TalkforWriting

Year 6

Talk for Writing Home-school booklet

Doors – the world of possibility

by Jamie Thomas

Doors
-the world of possibility
Year 6 Workbook
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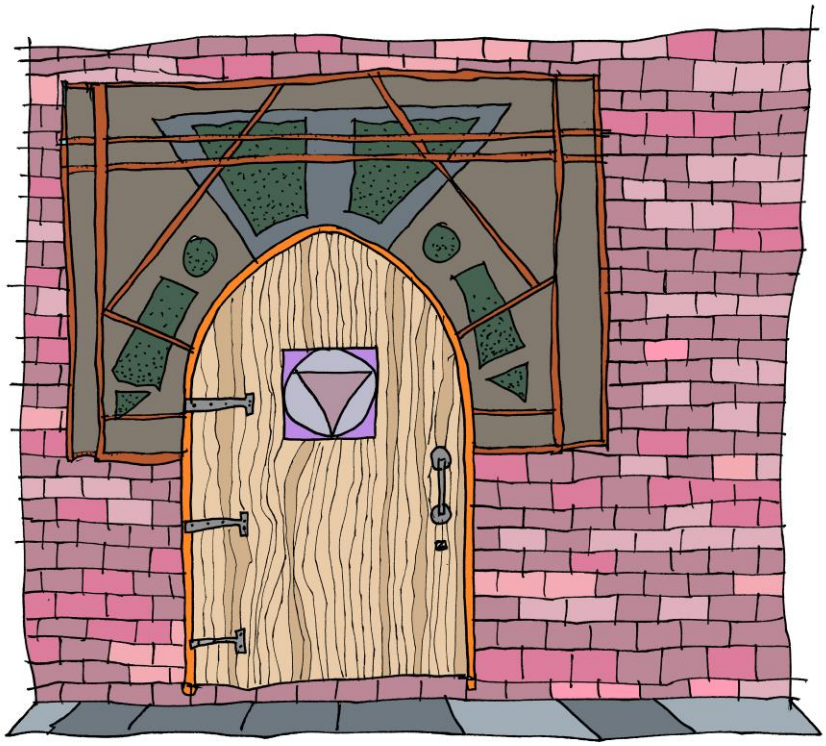

Introduction

Have you ever looked at a door and wondered what might be on the other side? Where may it lead? What may be hiding within? At first glance, a door is just a piece of wood, glass or metal that is opened and closed so that people can get in and out of a room, a vehicle or a space. But in the hands of a writer, a door represents a world of possibility, a world where things are not only hidden but often closed off and restricted. Together, through poetry, text games and narrative, we shall explore the potential that a door offers to you, the writer.

Activity 1: The world we live in

As I write this, the world is in lockdown, shut behind doors for our own safety and the safety of everyone else. Covid-19 has closed schools, closed shops and temporarily closed some of the things we take for granted, like playing in the park with our friends.

★ **Make a list of all the things that you miss doing. You may like to think about some of the following categories:**

- seeing family
- seeing friends
- day to day things
- playing sports
- exploring your interests
- places you love to visit

Throughout these sessions, you may like to use these personal reflections to inspire and influence your writing.

Activity 2: I opened the magical door and saw ...

This is an idea inspired by Kit Wright's poem 'The Magic Box' (you could search for this on the internet to read his poem). In the poem, Kit imagines what may be contained inside a magical box. We can use this idea to connect to what could be behind the magical door.

★ **Before you begin, brainstorm a list of ideas for what might be behind the door. Let your imagination run wild as there is no wrong answer. Once you have your list, have a go at writing a poem, using the repeating opener:** I opened the magical door and saw ...

Here's an example to help you get going:

I opened the magical door and saw shadows dancing.
I opened the magical door and saw a rainbow leading to another world.
I opened the magical door and saw people crying.
I opened the magical door and saw a magical fairground flooded in lights.

Once you have got your ideas, go back and see if you can add to them. You could add more description or bring the thing to life through action, e.g.

I opened the magical door and saw a shoal of hungry shadows, tangoing through busy streets.

★ **Have fun adding to your ideas and let your imagination run wild. Have a read of this poem I created with some Y6 children to help you get ideas:**

The Magical Door

I opened the magical door and saw …
a world turned upside down:
the sea, now a floating ceiling,
the clouds, an inviting carpet.

I opened the magical door and saw …
the reflection of myself:
standing, searching, staring,
questioning how this was possible.

I opened the magical door and saw …
a sweet-treat paradise:
clouds of candy floss,
drifting across a bubble gum sky.

I opened the magical door and saw …
a field of waves:
blue potatoes were leaping,
playing in white foam,
as puzzled farmers watched from sunny shores

I opened the magical door and saw …
The image of a street I used to know,
But as I entered, everything changed;
As I reached out, everything had gone.

continued …

I opened the magical door and saw …
A forest of mirrors,
surrounding me in dazzling white light,
leading me into a world of mystery.

I opened the magical door and saw…
A feast of my favourite foods
Guarded by monster chips
Waiting to fight off all invaders.

I opened the magical door and saw …
Monstrous mobile phones
Herding people into little houses
And laughing, laughing, laughing.

I opened the magical door and saw…
The future.

★ **Reread what you have written and change some of the words so that it says exactly what you want it to say. You may want to look at the writing challenge below and add in some of these ideas.**

Writing Challenge:

★ **Can you explore more of the senses? You may like to try the following pattern:**

I opened the magical door and saw …
I opened the magical door and heard …
I opened the magical door and smelt …
I opened the magical door and touched …
I opened the magical door and found …

Activity 3: Artistic challenge

Doors are not only exciting for what may lie behind them, they can be designed to invite you into their world. A few years ago, a derelict area of Funchal in Madeira was transformed by local artists who decided to bring the dead doors to life. The beauty of the art opened new doors, and soon homes, shops and restaurants flourished there. Here are a few of those doors.

★ **Have a go at drawing, painting or creating your own door. What design would you choose? What would it represent?**

Activity 4: Idioms

An idiom is a common word or phrase which means something different from its literal meaning but can be understood because of its popular use, e.g.

