

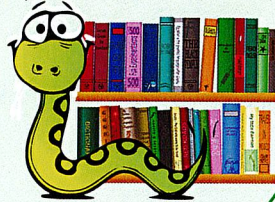
KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



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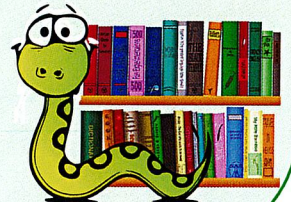
KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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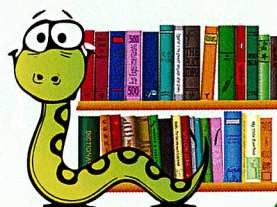
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Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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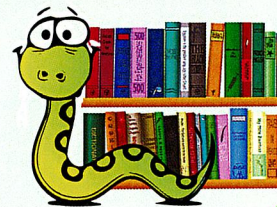
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Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



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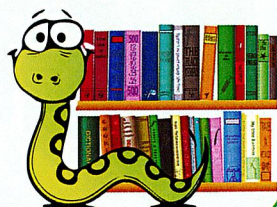
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Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



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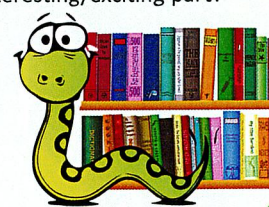
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Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



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Suffixes

-ent, -ence/-ency
-ent and -ency are usually used if there is a soft /c/, soft /g/ or /qu/ sound before it in the word.

Examples:

innocent, decent, frequent,
confident, independent
innocence, decency,
frequency, confidence,
independence

Suffixes

-able, -ible, -ably and -ibly
-able and -ably are usually used if there is a related word ending with -ation.

r is doubled:

adorable, applicable, adorably,
applicably, possible, horribly,
terrible, possibly, horribly,
terribly

Exceptions: Changeable and noticeable don't have related words that end in -ation. In sensible, the whole root word can be found before the -ible ending.

-ible and -ibly are usually used if there is no complete root word before it.



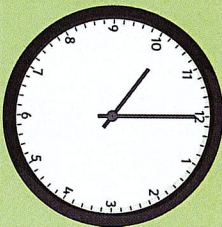
Patterns

The -ck pattern

The letters c and k go together in single syllable words when they follow a short vowel.

For example:

duck, clock, stick, back, neck,
kick



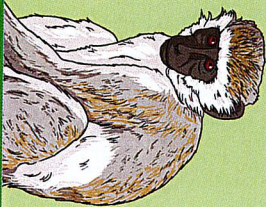
Patterns

The -k pattern

The letter k goes on its own if the short vowel sound is followed by a consonant.

For example:

think, sank, milk, monkey



Patterns

For example:

The tch pattern

After a short vowel sound, we put t before ch.

match, itch, kitchen, sketch

Exceptions include:

which, rich, such, much



Patterns

The dge pattern

After a short vowel sound, we put d before ge.

For example:

fudge, edge, bridge, smudge



Patterns

i before e, except after c

This applies to words where the e sound /e/ is spelt ei.

For example:

deceive, conceive, receive, perceive, ceiling

Exceptions include:

protein, caffeine, seize



Helpful Spelling Rules

Suffixes

For example:
dogs, cats, cups

Pluralising

For most words, we just add s to make the plural.



Suffixes

For example:

life-lives, knife-knives, wolf-wolves, thief-thieves

Pluralising

When a word ends in f or fe we change the f-fe to v, then add es to make the plural.



Suffixes

Pluralising

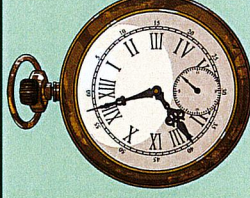
When a word ends in ch, sh, z, x, s, or o we add es to make the plural.

For example:

churches, watches, foxes, echoes

Exceptions include:

radios, solos, pianos, kangaroos, photos



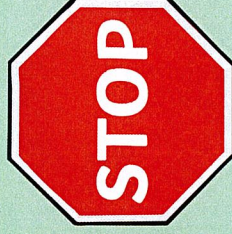
Suffixes

Doubled Consonants

In words where a short vowel goes before a consonant, we double the consonant before adding -ing, -ed, -er, -est or -y.

