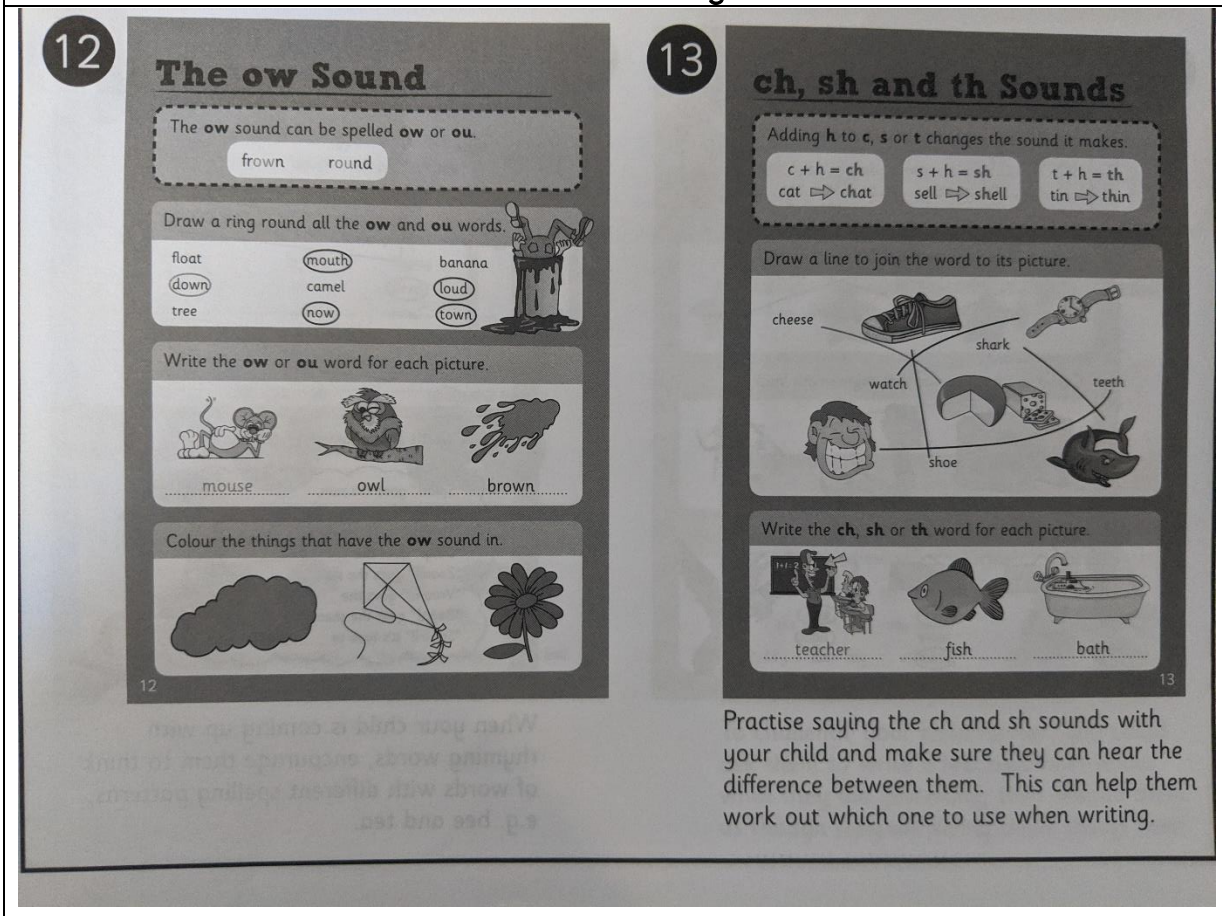
Date: 27/03/20 Tudor English and Maths answers

## 5-6 Years English (Year 1)



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### The ow Sound

The **ow** sound can be spelled **ow** or **ou**.

frown round

Draw a ring round all the **ow** and **ou** words.

| | | |
|---|---|---|
| float | mouth | banana |
| down | camel | loud |
| tree | now | town |

Write the **ow** or **ou** word for each picture.

mouse owl brown

Colour the things that have the **ow** sound in.

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### ch, sh and th Sounds

Adding **h** to **c**, **s** or **t** changes the sound it makes.

c + h = ch cat ⇨ chat

s + h = sh sell ⇨ shell

t + h = th tin ⇨ thin

Draw a line to join the word to its picture.

cheese, shark, watch, teeth, shoe

Write the **ch**, **sh** or **th** word for each picture.

