

Wednesday 6th May

Maths

1. What number is 10 times less than 902?	
2. What's missing in this sequence? ____, 3, 4.5, 6, ____, 9	
3. Jack chose a number, squared it, then added 12. His answer was 181. What did he start with?	
4. Write 35% as a decimal.	
5. Write the missing number: _____ \times 1000 = 1,270	
6. Rice costs 62p for 100g. How much would 650g cost?	
7. Complete this with the correct inequality: $0.05 + 0.5$ _____ $55/1000$	
8. Round 3,487 to the nearest 1000.	
9. Write a 2-digit prime number less than 20.	
10. Write the missing number: $3 \times$ _____ $= 3 + 6 \times 7$	

$$a_0 = 1 [a_0]$$

10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

06.05.26

TBAT: solve multi-step problems.

5 in 5

1. $2\frac{3}{4} \times 160 =$

2. $38\% \text{ of } 570 =$

3. $\frac{4}{5} \div 5 =$

4. $5600 \div 80 =$

5. $6542 \div 23 =$

Mathematical strategies

Let's look at some multi-step problems. For each one, think:

What would a sensible
(approximate) answer be?

What are the best
strategies for this
question?

Let's look at a problem together...

Problem One

Molly takes her 3 young nieces to the cinema. Tickets cost £8.25 for adults and £6.85 for children.

How much does it cost for the tickets?

First, let's determine what this problem is asking us to do.

There are four people going to the cinema – one adult and three children. We need to add the cost of one adult ticket and three children tickets to find the total cost.



Problem One

Molly takes her 3 young nieces to the cinema. Tickets cost £8.25 for adults and £6.85 for children.

How much does it cost for the tickets?



There are two steps to solve this problem:

Step 1: We need to find the cost of 3 child tickets at £6.85 each which means that we need to **multiply**.

Step 2: We then need to **add** on the cost of an adult ticket at £8.25.

Problem One

Molly takes her 3 young nieces to the cinema. Tickets cost £8.25 for adults and £6.85 for children.

How much does it cost for the tickets?

We can estimate this by rounding the cost of the tickets to the nearest pound.

Adult tickets would be rounded to £8. Child tickets would be rounded to £7.

$$3 \times £7 = £21$$

$$£21 + £8 = £29$$

Our estimation is that the cost for the tickets will be £29.



Problem One

Molly takes her 3 young nieces to the cinema. Tickets cost £8.25 for adults and £6.85 for children.

How much does it cost for the tickets?

Now let's calculate.

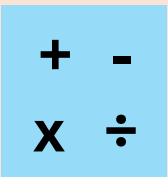
Step 1: $3 \times \text{£}6.85$

We could use repeated addition, grid method or a written calculation to solve this:

But we are not finished yet!

$$6.85 \times 3 = 20.55$$

	6	·	8	5	
×				3	
<hr/>					
	2	0	·	5	5
	2	2	1		



Problem One

Molly takes her 3 young nieces to the cinema. Tickets cost £8.25 for adults and £6.85 for children.

How much does it cost for the tickets?

Now go back and read the question again. Does our final answer make sense and have we answered the question? Is it close to our estimation?

Our estimation was that the cost for the tickets will be £29. This is close to our final answer, so we can assume it is correct.

Answer: the total cost of the tickets is £28.80

Over to you

In the shop I buy 3 chocolate bars costing 75p, a bottle of milk costing £1.25 and a bunch of bananas costing £1.45. How much money have I spent?

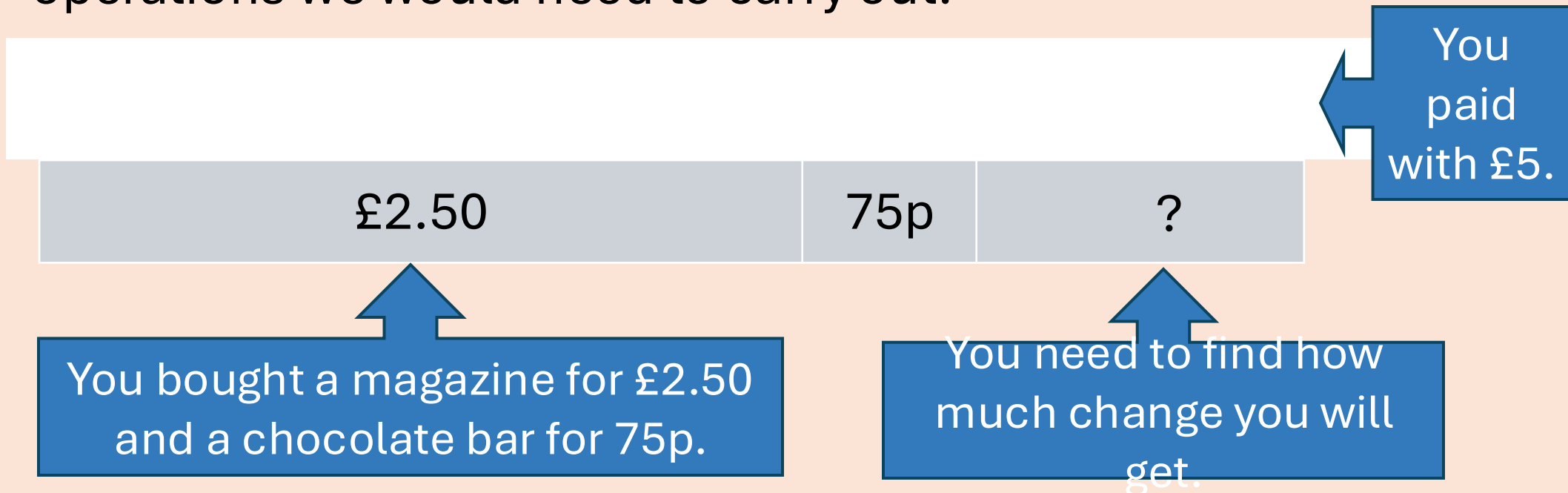
What is the question asking you to do?

How many different operations will you need to carry out?