Idiom	Meaning
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Bite the bullet 	To get something over with because it is inevitable

★ **Below is a list of idioms about doors. Can you work out what they mean?**

Idiom	Meaning
as one door closes, another opens	
at death's door	
behind closed doors	
through the back door	
dead as a doornail	
foot in the door	
keep the wolf from the door	
knocking on heaven's door	
leave the door open	
show somebody the door	
slam the door in somebody's face	

Activity 5: 'The Door'

In this session, we are going to consider the importance of fluency and expression when we read. Begin by reading Miroslav Holub's poem *The Door*. You may like to listen to these two contrasting performances:

https://www.youtube.com/watch?v=bazJvnuOLMM

https://www.bbc.co.uk/programmes/p011kx3r

★ **Decide which reading you prefer and why and jot down your response.**

Now make some notes on the poem:

a. What did you like about the poem? What was your favourite line and why?
b. How did the poem make you feel?
c. Which line in the poem did you find the most interesting and why?
d. Are there any parts of the poem that leave you with unanswered questions?
e. What questions would you like to ask the poet, Miroslav Holub?

★ **Decide how you would perform this out loud and have a go at performing at home.**

The Door
by Miroslav Holub

Go and open the door.
Maybe outside there's
a tree, or a wood,
a garden,
or a magic city.
Go and open the door.
Maybe a dog's rummaging.
Maybe you'll see a face,
or an eye,
or the picture
of a picture.

Go and open the door.
If there's a fog
it will clear.

Go and open the door.
Even if there's only
the darkness ticking,
even if there's only
the hollow wind,
even if
nothing
is there,
go and open the door.

At least
there'll be
a draught.

Miroslav Holub, 'The door' trans. Ian Milner, Poems Before & After: Collected English Translations (Bloodaxe Books, 2006) www.bloodaxebooks.com

★ Activity 6: Comprehension

Read this extract from *The Snow-Walker's Son* by Catherine Fisher. You can listen to the extract here: https://soundcloud.com/talkforwriting/doors

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

1. ***The door was the last one in the corridor.***
   What is the significance of the word *last*? Can you think of another context where the word *last* has a significant meaning? e.g. *the last chance*.

2. How do the opening lines (highlighted above) set the mood of the story? What are your immediate impressions?

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

5. ***Darkness and a damp smell oozed through the black slit.***
   How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

Activity 7: Grammar & Sentence Work

a. Pattern of three:

Fisher uses the **pattern of three** actions in a sentence to advance the action and inject a sense of pace into her writing. This helps to balance description, action and dialogue. e.g.

- The keeper **hung** his lantern on a nail, **took** the key from a dirty string around his neck, and **fitted** it into the keyhole.
- With both hands he **turned** the key, then **tugged** out the red chain in a shower of rust and **pushed** the door.
- He **stepped** well back, **handed** the stranger the lantern, and **jerked** his head.

★ **Can you come up with three of your own sentences using this skill?**

b. Semicolon for independent clauses

A semicolon can be used between independent clauses that are closely related in theme. In the following sentences, Catherine Fisher chooses to use semicolons in both of these sentences rather than using a joining word (conjunction) like *because*.

- The keeper grinned; he knew fear when he heard it.
- He had no tongue to speak with; she'd made sure he kept her secrets.

★ **In your opinion, why has she made this choice and what impact does it have on you as the reader?**

★ **Can you write two or three sentences of your own that illustrate the power of the semicolon over the use of a conjunction?**

c. Adverbs – roving reporters

In the sentences below, the adverb 'slowly' is used to describe how the man enters the room. Adverbs are like roving reporters – they can be moved around the sentence, e.g.

a. The man went in, slowly
b. Slowly, the man went in.
c. The man went slowly in.
d. The man slowly went in.

By changing the position of the adverb, we can often either alter the meaning or add emphasis to a sentence. In this instance, by placing the *slowly* at the end, we infer that the character has a heightened awareness of the situation they are in and therefore deliberately enters with caution.

★ **Try playing around with the adverb position in the following sentences. Consider how it alters the meaning and where the emphasis is best placed.**

1. Cautiously, Samantha crept towards the door that stood before her.

2. Sadly, the boy stared out of the window.

★ **Now try this out with a sentence of your own.**

Activity 8: Through the eyes of a character

One of the things I love exploring when I'm writing is what must be going on in a character's mind. Whenever I read great portal stories, I always try to put myself into the shoes of the character, to try to imagine how they must be feeling as they discover this passageway to a new world. How must Alice have been feeling as she fell through the never-ending tunnel into Wonderland?

First, think of your character – it's easier if you base this on someone you know.

- What are they called?
- What do they look like?
- What sort of a person are they (miserable/friendly/kind/aggressive)?
- What do they say?
- What do they do?
- How do they treat other people?
- How do other people treat them?

Now compose a short piece of descriptive writing based on seeing a mysterious door through the eyes of your character. To do this, we will use a simple opener to drop the reader straight into the action:

Samantha stared. …
Ali hesitated. …

We will also try to use some of the tools we explored in *The Snow Walker's Son.* Look at this example*:*

Samantha stared. There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust. Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze. Slowly, Samantha gazed all around her, took a deep breath and stepped forward.

Here are the tools I used:

• Show the setting through the eyes of the main character (MC)	Samantha stared.
• Describe the door/portal. (You may like to use two sentences that are closely linked in meaning and connect them with a semicolon.)	There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust.
• Add some more detail.	Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze.
• Include an adverb to hint at how the MC feels. Remember, you can move the position within the sentence.	Slowly,
• Use the pattern of three to advance the action and inject a sense of pace into your writing.	Samantha gazed all around her, took a deep breath and stepped forward.