teacher fish bath

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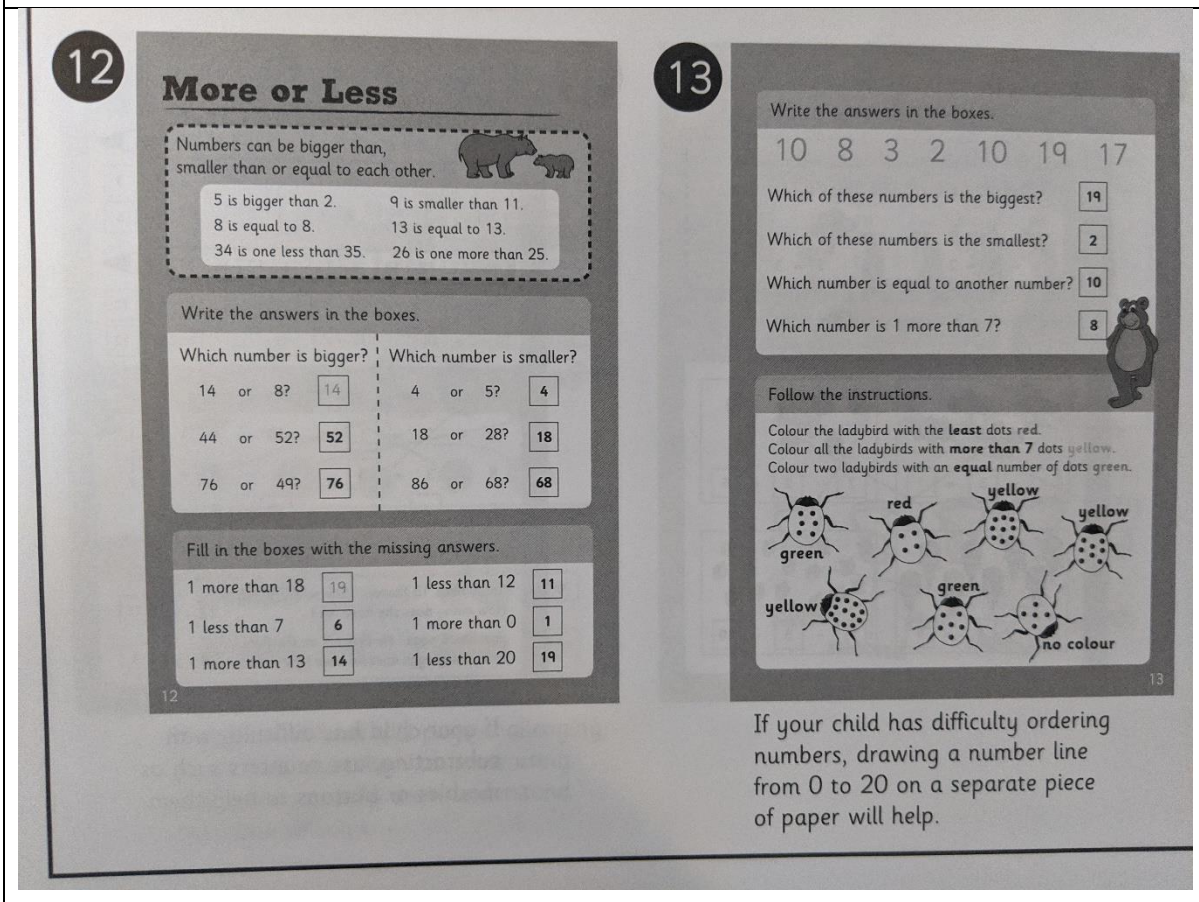
Practise saying the ch and sh sounds with your child and make sure they can hear the difference between them. This can help them work out which one to use when writing.

## 5-6 Years Maths (Year 1)



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### More or Less

Numbers can be bigger than, smaller than or equal to each other.

5 is bigger than 2. 9 is smaller than 11.
8 is equal to 8. 13 is equal to 13.
34 is one less than 35. 26 is one more than 25.

Write the answers in the boxes.

| Which number is bigger? | | Which number is smaller? | |
|---|---|---|---|
| 14 or 8? | 14 | 4 or 5? | 4 |
| 44 or 52? | 52 | 18 or 28? | 18 |
| 76 or 49? | 76 | 86 or 68? | 68 |

Fill in the boxes with the missing answers.

| | | | |
|---|---|---|---|
| 1 more than 18 | 19 | 1 less than 12 | 11 |
| 1 less than 7 | 6 | 1 more than 0 | 1 |
| 1 more than 13 | 14 | 1 less than 20 | 19 |

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Write the answers in the boxes.

10 8 3 2 10 19 17

Which of these numbers is the biggest? 19

Which of these numbers is the smallest? 2

Which number is equal to another number? 10

Which number is 1 more than 7? 8

Follow the instructions.

Colour the ladybird with the **least** dots red.
Colour all the ladybirds with **more than 7** dots yellow.
Colour two ladybirds with an **equal** number of dots green.

green, red, yellow, yellow, yellow, green, no colour

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If your child has difficulty ordering numbers, drawing a number line from 0 to 20 on a separate piece of paper will help.

# 6-7 Years Maths (Year 2)

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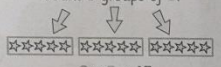
## Multiplying and Dividing

You can multiply by counting groups of a number.
Here's an example.

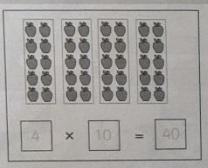
**Work out 3 × 5.**

Count 3 groups of 5.

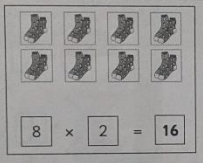


3 × 5 = 15

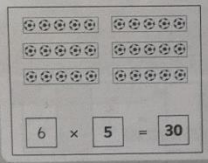
Count the groups and fill in the boxes.



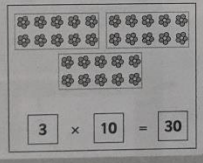
4 × 10 = 40



8 × 2 = 16



6 × 5 = 30



3 × 10 = 30

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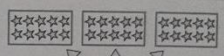
You can divide by sharing objects into equal groups.
Here's an example.

30 stars are shared into 3 equal groups.



There are 10 stars in each group.

So 30 ÷ 3 = 10

Share the objects into equal groups to do the divisions.

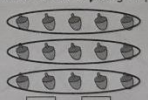
Divide into 6 equal groups.

12 ÷ 6 = 2

Divide into 5 equal groups.

10 ÷ 5 = 2

Divide into 3 equal groups.