Problem Two

I buy a magazine for £2.50 and a chocolate bar for 75p. How much change will I get from £5?

First, let's determine what this problem is asking us to do, and what operations we would need to carry out.



Problem Two

I buy a magazine for £2.50 and a chocolate bar for 75p. How much change will I get from £5?

First, let's estimate an answer.

You paid with a £5, and the cost of the magazine and the chocolate bar is over £3 (as the chocolate bar is more than 50p). This means that the change you have will be less than £2.



Problem Two

I buy a magazine for £2.50 and a chocolate bar for 75p. How much change will I get from £5?

There are two steps to solve this problem:

Step 1: We need to add the cost of the magazine and the chocolate bar.

Step 2: We need to subtract this total amount from £5 to find the change.



Problem Two

I buy a magazine for £2.50 and a chocolate bar for 75p. How much change will I get from £5?

Step 1: £2.50 + 75p

This is a fairly simple calculation, I can work this out mentally or using jottings.

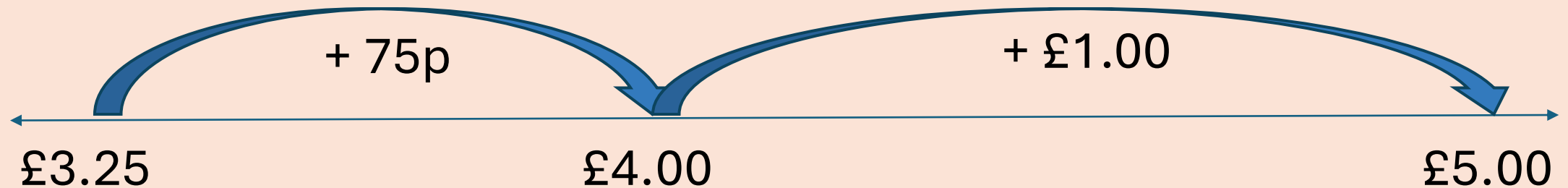
$$£2.50 + 75p = £3.25$$

Problem Two

I buy a magazine for £2.50 and a chocolate bar for 75p. How much change will I get from £5?

Step 2: £5.00 – £3.25

I can count on from £3.25 to find the difference:



The difference between £3.25 and £5.00 is £1.75

Problem Two

I buy a magazine for £2.50 and a chocolate bar for 75p. How much change will I get from £5?

Now go back and read the question again. Does our final answer make sense and have we answered the question? Is it close to our estimation?

Our estimation was that the answer would be less than £2. This is the case in our final answer, so we can assume we are correct.

Answer: You will get £1.75 change.

Over to you

I buy a £10 game card. I already have £2.65 credit on my account. I download a game costing £1.85. How much credit have I got left?

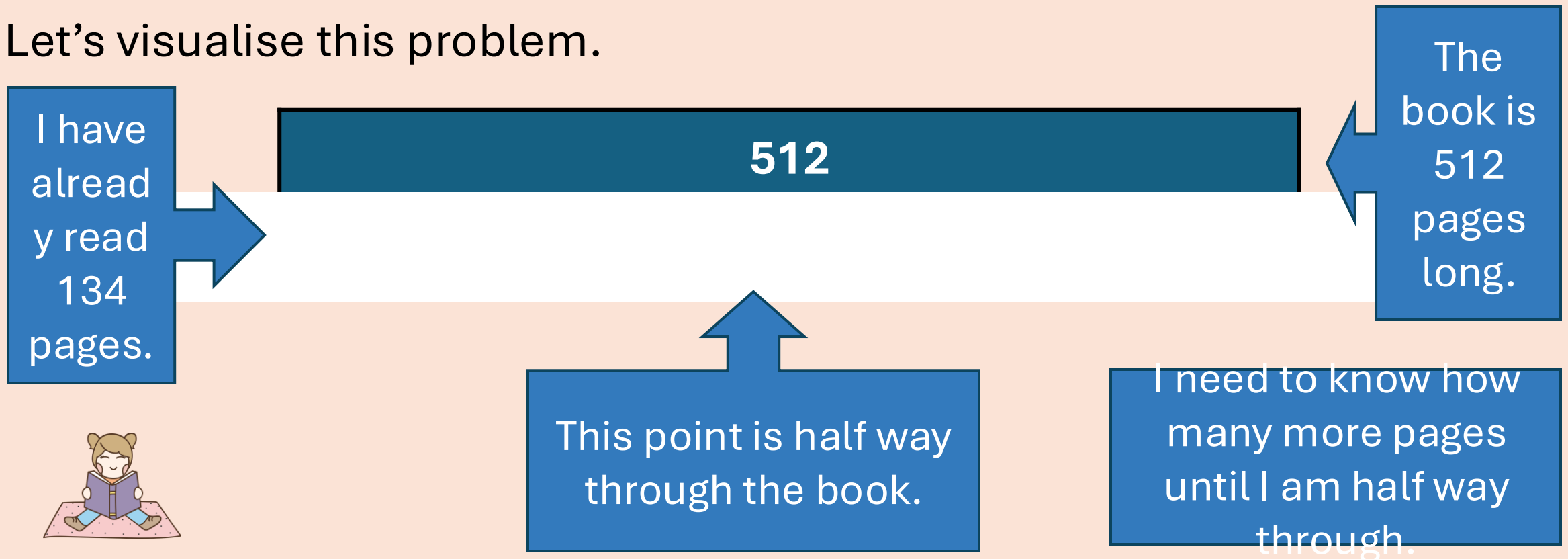
What is the question asking you to do?

How many different operations will you need to carry out?

Problem Three

I have read 134 of the 512 pages of my book. How many more pages must I read to reach the middle?

Let's visualise this problem.



Problem Three

I have read 134 of the 512 pages of my book. How many more pages must I read to reach the middle?

There are two steps to solve this problem:

Step 1: We need to find how what page the middle of the book is. We know the book is 512 pages in total, we therefore need to halve that to find the halfway point.

Step 2: We need to subtract the pages already read to find the number of pages remaining to reach the halfway point.



Problem Three

I have read 134 of the 512 pages of my book. How many more pages must I read to reach the middle?