★ **Now Imagine your main character is walking along the road when they come across a mysterious doorway. Describe this through their eyes. Use my model above to help you.**

Session 9: Planning a portal story

Nearly all portal stories follow a similar pattern:

• Main character (MC) finds magical portal & enters new world
• Describe new world
• MC explores this new world & encounters a problem
• MC has to escape & return through the portal
• MC cannot find portal again (sometimes brings back a memento of new world)

Once you have identified the pattern of the story, the possibilities are endless. Let your imagination run free. Brainstorm lots of ideas and then decide which captures your interest as a writer. Before you start, take a look at my top tips.

Top tips for story writing:

- **Start in a world/a setting that you know well** – it is far easier to describe something familiar to you, e.g. a garden, your school, your local town, etc.

- **Use a stimulus (e.g. picture) for the new world** – an image will help you focus in on the detail and describe what is there.

- **Let your ideas flow** – don't worry about spelling, handwriting or presentation … you can go back and edit this later.

Here are a couple of ideas to open your mind to the world of possibility:

Underlying Pattern	Story idea 1	Story idea 2
Main character (MC) finds magical portal and enters new world	Elif is playing in her Grandmother's garden and notices a small fairy door. Touches door and shrinks/ enters.	Josh and Archie playing hide and seek in their house. Archie opens hatch in the roof and discovers new world.

Describe new world	Arrives in an underground world full of caves, giant toadstools and magical creatures.	Transported to life onboard an enormous sailing ship in Tudor England.
MC explores new world and encounters a problem	Elif explores new world and enters an area strictly forbidden. Picks magical flower.	Ship is thrown into battle.
MC has to escape and return through the portal	Alarms sound and Elif runs. She is chased through the magical world by unknown threat and escapes.	Archie desperately searches for portal and way back to own world.
MC cannot find portal again (sometimes has brought back a memento of new world)	Elif cannot find fairy door again, but the cut flower lives on forever reminding her of her journey.	Archie escapes with small pouch of gunpowder in his pocket.

★ **Using this underlying pattern, plan a few portal stories of your own. You may like to draw upon your own personal experience as well as your wider reading and imagination. I have also included two pictures in case they help you.**

Session 10: Writing your own story

You now have all of the tools required to write your own portal story. You may like to write about a more traditional portal that leads you to a magical world, or you may prefer to draw upon your personal experiences, as we have explored throughout this unit.

To recap on all the key points we've been learning:

a. **Describe the portal in detail**. You may want to show the portal through the eyes of the main character.

b. **Think about what lies on the other side of the door.** Allow yourself the opportunity to write about what interests you and what is important to you.

c. **Great writers steal ideas ('magpie') from other great writers.** Reflect upon the portal stories that you have loved reading and consider what made these so engaging. Try to bring in some of these skills and techniques into your own work.

d. **Enjoy it.** Writing is all about sharing a passion for words, stories and the world of possibility. If you love the story you are writing – so too will your reader.

★ **Now write your portal story, drawing on all that you have learned. Don't forget to share or publish your work – great writing deserves an audience!**

This workbook has helped me learn …

Happy reading and writing!

Jamie Thomas, former Deputy Head and Head of Warren Teaching School Alliance, now works with Talk for Writing to help schools develop the approach.

To find out more about Talk for Writing, visit www.talk4writing.com.

Thanks to Jon Ralphs for the cartoons: jonralphs.com
Thanks again to Catherine Fisher for granting us permission to use the extract from *The Snow-Walker's Son*

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Year 5/6

Literacy at Home

Spelling

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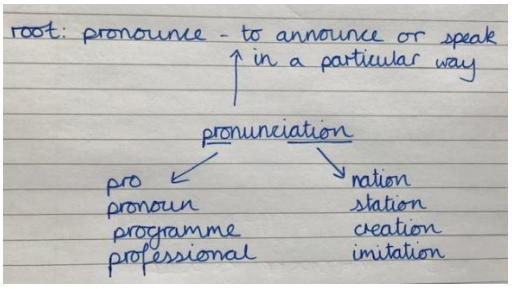
This is the year 5 and 6 word- list from the National Curriculum:

accommodate	curiosity	individual	restaurant
accompany	definite	interfere	rhyme
according	desperate	interrupt	rhythm
achieve	determined	language	sacrifice
aggressive	develop	leisure	secretary
amateur	dictionary	lightning	shoulder
ancient	disastrous	marvellous	signature
apparent	embarrass	mischievous	sincere
appreciate	environment	muscle	sincerely
attached	equipped	necessary	soldier
available	equipment	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience	guarantee	programme	yacht
conscious	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate	recommend	
criticise	immediately	relevant	

Investigate some of the word list words. Here are a few ideas to start you off…you might be able to think of more!

1. Create a word web. How many words are linked to your word? Once you've taken off the prefixes and suffixes, do you know what the root word means? Investigate what it means and where it came from.

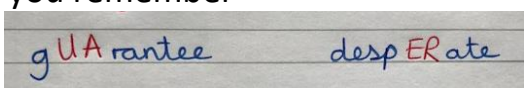


2. See how many new words you can make from each one by adding prefixes or suffixes. The word itself needs to be part of your new word. Investigate what the different prefixes and suffixes do to the meaning of the words.

accommodate	achieve	persuade
accommodates **accommodat**ion **accommodat**ions **accommodat**ing **accommodati**ngly	**achiev**ed **achieve**s **achieve**ment **achiev**er **achiev**able	**persuade**s **persua**sion **persua**sive **persuad**er **persua**sible

3. Can you find out what each one means? Can you draw a picture to represent it or act it out? Use a dictionary to help you.

4. Choose 10 words for someone to test you on each day. With the words you don't know how to spell yet, think of ways to help you remember them:
   - Decide which the tricky bit is. Write out the word and write the tricky bit in another colour or capitalise the letters that don't make the sound you think they should to help you remember



   - Some people find that 'Look, say, cover, write, check' helps them learn spellings too

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Choose one of the activity cards to investigate/ learn how to spell your personal list of words or your spelling list words.