15 ÷ 3 = 5

Divide into 4 equal groups.

16 ÷ 4 = 4

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Encourage your child to practise by dividing objects such as counters or building blocks into equal groups.

# 6-7 Years English (Year 2)

12

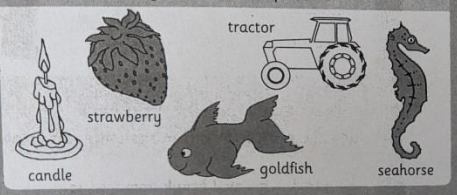
## Compound Words

When two short words are put together to make a longer word it is called a compound word.
Here are two examples:

black + berry = blackberry

cup + cake = cupcake

Colour in the things that are compound words.




Draw a ring around the compound words in these sentences.

1. John sat in the sunshine.
2. Mum lost her earring at the park.
3. Lucy put her hairbrush in the bathroom.
4. The postman left the parcel on the doorstep.

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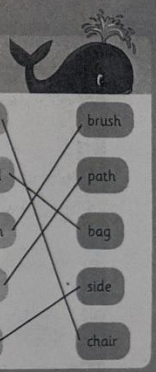
Draw a line to join the two halves of each compound word.




Fill in the gaps to finish the compound words.

rain + bow = rainbow

butter + fly = butterfly

snow + man = snowman

foot + ball = football

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As an extension activity, ask your child to list as many compound words as they can.

# 7-8 Years English (Year 3)

12

## The Present Perfect Tense

You can use the present perfect tense to talk about things that have happened recently.

I have finished my homework.

The present form of 'have' comes first...

...then the past tense of the verb.

Circle the sentences that use the present perfect.

The baker has made a birthday cake for me.

My friend has read that book.

I have a pet tortoise whose name is Harold.

We have asked if we can have a party.

My stepsister took me to the beach.

Rewrite these sentences using the present perfect.

1. I played golf with Bob.
   I have played golf with Bob.
2. He talked with Joanna.
   He has talked with Joanna.
3. They listened to the radio.
   They have listened to the radio.

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Sometimes, the form of the verb after 'have' changes.

I ate. | I have eaten. | It broke. | It has broken.

Circle the correct spelling of the verbs in these sentences.

1. Hayley has (taken) / took the last piece of chocolate.
2. My grandparents have (come) / came to stay with us.
3. We have saw / (seen) a giant pig in the garden.
4. The dentist has (spoken) / spoke to us.

Use the verb 'to have' and the right form of the word in brackets to complete each sentence in the present perfect.

1. The little bird has flown [fly] away.
2. Nadia has hidden [hide] my yellow jumper.
3. They have given [give] away their old clothes.
4. My friends have drunk [drink] all the orange juice.

Rewrite this sentence using the present perfect.

Our cat tore the cushions in the living room, so my parents went to buy some new ones.

Our cat has torn the cushions in the living room, so my parents have gone to buy some new ones.

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As an extension exercise you could ask your child to write down what they did today using the present perfect tense.

# 7-8 Years Maths (Year 3)

12

## Written Subtraction

You can write numbers in columns to help you subtract them. Here's an example:

Split the number being subtracted into tens and ones.

Subtract the ones...

... and the tens.

| H | T | O |
|---|---|---|
| 2 | 5 | 2 |
| − | 4 | 3 |
| | | |
| − 3 = | 2 | 4 9 |
| − 40 = | 2 | 0 9 |

Subtract the ones and tens to help you answer these calculations. Show your working in the boxes.

| | | |
|---|---|---|
| 294 − 72 | 867 − 45 | 542 − 28 |
| − 2 = 292 | − 5 = 862 | − 8 = 534 |
| − 70 = 222 | − 40 = 822 | − 20 = 514 |

Paul has £450. He goes shopping and spends £78. Work out how much money Paul has left. Show your working.

450 − 78

− 8 = 442

− 70 = 372

£ 372

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There's also the exchange method for subtraction. Here's an example:

| H | T | O |
|---|---|---|
| 3 | 7 (6) | 8 (16) |
| − 2 | 4 | 8 |
| 1 | 2 | 8 |

Write the numbers in columns so that the hundreds, tens and ones line up.

Subtract the ones. You can't do 6 − 8, so exchange 10 from the tens column. Add the 10 onto the ones, then you can do 16 − 8.

Subtract the tens. There are only 6 tens in the top number because you exchanged 1 ten from there.

Then subtract the hundreds.

Use the exchange method to do each subtraction. Write your answer in the box.

| | | | | |
|---|---|---|---|---|
| 2 (11) 18 − 133 | 495 − 272 | 697 − 353 | 4 (13) 8 2 6 − 442 | 4 (16) 8 8 6 − 629 |
| = 85 | = 223 | = 344 | = 94 | = 227 |

Use the exchange method to answer these subtractions.

330 − 129

| | | |
|---|---|---|
| 2 (10) 3 3 0 | | |
| − 1 2 9 | | |
| = 2 0 1 | | |

472 − 266

| | | |
|---|---|---|
| 4 (12) 7 2 | | |
| − 2 6 6 | | |
| = 2 0 6 | | |

719 − 286

| | | |
|---|---|---|
| 6 (11) 7 1 9 | | |
| − 2 8 6 | | |
| = 4 3 3 | | |

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# 8-9 Years English (Year 4)

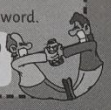
12

## Apostrophes

Apostrophes are used to show that something belongs to someone. Ben's = belonging to Ben

If a plural ends in 's', the apostrophe goes after the word.