Let's estimate.

The book is about 500 pages long. Half of this is 250, so that is about the middle.

I have already read over 100 pages, so there would be less than 150 left to read.



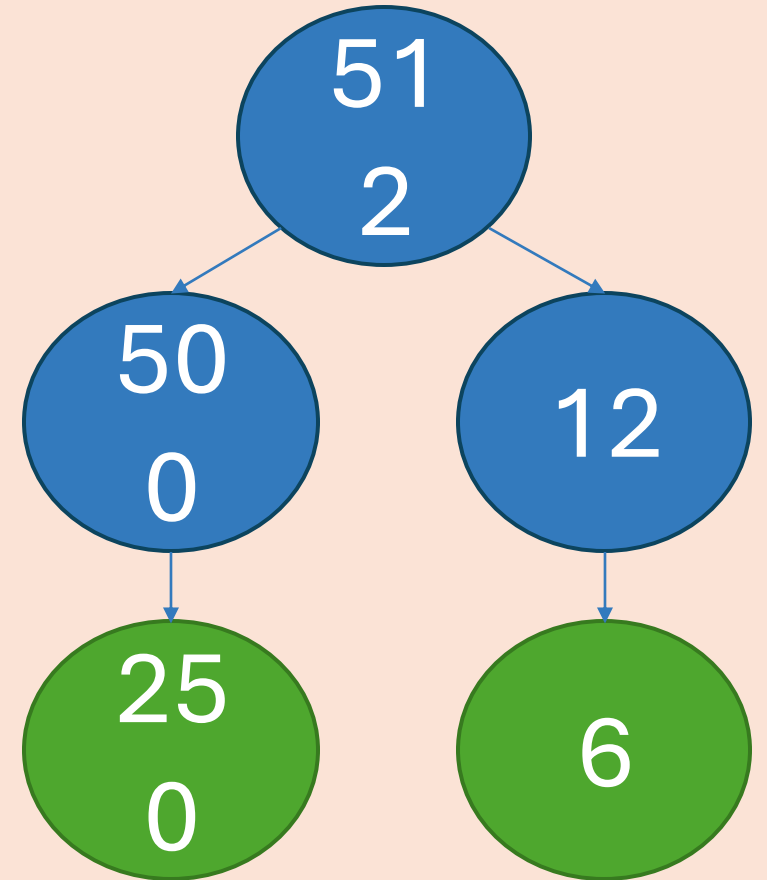
Problem Three

I have read 134 of the 512 pages of my book. How many more pages must I read to reach the middle?

Step 1: Find half of 512.

Let's partition the number to halve it.

$250 + 6 = 256$, so half of 512 is 256.



Problem Three

I have read 134 of the 512 pages of my book. How many more pages must I read to reach the middle?

Step 2: 256 - 134

You could calculate this mentally, on a number line or with a written strategy.

$$256 - 134 = 122$$

	2	5	6
-	1	3	4
	1	2	2

There are 122 pages left to read to reach the middle.

Problem Three

I have read 134 of the 512 pages of my book. How many more pages must I read to reach the middle?

Now go back and read the question again. Does our final answer make sense and have we answered the question?

Our estimate was less than 150 pages, so our answer is sensible.

Answer: You have to read 122 pages more to reach the middle of the book.

Over to you

Alex is cycling 64 kilometres with a stop half way. She has already travelled 23 kilometres. How many more kilometres does she have to cycle before she can stop?

What is the question asking you to do?

How many different operations will you need to carry out?

Problem Four

Ben is a long-distance runner who runs 30km in 5 hours. If he runs at the same pace throughout, how many metres will he have run after 2 hours?

What is the question asking you to do?
How many different operations will you need to carry out?
What would a sensible estimate be?



Problem Four

Ben is a long-distance runner who runs 30km in 5 hours. If he runs at the same pace throughout, how many metres will he have run after 2 hours?

There are two steps to solve this problem:

Step 1: We need to work out how many km he would have run in 1 hour. We can do this by dividing 30 by 5.

Step 2: We need to double this answer to work out how many km he would run in 2 hours, then convert this to metres.



Problem Four

Ben is a long-distance runner who runs 30km in 5 hours. If he runs at the same pace throughout, how many metres will he have run after 2 hours?

Let's estimate.

2 hours is less than half of 5 hours, so our distance run will be less than half of 30km.

Half of 30 is 15, so our answer will be less than 15km or 15,000m.



Problem Four

Ben is a long-distance runner who runs 30km in 5 hours. If he runs at the same pace throughout, how many metres will he have run after 2 hours?

Step 1: $30 \div 5$

I can use my knowledge of times tables to answer this question. There are 6 lots of 5 in 30, so $30 \div 5 = 6$.

Problem Four

Ben is a long-distance runner who runs 30km in 5 hours. If he runs at the same pace throughout, how many metres will he have run after 2 hours?

Step 2: 6×2

I can use my knowledge of times tables to answer this question. $6 \times 2 = 12$, so Ben runs 12 km in 2 hours.

Finally, we need to convert the 12km into metres. I know that there are 1,000 metres in 1 km, so $12\text{km} = 12,000$ metres.

Problem Four

Ben is a long-distance runner who runs 30km in 5 hours. If he runs at the same pace throughout, how many metres will he have run after 2 hours?

Now go back and read the question again. Does our final answer make sense and have we answered the question? Is it close to our estimate?

We estimate was that our answer would be less than 15,000m, so our answer is reasonable.

Answer: Ben will have run 12,000 metres after 2 hours.

Over to you

For every 5km I cycle on a sponsored bike ride, my uncle will give me £6. If I cycle 15km, how much money will he need to give me?

What is the question asking you to do?

How many different operations will you need to carry out?

1. A boat can safely carry 145 kilograms.

Name	Mary	Rares	John	Bob	Huw	Kate
Weight in kg	59.5	41.1	39.8	80.3	28.2	32.1

Can the boat safely carry Mary and Bob?

2a. Some children go camping. It costs £2.20 for each child to camp each night. How much will each child have to pay for the 6 nights?

b. There are 78 children. Each tent takes up to 6 children. How many tents will be needed?