Activity card 1

Create a crossword or a word search of the words you need to learn

	m					
s	u	g	g	e	s	t
	s					
o	c	c	u	r		
	l					
	e					

Activity card 2

Make a word matrix with your word

fright	en	ing ed er s
	ful	ly ness

Activity card 3

Play hangman with a partner using some of your words

_ a_ _ _
b c

Activity card 4

Find a synonym (a word that has a similar meaning) for each of your words

wet: damp, sopping
dark: gloomy, dingy

Activity card 5

Think of different sentences to put your words in

light: I turned on the light
because: I went to bed because I was tired

Activity card 6

Find a spelling rhyme for some of your words

bright: rhymes with light
book: rhymes with look

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Activity card 7

Try and think of some mnemonics to help you to remember how to spell your words:

because: **b**ig **e**lephants **c**an't **a**lways **u**se **s**mall **e**xits

could, would, should: **O U** lucky **d**uck

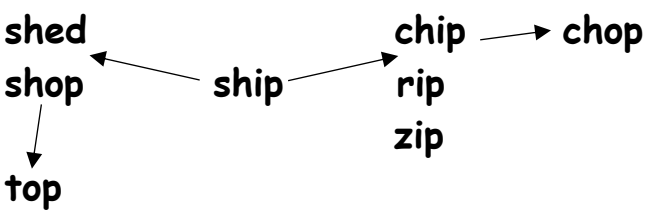
Activity card 8

Work with a partner. Your partner writes down half of your word and you try to guess what comes next

B r i _ _ _

Activity card 9

Make a word web from one of your current words



Activity card 10

Break your word into syllables

carpet: car_pet

because: be_cause

Decimal fractions

The number **4.789** is pronounced **'four point seven eight nine'.**

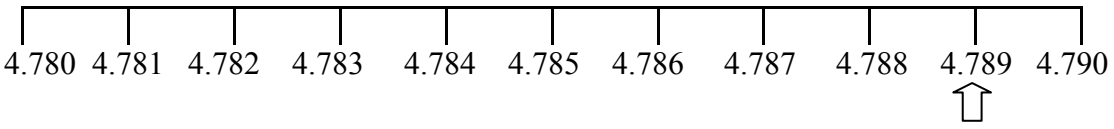
Note: you do not say 'four point seven hundred and eighty nine'.

It means four whole ones, 7 tenths of a whole one, 8 hundredths of a whole one and 9 thousandths of a whole one.

In the chart below write down how you say each of these decimal fractions. The first is done for you.

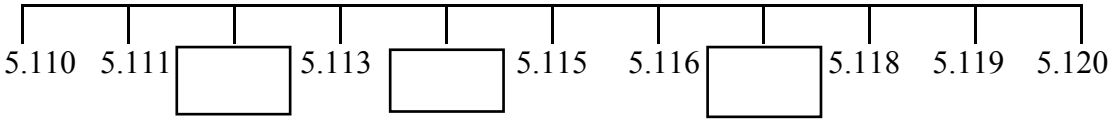
1. 5.632	Five point six three two
2. 7.391	
3. 4.026	
4. 6.193	
5. 2.481	
6. 5.567	

Where is 4.789 on a number line?
The four means four whole ones and the seven means seven tenths, so 4.7 is a number between 4 and 5. Then the eight means eight hundredths, which means it is a number between 4.7 and 4.8. The nine thousandths means that it is a number between 4.78 and 4.79. Look at the number line below to see where it comes:



Fill in the missing numbers on the number line below. Practise counting up and down each time.

7.



Decimal fractions

units	tenths	hundredths	thousandths
5 .	6	7	8

The above number is pronounced five point six seven eight
The five has a value of 5 units, or 5
The six has a value of 6 tenths or 0.6
The seven has a value of 7 hundredths or 0.07
The eight has a value of 8 thousandths or 0.008

Write down <u>in words</u> the value of the digit underlined:

Eg 5.6<u>8</u>1 → eight hundredths

1. 3.4<u>5</u>7 **2.** 6.<u>4</u>12 **3.** 7.79<u>1</u>

4. 8.2<u>8</u>2 **5.** 7.10<u>7</u> **6.** 4.0<u>2</u>3

7. What does the digit 6 in 3.546 represent?

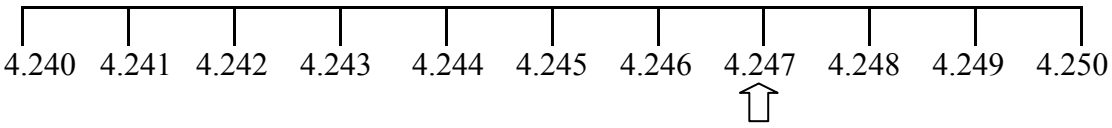
Write down <u>in numbers</u>:

8. two tenths **9.** two hundredths **10.** two thousandths

11. six thousandths **12.** four tenths **13.** three hundredths

14. eight hundredths **15.** seven thousandths **16.** one tenth

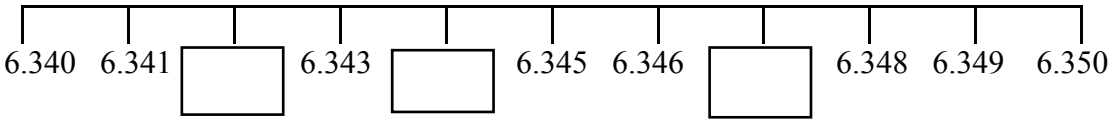
Decimal fractions



The arrow is pointing at 4.247 We say this, 'four point two four seven'.

Fill in the missing numbers on the number lines below. Practise counting up and down each time.

1.