My cousin's sweets = belonging to my cousin (singular)
My cousins' sweets = belonging to my cousins (plural)



Show who owns what by adding apostrophes to the sentences.

1. My dog's pink sunglasses used to be Sheila's.
2. Michael has a hat that used to be his father's.
3. My mother's boots have pink laces.
4. The cat's tail was painted green and blue.
5. The garden was full of flowers and the baby's toys.
6. Steve's cleaning company was not allowed in Laura's room.

Cross out the phrases with the apostrophe in the wrong place.

| | | |
|---|---|---|
| belonging to my brothers | ~~my brother's~~ | my brothers' |
| belonging to the teachers | the teachers' | ~~the teacher's~~ |
| belonging to the firemen | ~~the firemens'~~ | the firemen's |
| belonging to the bears | the bears' | ~~the bear's~~ |
| belonging to the women | the women's | ~~the womens'~~ |

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## Its and It's

It's means **it is** or **it has**. She says it's time for bed.

Its means **belonging to it**.

The lion admired its mane in the mirror.

Fill the gap in each sentence with **its** or **it's**.

1. The rabbit pricked up ...its... ears and listened carefully.
2. The forecast says ...it's... going to be foggy today.
3. The car was wet inside because ...its... windows were open.
4. According to the map, ...it's... just around this corner.
5. ...It's... a really big tent, so all of my friends will fit in.
6. The bike was filthy, so we washed ...its... wheels.

Cross out the wrong use of **it's** or **its** in each sentence.

1. Don't forget your alien. ~~**It's**~~ / **Its** spaceship leaves soon.
2. I can't believe **it's** / ~~**its**~~ been a year since the concert.
3. The penguin put ~~**it's**~~ / **its** ice skates on in a hurry.
4. **It's** / ~~**Its**~~ nice that you could come with us today.
5. The dog had a scared look on ~~**it's**~~ / **its** face.
6. "**It's** / ~~**Its**~~ got to be down this road," said Sue.

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# 8-9 Years Maths (Year 4)

12

## Factors & Multiples

A factor is a whole number that divides another whole number exactly. Here's an example:

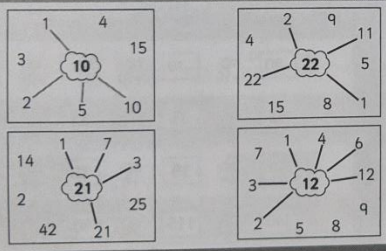
The factors of 15 are 1, 3, 5 and 15.

A number always has 1 and itself as factors.

Use division to show why the statements below are true.

| | |
|---|---|
| 3 is a factor of 18. | 18 ÷ 3 = 6 so 3 is a factor of 18. |
| 6 is a factor of 42. | **42 ÷ 6 = 7 so 6 is a factor of 42.** |
| 9 is a factor of 27. | **27 ÷ 9 = 3 so 9 is a factor of 27.** |
| 4 is a factor of 32. | **32 ÷ 4 = 8 so 4 is a factor of 32.** |

Draw lines to join the numbers in the clouds to their factors.

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Multiples are the numbers you get when you multiply a whole number by another whole number. Here's an example:

12 is a multiple of both 4 and 3 because 4 × 3 = 12.

Use the times tables to show why the statements below are true. Write your answers in the boxes.

| | |
|---|---|
| 45 is a multiple of 9. | 9 × 5 = 45 so 45 is a multiple of 9. |
| 60 is a multiple of 5. | **5 × 12 = 60 so 60 is a multiple of 5.** |
| 15 is a multiple of 3. | **3 × 5 = 15 so 15 is a multiple of 3.** |
| 72 is a multiple of 8. | **8 × 9 = 72 so 72 is a multiple of 8.** |

Use the times tables to colour in the multiples of the bold numbers below.

| | | | | |
|---|---|---|---|---|
| 3 | 27 | 61 | 8 | 50 |
| | 11 | 20 | 31 | 15 |
| | 12 | 25 | 4 | 10 |

| | | | | |
|---|---|---|---|---|
| 7 | 6 | 31 | 77 | 36 | 39 |
| | 42 | 45 | 24 | 21 | 54 |
| | 57 | 14 | 55 | 81 | 90 |

| | | | | |
|---|---|---|---|---|
| 5 | 17 | 30 | 33 | 35 |
| | 50 | 22 | 60 | 51 |
| | 6 | 5 | 25 | 82 |

| | | | | |
|---|---|---|---|---|
| 8 | 72 | 36 | 63 | 56 | 9 |
| | 22 | 15 | 42 | 18 | 4 |
| | 48 | 8 | 71 | 21 | 30 |

| | | | | |
|---|---|---|---|---|
| 6 | 24 | 81 | 40 | 53 |
| | 21 | 30 | 54 | 12 |
| | 10 | 26 | 62 | 32 |

| | | | | |
|---|---|---|---|---|
| 4 | 35 | 42 | 22 | 14 | 8 |
| | 27 | 48 | 30 | 36 | 38 |
| | 16 | 15 | 53 | 54 | 10 |

13

Writing out the relevant times table on a separate piece of paper can help your child to identify the multiples of a number.

# 9-10 Years English (Year 5)

## Punctuation for Parenthesis

Commas, brackets and dashes can all be used to separate extra information in a sentence. ⇦ The extra information is called a parenthesis.

My neighbour, who is very friendly, waved to me.

I took Frankie (my border collie) for a walk on the beach.

Alison — who is an astronaut — boarded a rocket to Mars.

