

Grammar Exam: - OWLTS

- ❖ Use passive verbs
- ❖ Use the perfect form of verbs of time and cause
- ❖ Use relative clauses beginning with who, which, where, when, whose, that
- ❖ Use commas to clarify meaning or avoid ambiguity
- ❖ Use hyphens to avoid ambiguity
- ❖ Use semi-colons, colons or dashes
- ❖ Use a colon to introduce a list.
- ❖ Punctuating bullet points consistently
- ❖ Subjunctive forms.
- ❖ Use expanded noun phrases
- ❖ Use modal verbs and adverbs
- ❖ Use brackets, dashes or commas to indicate parenthesis



Reading Comprehension Exams:

- ❖ Inferring characters' feelings, thought and motives
- ❖ Draw evidence from the text
- ❖ Reading books that are structured in different ways
- ❖ Identifying and discussing themes
- ❖ Recommending books they have read
- ❖ Checking that the book makes sense
- ❖ Show understanding and explore the meaning of words in context
- ❖ Generate questions to improve understanding
- ❖ Predicting what might happen
- ❖ Summarising the main ideas
- ❖ Making comparisons within and across texts
- ❖ Explain and discuss their understanding of what they have read,
- ❖ Discuss and evaluate how authors use of figurative language
- ❖ Retrieve, record and present information from text
- ❖ Provide reasoned justifications for their views.
- ❖ Identifying how language, structure and presentation
- ❖ Distinguish between statements of fact and opinion.
- ❖ Provide reasoned justifications
- ❖ Discuss and evaluate how authors use language

Spelling exams

There is no spelling list. Students will be tested on their application of the rules taught in class. Please refer to homework sheet for more examples.

Rules:	EXAMPLES:
Prefix: un	<i>uncomfortable</i>
Prefix: mis	<i>misspell</i>
Suffix: ful	<i>doubtful</i>
Suffix starting with: fer	<i>transferred</i>
Double letter:	<i>accommodate</i>
Homophones: advise-advice	<i>Seen-scene</i>
Silent letter: b, w, l, n t	<i>listen</i>
Silent Letters: wh, sc, wr, mb	<i>wrong</i>
Words spelt with ough	<i>thought</i>
Words spelt with ei after c	<i>perceive</i>
Year 5 High Frequency Words	<i>different</i>

Writing exam

Please see the **writing assessment scale** in the practice sheet. Your teachers will use this to mark your writing.

Fantasy story	Instructional Writing
<ul style="list-style-type: none"> ▪ A fantasy is a text that tells a story ▪ Imaginary Setting ▪ Imaginary Character and description ▪ Problem- moral dilemma ▪ Resolution 	<ul style="list-style-type: none"> ▪ An instructional writing includes: ▪ Title ▪ Uses numbers or bullet points to show a list or order ▪ Imperative verbs ▪ Clear sentences ▪ Time connectives



Place Value:

- Read, write, order and compare numbers to at least 1 000 000
- Interpret negative numbers
- Round any number up to 1 000 000
- Solve number problems that involve rounding, negative numbers, counting on and back in powers of 10 and Read, write, order and compare numbers to 1 000 00

Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits
- Use formal written methods (columnar addition and subtraction)
- Use rounding to check answers to calculations
- Solve addition and subtraction multi step problems

Multiplication and Division

- Identify multiples and factors, including common factors of two numbers.
- Know prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply and divide whole numbers by 10, 100 and 1000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
- Solve problems involving converting between units of time.
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry:

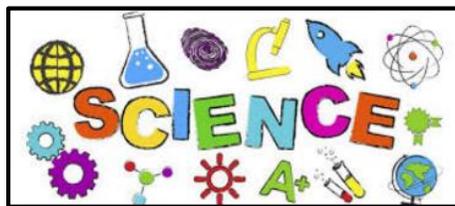
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees ($^\circ$)
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Ma Statistics:

- Solve comparison, sum and difference problems using information presented in a line graph.

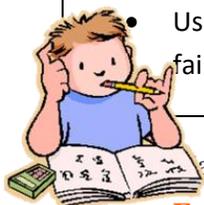


Forces

- Investigating and explain the effects of gravity on unsupported objects that fall towards Earth
- Identify the effects of air resistance
- Identify the effects of water resistance
- Identify the effects of friction that act between moving surfaces.
- Recognise mechanisms including levers, pulleys and gears
- Understand some mechanisms allow a smaller force to have a greater effect

Working scientifically:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Understand different ways in making sure investigation results are accurate through taking measurements, using a range of scientific equipment and taking repeat readings when appropriate.
- Using test results to make predictions to set up further comparative and fair tests.



Make sure you **take home all the books** and materials you will need to study before the exams.

- **Establish a routine.** Try to study at the same time and same place every day.
- **Set a time-table.** With a time-table you can plan to cover all your subjects in an organized way.
- **Ask questions** if you are unclear or don't understand what is being taught.
- Make sure you **choose a quiet place** in your house and remove any distractions such as the T.V, radio or computer.
- **Study sitting** on a desk or table – studying in bed may make you too drowsy.
- Ask your parents to **quiz** you on what you have studied.
- **Take short breaks** of 5-10 min if you have to study for long period of time.
- Get enough **sleep and eat well.** This is effective for effective studying and remembering.
- **Reward yourself after studying.** Watch your favourite TV, spend time with friends and play sport throughout the week.

Properties and Changes of Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Understand that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Working scientifically:

- Recording data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bars and line graphs.