1. Dev and Joe each buy a book. Dev pays with a £5 note and gets £1.05 change. Joe's book costs £7.

How much more does Joe's book cost than Dev's book?

2. Amir and Lara buy some fruit

Pineapples
£1.40 each

Grapes
£2.50 for 1 kg

Peaches
£1.99 for a box

- a) Amir buys 2 pineapples and a box of peaches. How much does he pay?

- b) Lara buys a kilogram of grapes and a pineapple. How much change does she get from £10.

1. Eight small bricks have the same mass as three large bricks. The mass of one small brick is 1.5kg. What is the mass of one large brick?

2. Six apples cost £1.92. Three apples and 1 orange cost £1.21. What is the cost of one orange?

3. Joshua has 26 football cards. Ben has twice as many as Joshua. Francesca has 5 more than Ben. How many cards does Francesca have?

1. A torch cost £7.65. Kate buys a torch and two batteries. She pays £8.75 altogether. How much does one battery cost?

2. A stack of 40 identical boxes is 1,400cm tall. Aniya takes three boxes off the top of the pile. How tall is the stack now?

3. A school orders 20 boxes of pencils. Each box contains 12 packets of pencils. Each packet contains 35 pencils. How many pencils do the school order in total?

Wednesday 6th May

TBAT: make developed inferences, drawing on evidence from the text and wider experience.

3 in 3

Sneha lived on the outskirts of a small village, tucked away at the foot of the mountains. She lived in a little cottage with a thatched roof and a charming garden, full of blooming flowers and buzzing bees. Unlike other villagers who were early risers, Sneha was a night owl. She enjoyed the silence of the night, stargazing, and listening to the hushed whispers of the wind.

Sneha loved painting and she transformed her surroundings into beautiful pieces of art. Her cottage was filled with colourful canvases of starry skies, mountain landscapes and flower-filled meadows. Her passion for art was well-known in the village and her work was admired by everyone.

Even though she lived far from the hustle and bustle of the city, Sneha never felt lonely. She was a part of the mountains, the meadows and the night sky. This peaceful life was all she ever wanted.

- 1. Find and copy a phrase from the text that provides explicit evidence of Sneha's main hobby.**
- 2. Prove or disprove this statement using evidence from the text: Sneha is an early riser who enjoys busy city life.**

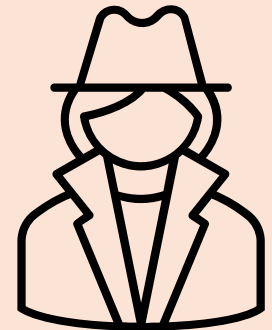
3. Statement	True	False	Evidence
Sneha lives in a big city.			
Sneha enjoys painting.			
Sneha feels lonely because she lives far from the city.			
Sneha's art is disliked by the villagers.			

What is inference?

Inferences are the conclusions we draw based on the information we have.

When we read, we use clues in the text to make guesses about what's happening, even if it's not directly said.

Think about when you're reading a detective story. The detective doesn't always tell you who the culprit is right away, do they? Instead, they find clues and piece them together to solve the mystery. That's what making an inference is like – you're the detective!



What is evidence?

Evidence is proof. In our case, it will be words, sentences or paragraphs in the text that help us understand if the statement is true or not. Evidence can be something the character says or does, a description of the setting or an event that happens in the story.

There are two main types of evidence we'll be looking for: explicit and implicit. Explicit evidence is information that is clearly stated or shown in the text. Implicit evidence is information that is not directly stated but that we can figure out from what we read.



Making inferences

We make inferences by combining information in the text (clues) with our own knowledge and experiences (background knowledge).

This lets us understand more than just the words on the page – we can figure out characters' feelings and motives or predict what will happen next.



Evidence from the text

Textual evidence is the information or details presented in the text that help us draw conclusions.

These include:

- specific details that provide concrete evidence
- descriptions that can offer insights into characters, settings or events
- character actions that can reveal intentions, emotions or relationships.



Evidence from the text

Specific details provide concrete evidence that can be used to make inferences.

For example:

- If the text mentions that the character has a scar on their face, it could imply a past event or a significant experience.
- If the text describes a dilapidated house with broken windows and overgrown weeds, it could suggest neglect or an abandoned setting.



Evidence from the text

Descriptions can offer insights into characters, settings or events, helping readers make inferences.

For example:

- If the text describes a character as anxious, fidgeting and sweating, it may imply that the character is nervous or worried about something.
- If the text describes a dark and stormy night, it might create a suspenseful or eerie atmosphere, indicating a potential conflict or tension.



Evidence from the text

Character actions can reveal intentions, emotions or relationships, aiding in inference-making.

For example:

- If a character hugs another character tightly and cries, it could suggest a close bond or an emotional moment.
- If a character makes a sarcastic comment, it may imply their true feelings or a hint of underlying conflict.



Evidence from the text

The wind howled through the trees, causing the branches to sway and creak in protest. The grey clouds loomed overhead, threatening to burst with rain. Sarah clutched her jacket tightly, feeling the chill seep into her bones. She quickened her pace, her footsteps echoing on the deserted street. The empty swings in the park swung back and forth, adding to the sense of desolation.

What does the howling wind and swaying branches suggest about the atmosphere or mood of the scene?



Evidence from the text

First, we need to ensure we understand what we are being asked to do. We need to identify the implications of the howling wind and swaying branches on the atmosphere or mood of the scene.

The **wind howled through the trees, causing the branches to sway and creak** in protest. The grey clouds loomed overhead, threatening to burst with rain. Sarah clutched her jacket tightly, feeling the chill seep into her bones. She quickened her pace, her footsteps echoing on the deserted street. The empty swings in the park swung back and forth, adding to the sense of desolation.

Evidence from the text

What emotions do you associate with a howling wind and swaying branches?