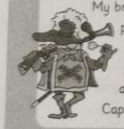
Tick the sentences which use dashes correctly.

- Sarah — the village vicar — plays the electric guitar. ✓
- My favourite dessert — chocolate — ice cream is lovely. ☐
- The dog — who was excited — barked happily. ✓
- In the town where — I live — there's a windmill. ☐

Add a pair of brackets to each sentence below.

1. I went to the pool (the one with the water slide) yesterday.
2. My brother (who loves driving) bought a black sports car.
3. Gavin (the local farmer) shaved his llama.

Add commas to the correct places in the passage below.



My brother, who is a gardener, was kidnapped by the world's most famous pirate, Captain Nancy Locket, last year. He was forced to join the crew of her ship, the fearsome Maroon Destroyer, and learn to be a pirate. He soon came face to face with Captain Fourbeards, Captain Nancy's arch-enemy, during a sea battle. The Maroon Destroyer's crew defeated Captain Fourbeards and took his ship, the Barber's Fortune, as a prize.

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## Commas

Some sentences can be read in more than one way. This sentence is ambiguous — its meaning isn't clear.

The girl who is in charge of training Dhriti is our best striker.

You can use commas to avoid confusion and make a sentence clearer.

A girl, who is training another girl called Dhriti, is the best striker. ⇨ The girl, who is in charge of training Dhriti, is our best striker.

Dhriti is in charge of training, and she's the best striker. ⇨ The girl who is in charge of training, Dhriti, is our best striker.

Add commas to the sentences to match the meanings in bold.

1. **Frank and Emily built a den after they woke Alyssa up.**

   ⇩

   After waking up Alyssa, Frank and Emily built a den.

2. **Alyssa, Frank and Emily built a den after they woke up.**

   ⇩

   After waking up, Alyssa, Frank and Emily built a den.

Explain the difference in meaning between the two sentences below.

1. The children, who had run into the castle, immediately came out again.
   This sentence means that the children ran into the castle and then came out immediately.
2. The children, who had run into the castle immediately, came out again.
   This sentence means that the children ran into the castle immediately and came out some time after.

Ask pupils to find examples of punctuation for parenthesis in some books that they are reading

# 9-10 Years Maths (Year 5)

## Multiply/Divide by 10s

To multiply by 10, 100 or 1000 move the digits to the left along the place value columns. To divide, move the digits to the right.

Move one space left to multiply by 10.

| | T | O |
|---|---|---|
| × 10 | | 2 |
| = | 2 | 0 |

Move two spaces left to multiply by 100.

| | H | T | O | t |
|---|---|---|---|---|
| × 100 | | 1 | 6 | |
| = | 1 | 6 | 0 | |

Move three spaces right to divide by 1000.

| | H | T | O | t | h |
|---|---|---|---|---|---|
| ÷ 1000 | 1 | 3 | 0 | | |
| = | | | 0 | 1 | 3 |

Fill in the boxes to complete the multiplications.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 51 | × | 100 | = | 5100 | 35 | × | 1000 | = | **35000** |
| 7 | × | 1000 | = | **7000** | 0.5 | × | 100 | = | **50** |
| 82 | × | 10 | = | **820** | 1.67 | × | 10 | = | **16.7** |
| 40 | × | 100 | = | **4000** | 0.8 | × | 1000 | = | **800** |

Fill in the boxes to complete the divisions.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8.7 | ÷ | 10 | = | 0.87 | 509 | ÷ | 100 | = | **5.09** |
| 6500 | ÷ | 1000 | = | **6.5** | 12.7 | ÷ | 10 | = | **1.27** |
| 482 | ÷ | 10 | = | **48.2** | 0.8 | ÷ | 10 | = | **0.08** |
| 9 | ÷ | 100 | = | **0.09** | 70 | ÷ | 1000 | = | **0.07** |
| 270 | ÷ | 1000 | = | **0.27** | 631 | ÷ | 100 | = | **6.31** |

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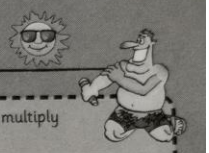
## Factors



Factor pairs are two factors of a number that multiply together to make that number. For example:

The factors pairs of 10 are: 1 × 10 and 2 × 5 ⇨ The factors of 10 are: 1, 2, 5 and 10

A common factor of two numbers is a factor of both numbers:

The factors of 15 are: 1, 3, 5 and 15 ⇨ The common factors of 10 and 15 are: 1 and 5

List all the factor pairs for each number given below.
Use the factor pairs to list all the factors of each number.

| 20 | 15 | 28 |
|---|---|---|
| 1 × 20<br>2 × 10<br>4 × 5<br>1, 2, 4, 5, 10 and 20 | 1 × 15<br>3 × 5<br>**1, 3, 5 and 15** | 1 × 28<br>2 × 14<br>4 × 7<br>**1, 2, 4, 7, 14 and 28** |

List the factors of each number.
Then write their common factors in the box underneath.

| 40 and 24 | 30 and 18 |
|---|---|
| Factors of 40:<br>①②④ 5 ⑧ 10 20 40<br>Factors of 24:<br>①② 3 ④ 6 ⑧ 12 24 | Factors of 30:<br>①②③ 5 ⑥ 10 15 30<br>Factors of 18:<br>①②③⑥ 9 18 |
| Common factors: **1, 2, 4, 8** | Common factors: **1, 2, 3, 6** |