For example:

plan-planner,
begin-beginning,
stop-stopped.



Suffixes

Words ending with -fer

If we are adding a suffix that starts with a vowel to a word that ends in -fer, the r is doubled but only if the -fer is still stressed when the ending is added. If the -fer is not stressed when pronounced with the suffix, we do not double the r.

r is doubled:
refer-referred-referral
prefer-preferring-preferred
transfer-transferring-transferred
r is not doubled:
refer-reference-referee
prefer-preference
transfer-transference



Suffixes

Examples:

vicious, precious,
conscious, delicious,
malicious, suspicious
ambitious, cautious,
fictitious, infectious,
nutritious

-cious vs -tious

If the root word ends with ce, you'll usually find the sound spelt -cious.



Suffixes

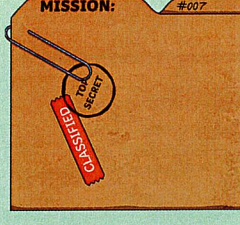
For example:

official, special, artificial
partial, confidential,
essential

-cial vs -tial

-cial is usually used after a vowel. -tial is usually used after a consonant.

Exceptions: initial,
financial, commercial,
provincial.



Suffixes

For example:

observant - observance -
observation.

Exceptions:

You can have assistance
from an assistant, but not
assisst~~at~~ion.



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	

Add and subtract fractions

Activity Add fractions within 1

Add fractions within 1

Add 3 or more fractions

Add fractions

Activity Add mixed numbers

Add mixed numbers

Subtract fractions

Subtract mixed numbers

Subtraction - breaking the whole

Subtract 2 mixed numbers

Multiply unit fractions by an integer

Multiply non-unit fractions by an integer

Multiply mixed numbers by integers

Recap Calculate fractions of a quantity

Fraction of an amount

Using fractions as operators

New content Fraction problem solving

Year 5 Overview

Autumn 2

Recap Perimeter on a grid

Recap Perimeter of rectangles

Recap Perimeter of rectilinear shapes

Calculate perimeter

Recap Counting squares

Area of rectangles

Area of compound shapes

Area of irregular shapes

Spring 1

Recap What is a fraction?

Recap Equivalent fractions

Equivalent fractions

Recap Fractions greater than 1

Improper fractions to mixed numbers

Mixed numbers to improper fractions

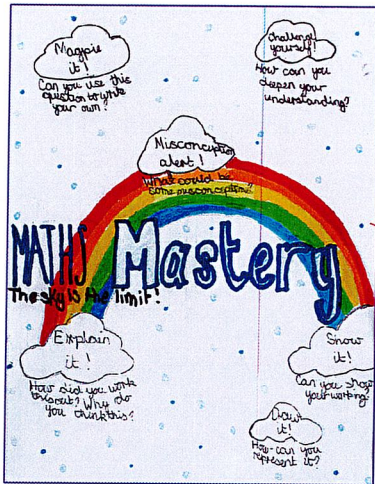
Number sequences

Compare and order fractions less than 1 (first part of worksheet)

Compare and order fractions less than 1 (second part of worksheet)

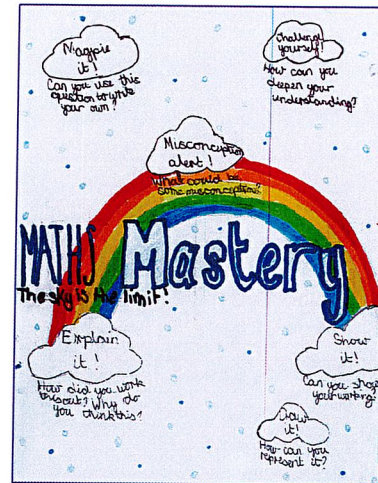
Compare and order fractions greater than 1 (first part of worksheet)

Compare and order fractions greater than 1 (second part of worksheet)



Deepening our maths understanding

- Turning arithmetic style questions into word problems to show a strong understanding of operations and value
- Explaining questions using key vocabulary/suggesting key vocabulary which is associated with specific topics and areas within maths
- Identifying multiple representations to show problems and varying these
- Consider a way of explaining it to a specific audience – how will your language and representations change?
- Identify where we see maths in the 'real world'
- Seek opportunities to reason maths verbally, as well as written



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