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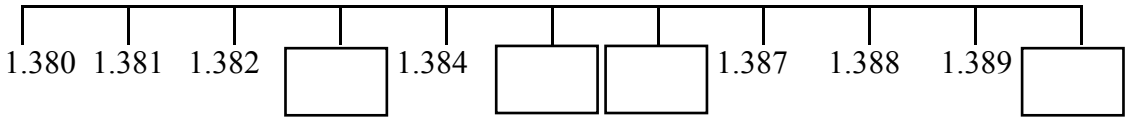
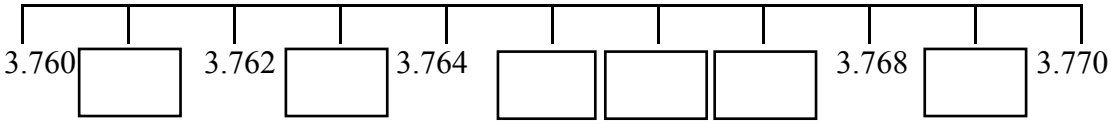
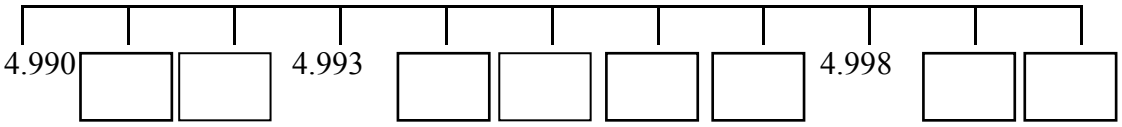


3.



4.



Write these in numbers:

e.g. four point five two one = 4.521

5. Five point six two three

6. Nought point eight five two

7. Eight point nine nought eight

8. Six point nought two seven

9. Six point nought one seven

10. Nine point nine eight six

Decimal fractions

tens	units		tenths	hundredths	thousandths
	0	.	4	3	2

The numbers after the decimal point can be thought of in several ways. For example:

0.432	0.768
2 thousandths	8 thousandths
32 thousandths	68 thousandths
432 thousandths	768 thousandths

0.432 can be thought of as 4 tenths 3 hundredths and 2 thousandths
or: 43 hundredths and 2 thousandths
or: 432 thousandths

Write down in figures these numbers, <u>which are all less than one</u>:

1. two hundred and twenty two thousandths **2.** three tenths

3. thirty six hundredths **4.** four hundred and fifty six thousandths

5. seven tenths **6.** four hundredths and five thousandths

Continue the pattern with the next two numbers in these sequences:

7.	2.4	2.6	2.8	3.0		
8.	0.12	0.15	0.18	0.21		
9.	2.225	2.230	2.235	2.240		
10.	5.031	5.033	5.035	5.037		
11.	7.632	7.629	7.626	7.623		
12.	1 234	123.4	12.34	1.234		

Decimal fractions

Write down in figures these numbers, which are all less than one:

1. thirty six hundredths **2.** five tenths

3. seventy two hundredths **4.** one hundred and sixty five thousandths

5. nine tenths **6.** two hundredths and eight thousandths

Continue the pattern with the next two numbers in these sequences:

7.	4.8	5.1	5.4	5.7		
8.	0.85	0.80	0.75	0.70		
9.	3.336	3.337	3.338	3.339		
10.	1	0.1	0.01	0.001		
11.	5.05	5.25	5.45	5.65		
12.	77 770	7 777	777.7	77.77		

13. Write down a decimal fraction between 0.5 and 0.6

14. Write down a decimal fraction between 0.34 and 0.35

Put the following sequences in order, starting with the smallest:

15.	34.501	34.51	34.005	34.050
16.	0.8 m	0.81m	0.088 m	0.188 m
17.	0.2	0.02	0.002	0.0201
18.	5.2	5.12	5.17	5.100

Answers

Page 1

1. five point six three two **2.** seven point three nine one **3.** four point nought two six
4. six point one nine three **5.** two point four eight one **6.** five point five six seven
7. 5.112 5.114 5.117

Page 2

1. five hundredths **2.** four tenths **3.** one thousandth **4.** eight hundredths
5. seven thousandths **6.** two hundredths **7.** six thousandths **8.** 0.2 **9.** 0.02
10. 0.002 **11.** 0.006 **12.** 0.4 **13.** 0.03 **14.** 0.08 **15.** 0.007 **16.** 0.1

Page 3

1. 6.342 6.344 6.347 **2.** 1.383 1.385 1.386 1.390 **3.** 3.761 3.763 3.765 3.766 3.767 3.769 **4.** 4.991 4.992 4.994 4.995 4.996 4.997 4.999 5.0
5. 5.623 **6.** 0.852 **7.** 8.908 **8.** 6.027 **9.** 6.017 **10.** 9.986

Page 4

1. 0.222 **2.** 0.3 **3.** 0.36 **4.** 0.456 **5.** 0.7 **6.** 0.045 **7.** 3.2, 3.4 **8.** 0.24, 0.27
9. 2.245, 2.250 **10.** 5.039, 5.041 **11.** 7.620, 7.617 **12.** 0.1234, 0.01234

Page 5

1. 0.36 **2.** 0.5 **3.** 0.72 **4.** 0.165 **5.** 0.9 **6.** 0.028 **7.** 6.0, 6.3 **8.** 0.65, 0.60
9. 3.340, 3.341 **10.** 0.0001, 0.00001 **11.** 5.85, 6.05 **12.** 7.777, 0.7777
13. any number between0.5 and 0.6 **14.** any number between 0.34 and 0.35
15. 34.005, 34.050, 34.501, 34.51 **16.** 0.088m, 0.188m, 0.8m 0.81m
17. 0.002, 0.02, 0.0201, 0.2 **18.** 5.100 5.12 5.17 5.2

Place value and partitioning (decimals)

Maths worksheets from urbrainy.com

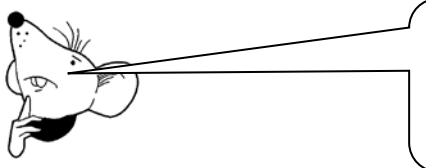
H	T	U	t	h	th
		2	8	1	3

The number above is **two point eight one three**

The digit 2 is worth	2	(2 units)
The digit 8 is worth	0.8	(8 tenths)
The digit 1 is worth	0.01	(1 hundredth)
The digit 3 is worth	0.003	(3 thousandths)

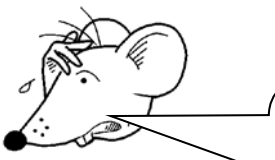
Write down the value of the digits underlined in the numbers below. I have done the first one for you.