Emotions	Explanation
Unease or fear	The howling wind and swaying branches can evoke a sense of unease or fear, as they create a mysterious and unsettling atmosphere.
Tension or suspense	The sounds and movements of a howling wind and swaying branches can build tension and suspense, heightening anticipation for something to happen.
Isolation or loneliness	The imagery of a howling wind and swaying branches can also evoke feelings of isolation or loneliness, as they may suggest a desolate or abandoned setting.
Excitement or thrill	For some, the howling wind and swaying branches may create a sense of excitement or thrill, particularly in the context of an adventure or a thrilling moment in a story.

Evidence from the text

What does the howling wind and swaying branches suggest about the atmosphere or mood of the scene?

The howling wind and swaying branches make the scene feel tense and ominous. Words like *howled* and *creak* create a sense of unease and suspense. The strong wind suggests something big might happen or that there's trouble ahead. The swaying branches add to the feeling of movement and agitation. All of this creates a mood of anticipation, uneasiness or even danger in the scene.

Personal experience

Our experiences shape who we are and how we see the world.

When we read, we use our experiences to understand the text better. Our emotions, memories and perspectives enrich our understanding and help us relate to the characters and themes in the story. By connecting what we read to our lives, we can empathise with characters and understand the author's message.



Personal experience

Background knowledge, gained through personal experiences or prior learning, equips us with a broader context for inference-making.

By combining textual evidence with personal experiences, we can create a more comprehensive understanding of the text.



Combining evidence with personal experience

Combining textual evidence and personal experience is a powerful approach to making inferences.

How do we do this?

Find the clues.	Look closely at the details, descriptions or actions mentioned in the text. These are the clues that the author gives us to understand what's happening.
Think about your own life.	Consider your own experiences and what you've seen or felt that might connect to what you read. This could be similar feelings, situations or actions that you've encountered.
Make the connection.	Connect the clues from the text with your own experiences. Ask yourself, "How do these clues in the story relate to something similar that I've experienced?"
Fill in the gaps.	Use your personal experiences. Think about how your experiences can give you insight into what the characters are feeling, why they act a certain way or what might happen next.

Combining evidence with personal experience

Sometimes, it can help to have a structure to support your answer. We can use a model like this:

Question	It (the text) says...	I say...	So...
Write the question which you have been asked here.	Find the evidence in the text that will help to answer the question. Think carefully about word meanings.	Consider what you know about the information from your own personal experience.	Combine the evidence with your experience to come to a conclusion – your answer.

Finding evidence

I headed straight home, clutching the parcel to my chest. Being back amongst the street lights, traffic, people going about their business, I hoped everything would seem a bit less weird: it didn't.

Question	It (the text) says...	I say...	So...
What time of day is it?	the street lights... traffic... people going about their business...	Street lights only come on at night but if there is traffic and lots of people then it can't be very late.	It is the early evening.

Your turn

As the door creaked open, Aisha hesitated before stepping into the old, dimly lit room. Dust particles danced in the slivers of sunlight that streamed through the cracked windows. The scent of musty books filled the air, creating an atmosphere of nostalgia. Aisha's fingers trembled as she reached out to touch a faded photograph on the dusty table. A single tear rolled down her cheek as memories flooded back.

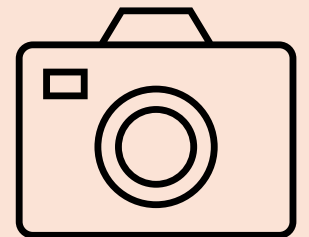
Based on the text, what can you infer about Aisha's emotions and the significance of the room? Support your inference with evidence from the text and your own personal experiences or background knowledge.

Your turn

Question	It (the text) says...	I say...	So...
Based on the text, what can you infer about Aisha's emotions and the significance of the room?	fingers trembled, single tear, touch a faded photograph, memories flooded back	She might be sad about the photo. I feel like this when looking at photos of my grandparents.	Let's put these together to make our answer...

Your turn

Aisha feels hesitant, nostalgic and sad. The creaking door and dimly lit room make her uncertain. Dust particles and a musty book smell create a sense of nostalgia. Aisha's trembling fingers and tear show that the room and photo hold personal significance. I can relate to this because I felt similar emotions in my grandparents' attic.



Your turn

The Nile flows north through a changing scenery of lush tropical forest and grassy plains. Then it enters a vast swamp called the Sudd, which is more than 400 miles long. There are only three channels through the Sudd and all are infested with snakes, crocodiles and insects.



Not many people travel through the Sudd.

Give two reasons why this statement might be true using evidence from the text.

How did you do?

The Nile flows north through a changing scenery of lush tropical forest and grassy plains. Then it enters a **vast** swamp called the Sudd, which is **more than 400 miles long**. There are **only three channels** through the Sudd and all are **infested with snakes, crocodiles and insects**.

Question	It (the text) says...	I say...	So...
<p><i>Not many people travel through the Sudd.</i></p> <p>Give two reasons why this statement might be true using evidence from the text.</p>	<p>a vast swamp... more than 400 miles long... 3 channels... infested with snakes, crocodiles and insects...</p>	<p>Vast means big. 400 miles is a long way. I know when it says 'only' that means that it is not many in this context. I know those creatures are deadly.</p>	<p>It is difficult to navigate because it says that it is vast and long. It is dangerous because it says that it is infested with snakes, crocodiles and insects</p>

Dear Miss Strangewart,

I am writing to offer my sincere apologies for my grotesque behaviour in your class. The awkward atmosphere made it very apparent to me just how sad and cross I had made you. Had I known that you were teaching Ghastly Rudeness, I would naturally have come crashing in through the door, scraped my chair and whistled loudly while you were talking. Unfortunately, I had it down as an Aggressive Silence lesson on my timetable. I certainly wouldn't have hung up my cloak so immaculately and smiled at everyone as I entered. I am very sorry that I did not insult anyone else's warts or make fun of their terrible cackle. I know you expect better from the students of Hag Academy. I promise it won't happen again and I will try to be more unpleasant in future.

Yours insolently,

Griselda

- 1. How can you tell that this is not a normal school? Give at least two ways. Use evidence from the text to support your answer.**
- 2. How can you tell that Griselda didn't mean to insult Miss Strangewart?**
- 3. Whom do you think attends the school? Give evidence to support your answer.**

Dew-kissed roses at the dawn of day,
Whisper tales of night now swept away.
Beneath the sun, their petals wide unfurl,
Unveiling nature's beauty, a radiant pearl.

