height (m)	Rounded to the nearest 10 m	Rounded to the nearest 100 m	Rounded to the nearest 1,000 m	Rounded to the nearest 10,000 m
Ben Nevis	1,345	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Kilimanjaro	5,892	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Everest	8,848	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Olympus Mons	21,229	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

0  
19

Mark it



### Q2 - Estimating totals

Scissett Middle School | test pupil

The tables show the number of page views for four different websites over 4 weeks. Use your estimating and rounding skills to choose the correct total.

14

15



Q2

4

4



Summary

Total

18

19



(Round to nearest

Week	Number of views
1	49,128
2	24,128
3	49,128
4	41,700

1,696

**1,640**

(Round to nearest

Week	Number of views
1	38,128
2	39,583
3	20,244
4	39,278

142,977

**137,977**

140,477

2	201,824
3	204,026
4	266,421

950,005

**900,005**

850,005

Homework complete

✓

Homework marked and saved!

Close homework
See your summary



You have scored 4 out of 4 for this question. [4]

ST  
ST



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