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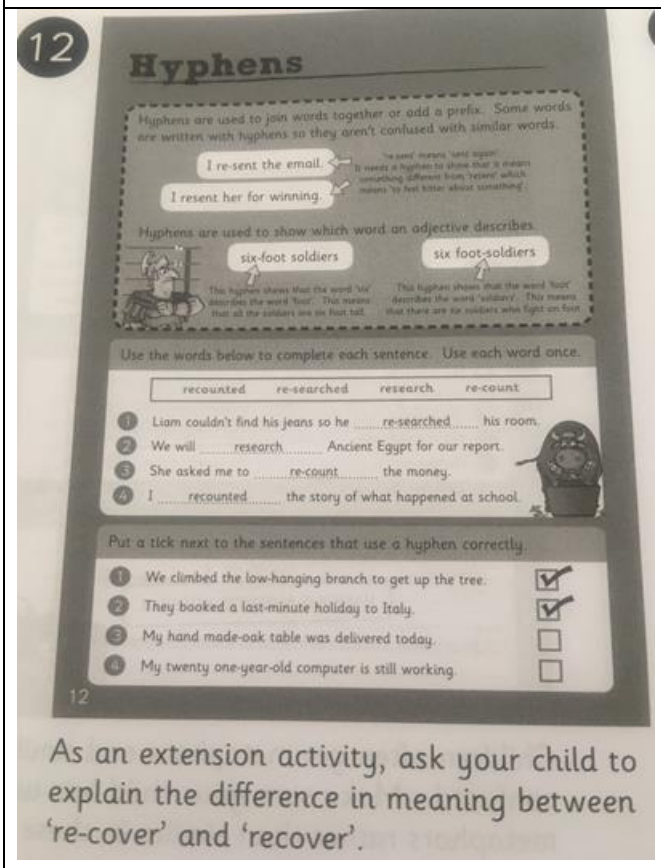
# 10-11 Years English (Year 6)



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## Hyphens

Hyphens are used to join words together or add a prefix. Some words are written with hyphens so they aren't confused with similar words.

I re-sent the email. ← 're-sent' means 'sent again'. It needs a hyphen to show that it means something different from 'resent' which means 'to feel bitter about something'.

I resent her for winning.

Hyphens are used to show which word an adjective describes.

six-foot soldiers — This hyphen shows that the word 'six' describes the word 'foot'. This means that all the soldiers are six feet tall.

six foot-soldiers — This hyphen shows that the word 'foot' describes the word 'soldiers'. This means that there are six soldiers who fight on foot.

Use the words below to complete each sentence. Use each word once.

recounted | re-searched | research | re-count

1. Liam couldn't find his jeans so he re-searched his room.
2. We will research Ancient Egypt for our report.
3. She asked me to re-count the money.
4. I recounted the story of what happened at school.

Put a tick next to the sentences that use a hyphen correctly.

1. We climbed the low-hanging branch to get up the tree. ☑
2. They booked a last-minute holiday to Italy. ☑
3. My hand made-oak table was delivered today. ☐
4. My twenty one-year-old computer is still working. ☐

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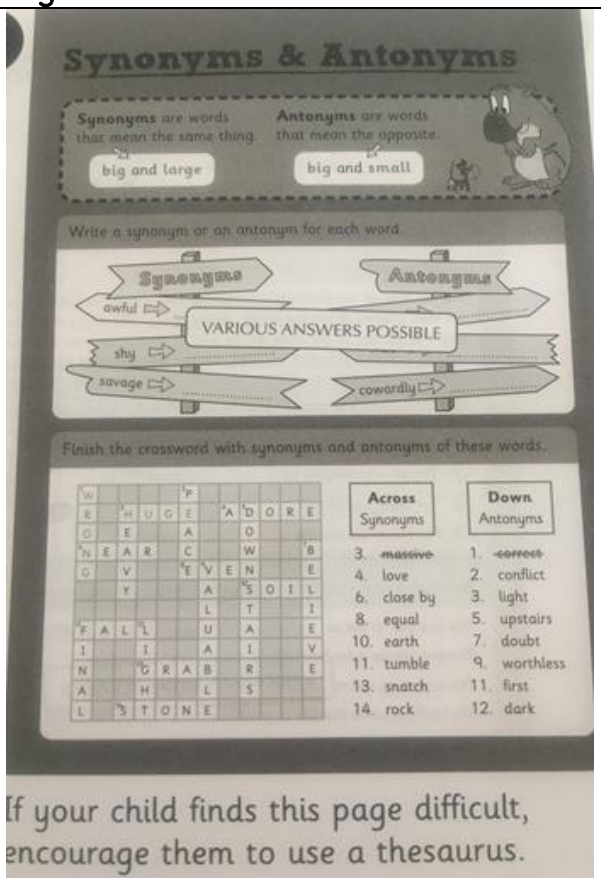
As an extension activity, ask your child to explain the difference in meaning between 're-cover' and 'recover'.



## Synonyms & Antonyms

**Synonyms** are words that mean the same thing. big and large

**Antonyms** are words that mean the opposite. big and small

Write a synonym or an antonym for each word.

Synonyms: awful ⇨ VARIOUS ANSWERS POSSIBLE; shy ⇨; savage ⇨

Antonyms: ⇨ cowardly

Finish the crossword with synonyms and antonyms of these words.