1. What emotions or atmosphere does the poem evoke? Support your answer with evidence from the text and your own personal experiences.
2. What might the 'whisper tales of night' and 'nature's beauty, a radiant pearl' symbolise or represent? Provide textual evidence and draw connections to your personal experiences or background knowledge.
3. How does the imagery of 'dew-kissed roses' and 'beneath the sun, their petals wide unfurl' contribute to the overall meaning or mood of the poem? Explain with reference to the text and any personal experiences that enhance your understanding.

The Ocean's Tale

The azure sky reflects on the ocean's face,
Where dolphins dive and seagulls race.
The sun bows low, as the day unwinds,
Leaving a canvas for the stars to find.

Seashells whisper stories of the deep,
Of treasures hidden where sea creatures sleep.
Driftwood traces tales of far-off lands,
Echoes of journeys shaped by nature's hands.

A lighthouse stands tall, the sea's lone knight,
Guiding vessels through the moonlit night.
Each wave that rolls onto the sandy shore,
A messenger of the ocean's lore.

The sandcastle yields to the rising tide,
In the ocean's dance, there's no place to hide.
Yet each dawn, children return to play,
Building dreams, washed away but never astray.

- 1. In the second verse, what can we infer about the sea creatures and their environment? How does this compare to your own experiences or what you know about the sea?**
- 2. From the poem, we can see the ocean's relationship with the lighthouse and the sandcastles. What can we infer from this about the ocean's power and its effects on other things? Have you seen or experienced anything similar in real life?**
- 3. The children in the poem keep building sandcastles even though they're washed away. What can this tell us about their attitude or feelings? Can you relate this to an experience or a situation from your own life where you've kept trying despite challenges or setbacks?**

06.05.26

Maths Booster PM

1. _____ + 8572 = 9968

2. 28% of 400 =

3. 3686 ÷ 3 =

4. 425.3 × 8 =

5. $\frac{7}{8} \times \frac{4}{7} =$

6. 78% of 9000 =

7. 37 × 5352 =

8. $\frac{3}{8} \div 3 =$

9. 8892 - _____ = 2057

10. $\frac{3}{9} \times 9 =$

06.05.26

Maths Intervention

Tick (✓) **two** cards that give a **total of 5**.

$$1\frac{1}{4}$$

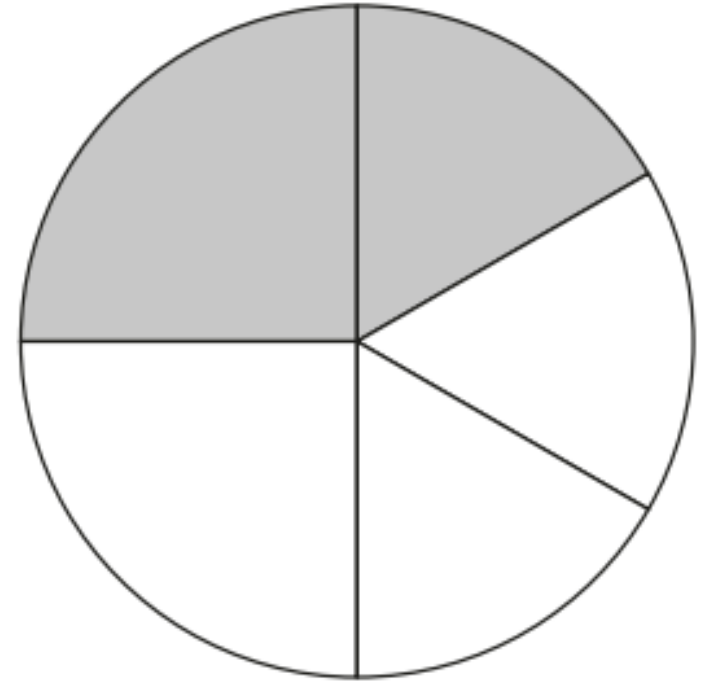
$$1\frac{1}{2}$$

$$1\frac{3}{4}$$

$$3\frac{1}{2}$$

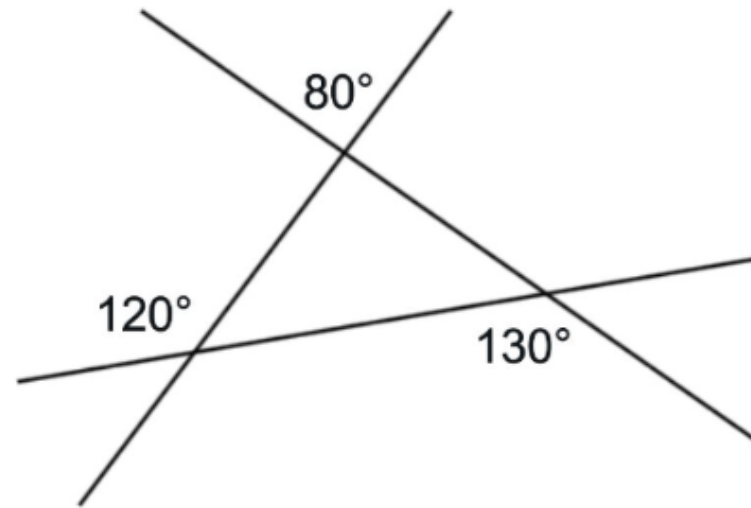
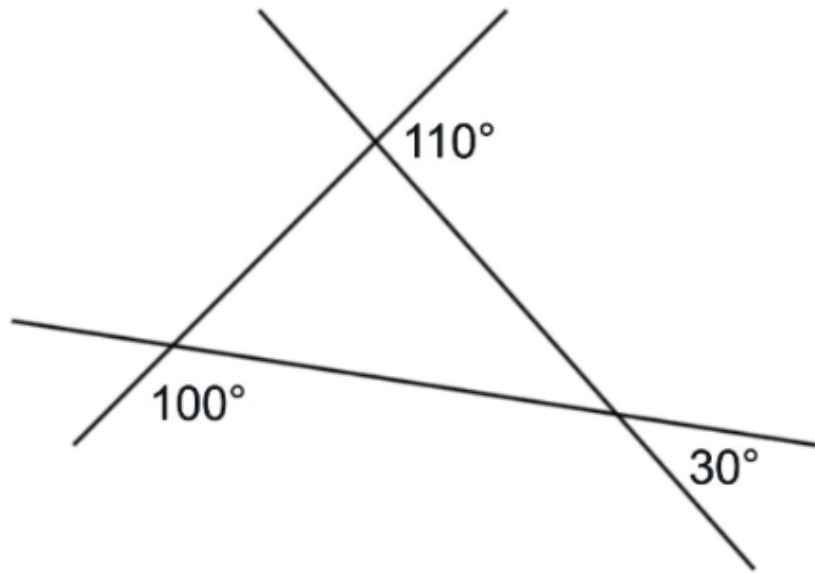
$$3\frac{3}{4}$$