1. 5.**6**25 *6 tenths*
2. 5.37**9** .....
3. 6.**2**23 .....
4. **8.**107 .....
5. 5.67**8** .....
6. 2.0**9**5 .....
7. 6.**9**01 .....
8. 5.44**1** .....
9. 2.0**5**5 .....
10. 8. 0**8**2 .....



11. 3.456 *three point four five six*
12. 56.78 .....
13. 4.321 .....
14. 7.839 .....
15. 42.51 .....

Name:



Look at the value of each digit in this number:

8.539 = 8 + 0.5 + 0.03 + 0.009

Now try and work out what numbers need to go in the boxes below?

1. 4.829 = 4 + ☐ + 0.02 + 0.009

2. 3.671 = 3 + 0.6 + ☐ + 0.001

3. 6.555 = 6 + 0.5 + 0.05 + ☐

4. 4.444 = 4 + ☐ + 0.04 + 0.004

5. 8.888 = 8 + 0.8 + 0.08 + ☐

In the number **8.765** there are:

eight units and **seven** tenths and **six** hundredths and **five** thousandths

In words:

6. What is the value of the 6 in 5.063 ? ☐

7. What is the value of the 1 in 7.321 ? ☐

8. What is the value of the 2 in 6.672 ? ☐

9. What is the value of the 6 in 5.467 ? ☐

10. What is the value of the 9 in 7.986 ? ☐

Name:

Look at the value of each digit in this number:

7.654 = 7 + 0.6 + 0.05 + 0.004

Now try and work out what numbers need to go in the boxes below?

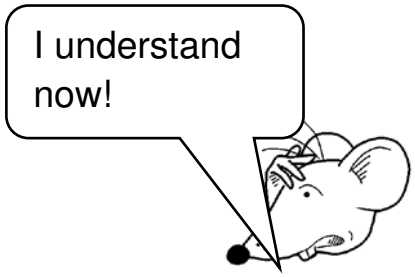
1. 3.718 = 3 + ☐ + 0.01 + 0.008

2. 2.567 = 2 + 0.5 + ☐ + 0.007

3. 7.642 = 7 + 0.6 + 0.04 + ☐

4. 9.864 = 9 + ☐ + 0.06 + 0.004

5. 1.234 = 1 + 0.2 + 0.03 + ☐



In the number **4.678** there are:

four units and **six** tenths and **seven** hundredths and **eight** thousandths

In words:

6. What is the value of the 5 in 0.152 ?

7. What is the value of the 2 in 6.132 ?

8. What is the value of the 4 in 1.468 ?

9. What is the value of the 7 in 3.407 ?

10. What is the value of the 9 in 4.096 ?

Name:

ANSWERS

Page 1

1. 6 tenths
2. 9 thousandths
3. 2 tenths
4. 8 units/whole ones
5. 8 thousandths
6. 9 hundredths
7. 9 tenths
8. 1 thousandth
9. 5 hundredths
10. 8 hundredths
11. three point four five six
12. fifty six point seven eight
13. four point three two one
14. seven point eight three nine
15. forty two point five one

Page 2

1. 0.8
2. 0.07
3. 0.005
4. 0.4
5. 0.008
6. six hundredths
7. one thousandth
8. two thousandths
9. six hundredths
10. nine tenths

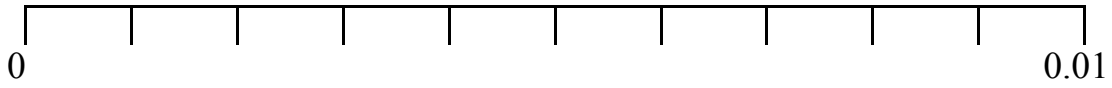
Page 3

1. 0.7
2. 0.06
3. 0.002
4. 0.8
5. 0.004
6. five hundredths
7. two thousandths
8. four tenths
9. seven thousandths
10. nine hundredths

Decimal fractions

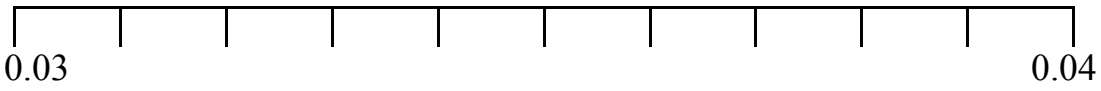
Place these decimals on a line from 0 to 0.01:

1. 0.004 **2.** 0.006 **3.** 0.003 **4.** 0.009 **5.** 0.005

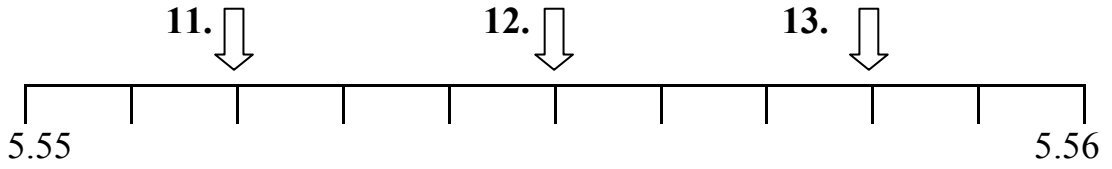


Place these numbers on a number line that goes from 0.03 to 0.04:

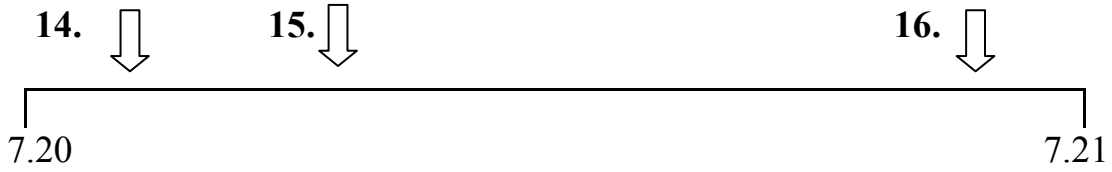
6. 0.032 **7.** 0.035 **8.** 0.034 **9.** 0.037 **10.** 0.038



Estimate the number that the arrow is pointing to on these questions:



Estimate the number that the arrow is pointing to on these questions:



17. Write down a number between 7.31 and 7.32

18. Write down a number between 4.11 and 4.12

Decimal fractions

Put these numbers in order, starting with the smallest:

1. 5.26 5.62 5.30 5.27 5.07

2. 3.245 3.248 3.244 3.246 3.247

3. 1.2 0.12 1.02 1.002 0.012

4. 0.123 0.312 0.132 0.231 0.321

5. Write 256 ml in litres.

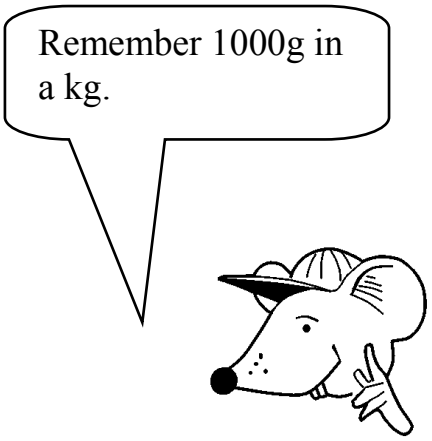
6. Write 2476g in kg.

7. Write 27m in km.

8. Write 2765g in kg.

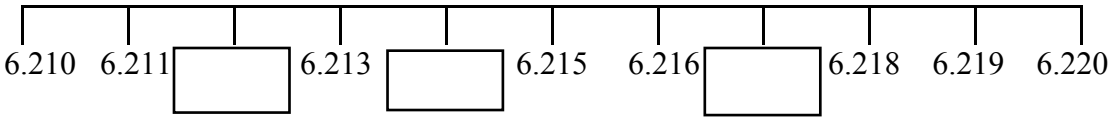
9. Write 4g in kg.

10. Write 23568m in km.

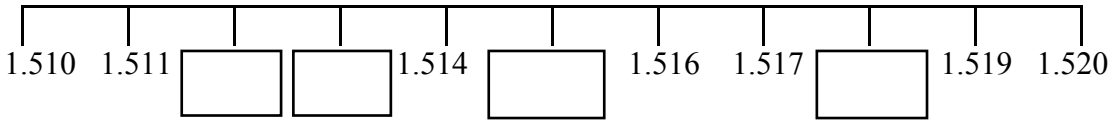


Fill in the missing numbers on the number line below. Practice counting up and down each time.

11.



12.



Decimal fractions

1. Phil poured 0.7 litres of water into a one litre container. How many more ml of water is needed to fill the container?

2. 4 identical apples weighed 1.2 kg. How many grams did one of the apples weigh?

3. Lara ran 800 metres in exactly five minutes. Nadine ran 1.2 km in the same time. How much further did Nadine run?

4. Erika made a standing long jump of 1.35 metres. Lola jumped 5 mm further. How far did Lola jump?

Convert these figures, putting the answers in the boxes:

5. 20 mm = ☐ cm **6.** 85 ml = ☐ litres

7. 2350 g = ☐ kg **8.** 4571 m = ☐ km

9. 2.1 kg = ☐ g **10.** 4 cm = ☐ m

Are these statements true or false?

11. 0.1 kg < 200 g **12.** 4.3 litres = 4 300 ml

13. 450 mm > 5 cm **14.** 0.086 kg = 8.6 g

15. 25 ml > 0.025 litres **16.** 1 g = 0.001 kg

Have you remembered - the arrow always points towards the smaller number!

Answers

Page 1

11. 5.552 **12.** 5.555 **13.** 5.558 **14.** 7.201 **15.** 7.203 **16.** 7.209
17. any number between 7.31 and 7.32 **18.** Any number between 4.11 and 4.12

Page 2

1. 5.07, 5.26, 5.27, 5.30, 5.62 **2.** 3.244, 3.245, 3.246, 3.247, 3.248
3. 0.012, 0.12, 1.002, 1.02, 1.2 **4.** 0.123, 0.132, 0.231, 0.312, 0.321
5. 0.256 litres **6.** 2.476 kg **7.** 0.027 km **8.** 2.765 kg **9.** 0.004 kg **10.** 23.568 km
11. 6.212 6.214 6.217 **12.** 1.512 1.513 1.515 1.518

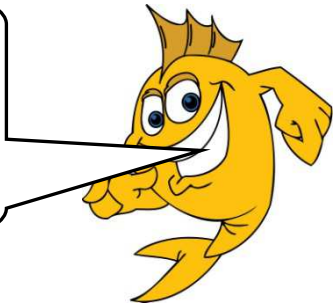
Page 3

1. 300 ml **2.** 300 g **3.** 400 metres or 0.4 km **4.** 1.355 m **5.** 2 cm **6.** 0.085 litres
7. 2.35 kg **8.** 4.571 km **9.** 2 100 g **10.** 0.04 m **11.** true **12.** true **13.** true
14. false **15.** false **16.** true

Ordering decimals

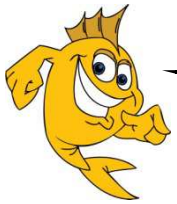
Maths worksheets from urbrainy.com

Ordering decimals can be pretty tricky. At first glance we might say that 0.505 is bigger than 0.51 because there are more digits, but it doesn't work like that! Have a look at my step by step method of ordering decimals.



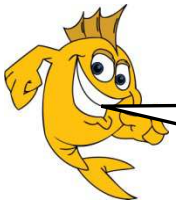
Put these decimals in order, starting with the largest:

0.06 1.1 0.61 0.9



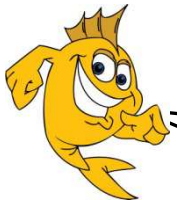
Step 1: Put the numbers in a table, making sure the decimal points line up underneath each other, like this:

U	.	t	h
0	.	0	6
1	.	1	
0	.	6	1
0	.	9	



Step 2: Fill in the empty squares with zeros, making them all the same length.

U	.	t	h
0	.	0	6
1	.	1	**0**
0	.	6	1
0	.	9	**0**



Step 3: Compare, starting with the first column (units) and writing the numbers in order.