**Across** (Synonyms)

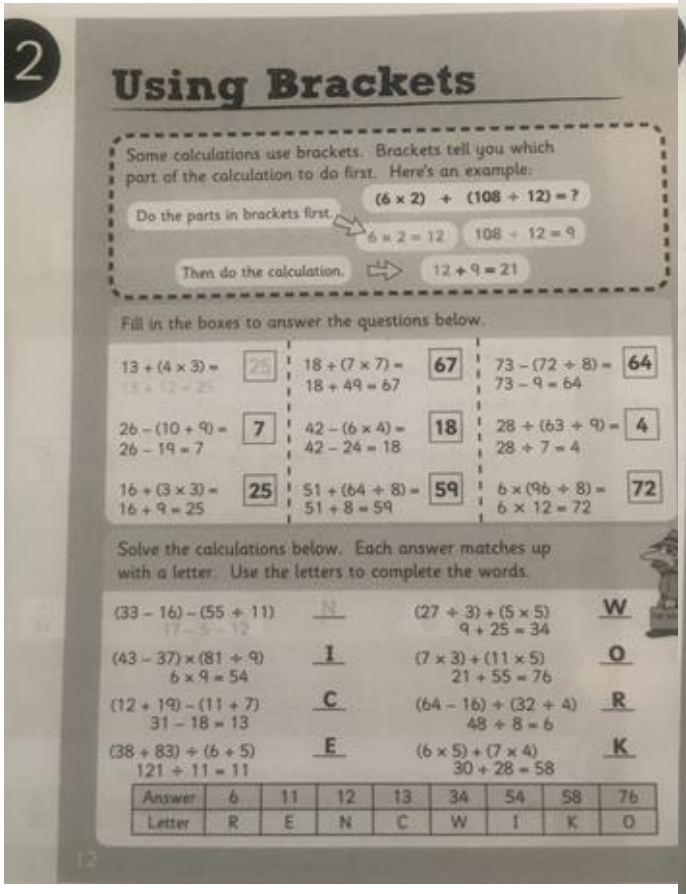
3. ~~massive~~
4. love
6. close by
8. equal
10. earth
11. tumble
13. snatch
14. rock

**Down** (Antonyms)

1. ~~correct~~
2. conflict
3. light
5. upstairs
7. doubt
9. worthless
11. first
12. dark

If your child finds this page difficult, encourage them to use a thesaurus.

# 10-11 Years Maths (Year 6)



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## Using Brackets

Some calculations use brackets. Brackets tell you which part of the calculation to do first. Here's an example:

(6 × 2) + (108 ÷ 12) = ?

Do the parts in brackets first. 6 × 2 = 12; 108 ÷ 12 = 9

Then do the calculation. 12 + 9 = 21

Fill in the boxes to answer the questions below.

| | | |
|---|---|---|
| 13 + (4 × 3) = 25<br>13 + 12 = 25 | 18 ÷ (7 × 7) = 67<br>18 + 49 = 67 | 73 – (72 ÷ 8) = 64<br>73 – 9 = 64 |
| 26 – (10 + 9) = 7<br>26 – 19 = 7 | 42 – (6 × 4) = 18<br>42 – 24 = 18 | 28 ÷ (63 ÷ 9) = 4<br>28 ÷ 7 = 4 |
| 16 + (3 × 3) = 25<br>16 + 9 = 25 | 51 + (64 ÷ 8) = 59<br>51 + 8 = 59 | 6 × (96 ÷ 8) = 72<br>6 × 12 = 72 |

Solve the calculations below. Each answer matches up with a letter. Use the letters to complete the words.

| | | | |
|---|---|---|---|
| (33 – 16) – (55 ÷ 11)<br>17 – 5 = 12 | N | (27 ÷ 3) + (5 × 5)<br>9 + 25 = 34 | W |
| (43 – 37) × (81 ÷ 9)<br>6 × 9 = 54 | I | (7 × 3) + (11 × 5)<br>21 + 55 = 76 | O |
| (12 + 19) – (11 + 7)<br>31 – 18 = 13 | C | (64 – 16) ÷ (32 ÷ 4)<br>48 ÷ 8 = 6 | R |
| (38 + 83) ÷ (6 + 5)<br>121 ÷ 11 = 11 | E | (6 × 5) + (7 × 4)<br>30 + 28 = 58 | K |

| Answer | 6 | 11 | 12 | 13 | 34 | 54 | 58 | 76 |
|---|---|---|---|---|---|---|---|---|
| Letter | R | E | N | C | W | I | K | O |

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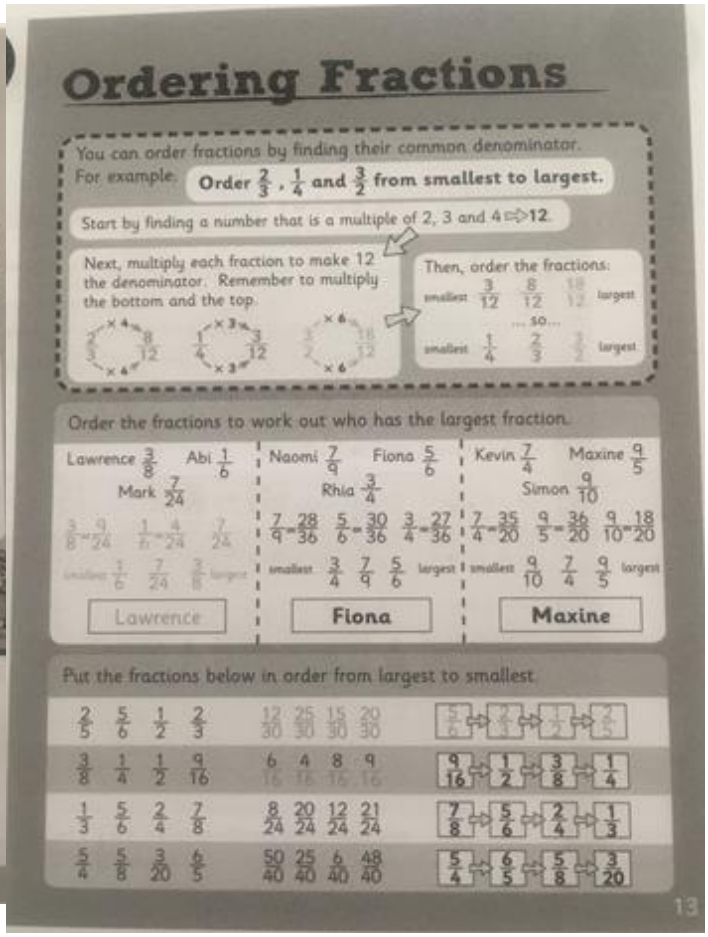