In this circle, $\frac{1}{4}$ and $\frac{1}{6}$ are shaded.



What fraction of the whole circle is **not** shaded?

Which diagram is impossible?



06.05.26

Maths Intervention

Match each box to the correct number.

One has been done for you.

$\frac{1}{2}$ of 30

$\frac{1}{3}$ of 75

$\frac{1}{5}$ of 150

45

40

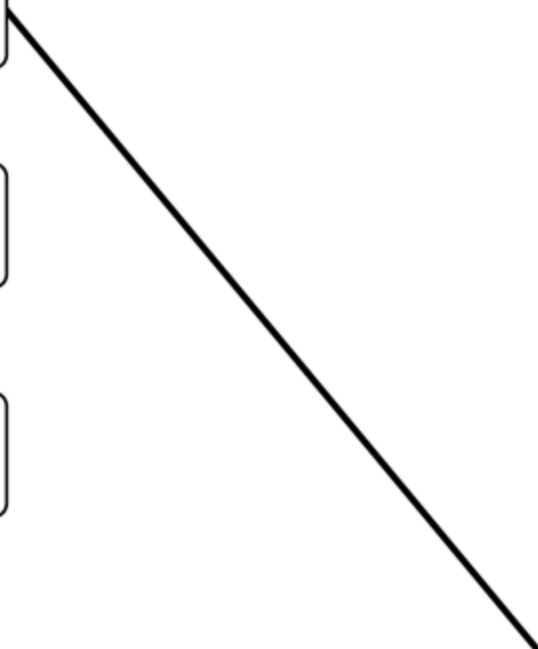
35

30

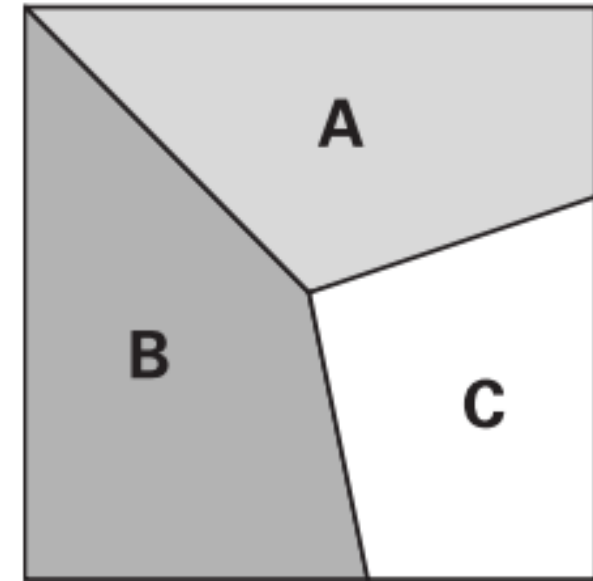
25

20

15



This square is divided into three parts.



Part **A** is $\frac{1}{3}$ of the area of the square.

Part **B** is $\frac{2}{5}$ of the area of the square.

What fraction of the area of the square is part **C**?

Maths Intervention - Shape

Karim says,

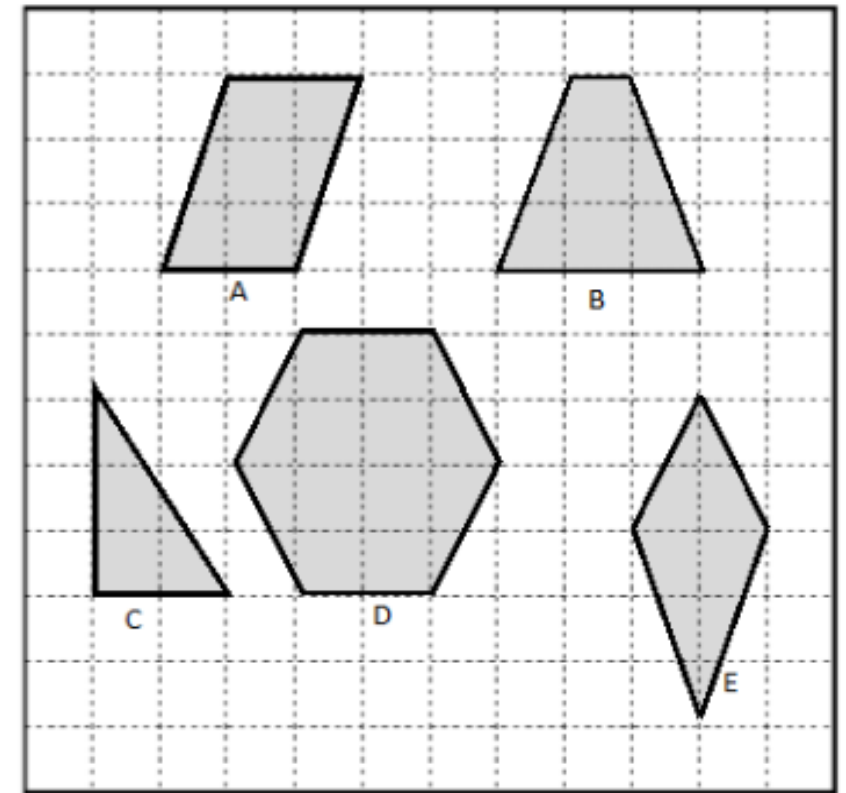
"All shapes with parallel lines have 4 sides."