There is a 1 in the units. All the rest are zeros, so this must be the largest number: 1.1 (or 1.10)

There is a 9 in the tenths column so 0.9 is the second largest largest: 1.1 0.9

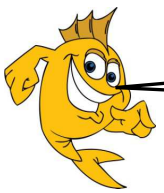
There is a 6 in the tenths so that is next: 1.1 0.9 0.61

Which just leaves the smallest number 0.06, so the final order is:

1.1 0.9 0.61 0.06

Ordering decimals

Maths worksheets from urbrainy.com



Put these decimals in order, starting with the largest. Use the columns to help you.

1. 0.7 1.7 0.71 0.17

1. ....

U	.	t	h
	.		
	.		
	.		
	.		

2. 1.3 0.13 3.01 3.13

2. ....

U	.	t	h
	.		
	.		
	.		
	.		

3. 0.4 2.4 0.41 2.14

3. ....

U	.	t	h
	.		
	.		
	.		
	.		

4. 0.1 0.01 1.01 1.1

4. ....

U	.	t	h
	.		
	.		
	.		
	.		

5. 2.3 3.02 2.03 3.2

5. ....

U	.	t	h
	.		
	.		
	.		
	.		

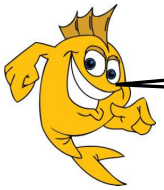
6. 0.55 5.5 5.05 0.5

6. ....

U	.	t	h
	.		
	.		
	.		
	.		

Ordering decimals

Maths worksheets from urbrainy.com



Put these decimals in order, starting with the largest. Use the columns to help you.

1. 0.14 1.04 0.41 1.4

1. ....

U	.	t	h
	.		
	.		
	.		
	.		

2. 9.09 0.99 0.09 9.9

2. ....

U	.	t	h
	.		
	.		
	.		
	.		

3. 1.2 2.01 2.21 1.12

3. ....

U	.	t	h
	.		
	.		
	.		
	.		

4. 0.6 0.06 0.66 6.6

4. ....

U	.	t	h
	.		
	.		
	.		
	.		

5. 8.1 1.08 1.8 8.01

5. ....

U	.	t	h
	.		
	.		
	.		
	.		

6. 0.95 5.9 5.59 5.5

6. ....

U	.	t	h
	.		
	.		
	.		
	.		

Answers

Page 2

1. 1.7 0.71 0.7 0.17
2. 3.13 3.01 1.3 0.13
3. 2.4 2.14 0.41 0.4
4. 1.1 1.01 0.1 0.01
5. 3.2 3.02 2.3 2.03
6. 5.5 5.05 0.55 0.5

Page 3

1. 1.4 1.04 0.41 0.14
2. 9.9 9.09 0.99 0.09
3. 2.21 2.01 1.2 1.12
4. 6.6 0.66 0.6 0.06
5. 8.1 8.01 1.8 1.08
6. 5.9 5.59 5.5 0.95

Decimal place value and multiplying by 10, 100 and 1000

Maths worksheets from urbrainy.com

Here is a place value chart.

It shows that the number 0.231 is made up of 2 tenths, 3 hundredths and 1 thousandth.

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
			2	3	1

1. Write down in words the number shown.

……

2. Multiply the number by 10. ……..…

3. Multiply the number by 100. ……

4. Multiply the number by 1000. ……

5. What do you notice about the place of each digit when you multiply by 1000?

……

Now try these:

6. 0.426 x 10 = ……...

7. 0.426 x 100 = ……..

8. 0.426 x 1000 = ……..

9. 0.248 x 10 = ……...

10. 0.248 x 100 = ……..

11. 0.248 x 1000 = ……..

Think carefully about these questions!

12. 0.528 x ☐ = 52.8

13. 0.109 x ☐ = 109

14. 0.059 x ☐ = 5.9

15. 0.007 x ☐ = 7

16. 

I am thinking of a number. Work out what the number might be from the clues below.

a. My number is less than one.

b. My number has two decimal places.

c. My number has more tenths digits than hundredths.

d. The tenths digit is less than 4

What could my number be? …….. …….. ……..

Name:

Decimal place value and multiplying by 10, 100 and 1000

Maths worksheets from urbrainy.com

Here is a place value chart.

It shows that the number 0.756 is made up of 7 tenths, 5 hundredths and 6 thousandths.

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
			7	5	6

1. Write down in words the number shown.

……

2. Multiply the number by 10. ……

3. Multiply the number by 100. ……

4. Multiply the number by 1000. ……

5. What do you notice about the place of each digit when you multiply by 1000?

……

Now try these:

6. 0.315 x 10 = ……..

7. 0.315 x 100 = ……..

8. 0.315 x 1000 = ……..

9. 0.706 x 10 = ……..

10. 0.706 x 100 = ……..

11. 0.706 x 1000 = ……..

Think carefully about these questions!

12. 0.419 x ☐ = 41.9

13. 0.206 x ☐ = 206

14. 0.047 x ☐ = 4.7

15. 0.001 x ☐ = 1

16.

I am thinking of a number. Work out what the number might be from the clues below.

a. My number is less than one.

b. My number has two decimal places.

c. My number has less tenths digits than hundredths.

d. The tenths digit is more than 6

What could my number be? …….. …….. ……..

Name:

Answers

Page 1

1. nought point two three one

2. 2.31 3. 23.1 4. 231

5. Any sensible answer suggesting the digits move 3 places to the left.

6. 4.26 7. 42.6 8. 426 9. 2.48 10. 24.8 11. 248

12. 100 13. 1000 14. 100 15. 1000

16. 0.32 0.31 0.21 (Discuss 0.30, 0.20 and 0.10 as possible answers)

Page 2

1. nought point seven five six

2. 7.56 3. 75.6 4. 756

5. Any sensible answer suggesting the digits move 3 places to the left.

6. 3.15 7. 31.5 8. 315 9. 7.06 10. 70.6 11. 706

12. 100 13. 1000 14. 100 15. 1000

16. 0.78 0.79 0.89