## Ordering Fractions

You can order fractions by finding their common denominator.

For example: **Order $\frac{2}{3}$, $\frac{1}{4}$ and $\frac{3}{2}$ from smallest to largest.**

Start by finding a number that is a multiple of 2, 3 and 4 ⇨ 12.

Next, multiply each fraction to make 12 the denominator. Remember to multiply the bottom and the top.

$\frac{2}{3} = \frac{8}{12}$ (× 4, × 4); $\frac{1}{4} = \frac{3}{12}$ (× 3, × 3); $\frac{3}{2} = \frac{18}{12}$ (× 6, × 6)

Then, order the fractions:

smallest $\frac{3}{12}$ $\frac{8}{12}$ $\frac{18}{12}$ largest

... so ...

smallest $\frac{1}{4}$ $\frac{2}{3}$ $\frac{3}{2}$ largest

Order the fractions to work out who has the largest fraction.

Lawrence $\frac{3}{8}$, Abi $\frac{1}{6}$, Mark $\frac{7}{24}$

$\frac{3}{8} = \frac{9}{24}$ $\frac{1}{6} = \frac{4}{24}$ $\frac{7}{24}$

smallest $\frac{1}{6}$ $\frac{7}{24}$ $\frac{3}{8}$ largest

Lawrence

Naomi $\frac{7}{9}$, Fiona $\frac{5}{6}$, Rhia $\frac{3}{4}$

$\frac{7}{9} = \frac{28}{36}$ $\frac{5}{6} = \frac{30}{36}$ $\frac{3}{4} = \frac{27}{36}$

smallest $\frac{3}{4}$ $\frac{7}{9}$ $\frac{5}{6}$ largest

Fiona

Kevin $\frac{7}{4}$, Maxine $\frac{9}{5}$, Simon $\frac{9}{10}$

$\frac{7}{4} = \frac{35}{20}$ $\frac{9}{5} = \frac{36}{20}$ $\frac{9}{10} = \frac{18}{20}$

smallest $\frac{9}{10}$ $\frac{7}{4}$ $\frac{9}{5}$ largest

Maxine

Put the fractions below in order from largest to smallest.

| | | |
|---|---|---|
| $\frac{2}{5}$ $\frac{5}{6}$ $\frac{1}{2}$ $\frac{2}{3}$ | $\frac{12}{30}$ $\frac{25}{30}$ $\frac{15}{30}$ $\frac{20}{30}$ | $\frac{5}{6}$ ⇨ $\frac{2}{3}$ ⇨ $\frac{1}{2}$ ⇨ $\frac{2}{5}$ |
| $\frac{3}{8}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{9}{16}$ | $\frac{6}{16}$ $\frac{4}{16}$ $\frac{8}{16}$ $\frac{9}{16}$ | $\frac{9}{16}$ ⇨ $\frac{1}{2}$ ⇨ $\frac{3}{8}$ ⇨ $\frac{1}{4}$ |
| $\frac{1}{3}$ $\frac{5}{6}$ $\frac{2}{4}$ $\frac{7}{8}$ | $\frac{8}{24}$ $\frac{20}{24}$ $\frac{12}{24}$ $\frac{21}{24}$ | $\frac{7}{8}$ ⇨ $\frac{5}{6}$ ⇨ $\frac{2}{4}$ ⇨ $\frac{1}{3}$ |
| $\frac{5}{4}$ $\frac{5}{8}$ $\frac{3}{20}$ $\frac{6}{5}$ | $\frac{50}{40}$ $\frac{25}{40}$ $\frac{6}{40}$ $\frac{48}{40}$ | $\frac{5}{4}$ ⇨ $\frac{6}{5}$ ⇨ $\frac{5}{8}$ ⇨ $\frac{3}{20}$ |

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# 10-11 Years Reading (Year 6)

## Pages 18-19 — Inference Questions

1) E.g. He pinched his nose tight. (**1 mark**)

2) an opinion (**1 mark**)

3) E.g. He realised the holiday might not be so bad because he could watch television. (**1 mark**)

4) He flushed.
He looked down at the ground.
(**1 mark for any of the above answers**)

5) He has a lot to do. (**1 mark**)

6) sorry for it (**1 mark**)

7) He wanted Tobi to like feeding the lamb. (**1 mark**)

8) He punched the air.
He sprinted back to the cottage.
He was "bursting to share the news".
When he spoke to his parents, he talked very quickly.
(**1 mark for any of the above answers**)

9) You can tell they were surprised because their mouths were hanging open. (**1 mark**)
AND
You can tell they were pleased because they smiled. (**1 mark**)