Is she correct? Explain your answer.

Karim is correct / incorrect.

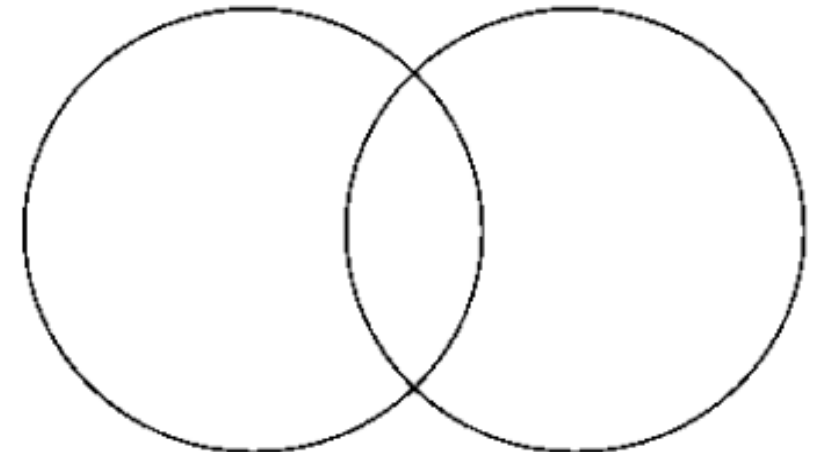
I know this because:

Here are five shapes drawn on a grid. Write the name of each shape in the correct region in the sorting diagram.



has parallel sides

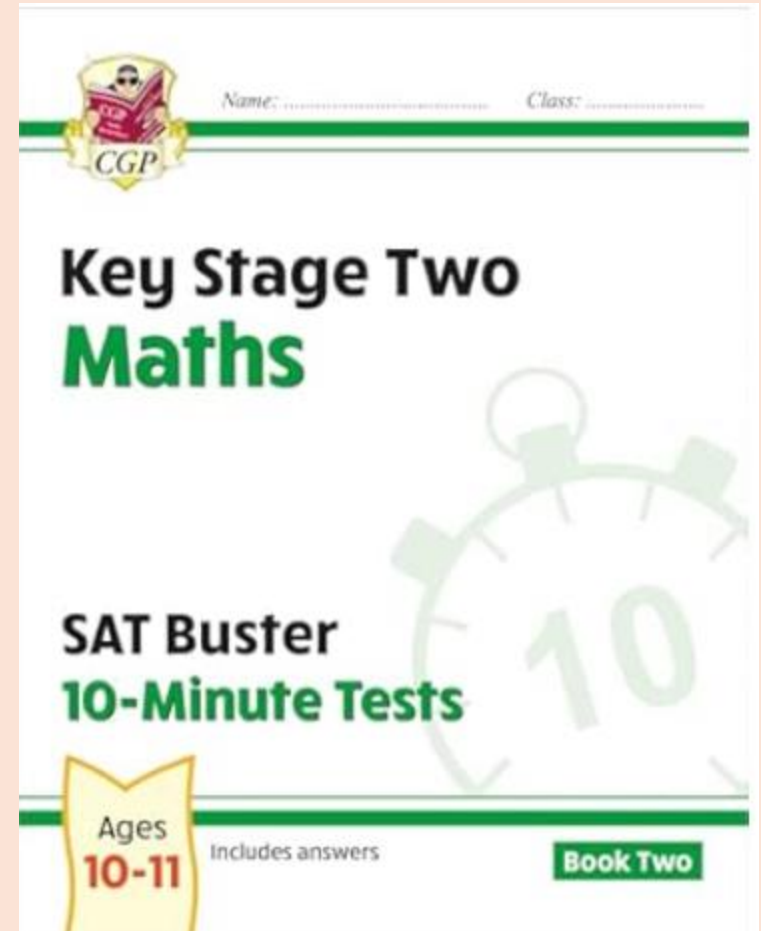
quadrilateral



06.05.26

Maths Intervention PM

- CGP
- Maths CGP
- Book 2



Today, we are going to look at words that contain silent letters.



Many words in English have silent letters. Silent letters are letters that you can't hear when you say the word, but that are there when you spell the word.

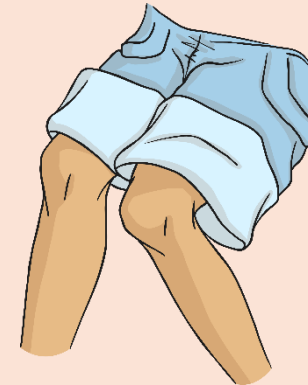
Can you spot the silent letters in these words?



bomb



hym**n**



knee

In this session, we are going to concentrate on words that contain a silent 'b', silent 'k' or silent 'n'.

Say What You See!

Click on the panels to reveal the illustration behind.

Pick one numbered square at a time.

Can you see the silent letter word that is illustrated in the picture? Write the word down and discuss it with a partner.

How many squares did you need to reveal?

Reveal Answer

1

2

3

4

5

6

7

8

9

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How many squares did you need to reveal?

Reveal Answer

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2

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4

5

6

7

8

9

Here are your spelling words.

Can you spot all of the silent letters in the list?



Week 1

Words with silent letters

doubt

lamb

debt

thumb

solemn

autumn

column

knight

knuckle

knot

Endings that Sound Like /shun/ Spelt -tion, -sion, -ssion, -cian | KS2 English Concept Video

magician	magision	magition
direcsion	direction	direcian
extension	extention	exencion
invertion	inverssion	inversion
impresion	impression	impretion
technision	technition	technician

Remember!

- tion** if the root word ends in **-t** or **-te**
- sion** if the root word ends in **-d**, **-de** or **-se**
- ssion** if the root word ends in **-ss** or **-mit**
- cian** if the root word ends in **-c** or **-cs**