

Key vocabulary

Antonym	A word that has the opposite meaning to the word given.
Blurb	The information found on the back of a book that tells you a bit more about the story or the contents of the book – it is there to try and hook you in!
Book review	Sharing your opinion about a book you have read. You might like to recommend it to others ... or you might think they should steer clear!
Comprehension	Understanding the text you read. Sometimes you will be asked comprehension questions verbally or as written questions – these may ask you to infer, predict, explain, retrieve, summarise, sequence or to think about what certain words mean and how they have been used to create an effect in the text.
Deduction	Using the evidence in the text to draw conclusions and make predictions.
Explanation	Drawing on reasons from the text, or your own knowledge and experience, to explain why certain things happen.
Genre	Different types of books that fit into fiction, non-fiction, poetry, plays or reference books. Have a look at the Book genres box to find out more!
Hyperbole	An over-exaggeration that can't possibly be true, for example, <i>This bag weighs a tonne.</i>
Inference	Looking for clues in the story. You won't find this information written in the text but there will be things that point you in the direction. You can infer the feelings, thoughts and motives from characters' actions – they are often shown through actions rather than told
Metaphor	A word or phrase describing an object or action by comparing it to something that isn't actually alike, for example, <i>The classroom was a zoo.</i>
Personification	Personification is a form of figurative language where objects are given human characteristics. For example, <i>The floorboards groaned as Maia walked across them.</i>
Prediction	Looking for clues in the text that help you to suggest what might happen next. Try and think of logical ideas and a reason for your predictions.
Retrieval	Finding a piece of information from the text – it will be there if you re-read the words!
Sequence	Thinking about the key events or ideas and putting them in a defined order. You will need to go back through the text to find each piece of information that needs sequencing.
Simile	To describe something in comparison to something else, for example, <i>As brave as a lion.</i>
Summary	Taking lots of information and squashing it down into one or two sentences. Summarising shows that you have understood the text and can tell someone else about it.
Synonym	An alternative word that means something similar to the word given.

Book reviews

Who are the main characters?
 What is the main plot?
 (Without giving too much away!)
 What were the highlights?
 Who was your favourite/least favourite character? Why?
 Was it unputdownable? If so, why?
 Were there any weak or boring bits?
 What emotions did the book evoke?
 Did you discover any new words?
 What ideas could you use in your own writing?
 Are there any other similar books or books by the same author that you would like to read next?

Book genres

Modern fiction
 Historical fiction
 Mystery
 Fairy tale/fable/folktale
 Fantasy
 Science fiction
 Reference books
 Biography/autobiography
 Poetry
 Playscripts

Choosing books

Is there an author you know or like?
 Do you want to read a specific genre of book?
 Does the picture on the front catch your eye?
 Does the title excite you?
 Read the blurb on the back – does it sound interesting and exciting?
 Read the first few sentences – are you hooked? Do you want to read more?
 Is the book the right amount of challenge for you?

Answering comprehension questions

Read the text carefully then re-read it through a second time.
 Re-read bits of the text to answer questions.
 Underline key words in the question.
 What is the question asking you to do? Infer? Predict? Find information? Look at the vocabulary? Summarise something? Explain the order?
 To find alternative words, try swapping some of your ideas in.
 Re-read the sentence/s before and after a referenced word or part in a question – reading around helps.
 Answer the question out loud or in your head first and check that it makes sense before writing it down.

A quote or being asked to reference the text means you need to find parts of the text to back up your answer. A quote is a direct copy of a piece of text put into inverted commas (speech marks).
 Use part of the question to start the answer! Make sure you write in full sentences.
 Look at the marks for each question – one mark is probably looking for some key words while 2, 3 or 4 marks will want multiple answers or answers with much greater depth often needing inference and drawing conclusions.

Books to read

A Boy Called Hope by Lara Williamson
A Pocketful of Stars by Aisha Bushby
Abomination by Robert Swindells
Absolutely Everything by Christopher Lloyd
All the Things That Could Go Wrong by Stewart Foster
Amari and the Night Brothers by BB Alston
Awful End by Philip Ardagh
Belonging Street by Mandy Coe
Boy in the Tower by Polly Ho-Yen
Carrie's War by Nina Bawden
Cogheart by Peter Bunzl
Corpse Talk: Season 1 by Adam Murphy
Crater Lake by Jennifer Killick
Darwin's Dragons by Lindsay Galvin
DOSH by Rashmi Sirdeshpande and Adam Hayes
El Deafo by Cece Bell
Eren by Simon P Clark
Everest by Alexandra Stewart and Joe Todd-Stanton
From Hereabout Hill by Michael Morpurgo
Fruit and Nutcase by Jean Ure
Goodnight Mister Tom by Michelle Magorian
Granny by Anthony Horowitz
Great Adventurers by Alastair Humphreys and Kevin Ward
Gut Garden by Katie Brosnan
Head Kid by David Baddiel
High-Rise Mystery by Sharna Jackson
Holes by Louis Sachar
I Am Not a Label by Cerrie Burnell and Lauren Mark Baldo
Illegal by Eoin Colfer
Kensuke's Kingdom by Michael Morpurgo
Lion Boy by Zizou Corder

Love That Dog by Sharon Creech
Malamander by Thomas Taylor
Moon Juice by Kate Wakeling and Elina Braslina
My Brother Is a Superhero by David Solomons
My Swordhand is Singing by Marcus Sedgwick
Nevermoor: The Trials of Morrigan Crow by Jessica Townsend
Nightfall in New York by Katherine Woodfine
No Ballet Shoes in Syria by Catherine Bruton
Once by Morris Gleitzman
Oranges in No Man's Land by Elizabeth Laird
Orphans of the Tide by Struan Murray and Manuel Sumberac
Overheard in a Tower Block by Joseph Coelho and Kate Milner
Owen and the Soldier by Lisa Thompson and Mike Lowery
Pig Heart Boy by Malorie Blackman
Raspberries on the Yangtze by Karen Wallace
Rooftoppers by Katherine Rundell
SeaBEAN by Sarah Holding
Show Us Who You Are by Elle McNicoll
Siverfin by Charlie Higson
Skellig by David Almond
Space Maps by Lara Albanese and Tommaso Vidus Rosin
Stonekeeper: Amulet by Kazu Kibuishi
Superfudge by Judy Blume
Survival in Space: The Apollo 13 Mission by David Long and Stefano Tambellini
Swimming With Sharks by Heather Lang
Tell Me No Lies by Malorie Blackman
The Arrival by Shaun Tan
The Babysitters' Club: Kristy's Great Idea by Ann M. Martin and Raina Telgemeier
The Borrowers by Mary Norton

The Boy at the Back of the Class by Onjali Rauf
The Boy Who Flew by Fleur Hitchcock
The Boy Who Made Everyone Laugh by Helen Rutter
The Crowstarver by Dick King-Smith
The Element in the Room by Mike Barfield and Lauren Humphrey
The Girl of Ink and Stars by Kiran Millwood Hargrave
The Girl Who Speaks Bear by Sophie Anderson and Kathrin Honesta
The Hobbit by J.R.R. Tolkien
The Island by Armin Greder
The Lion the Witch and the Wardrobe by C.S. Lewis
The Machine Gunners by Robert Westall
The Middler by Kirsty Applebaum
The Midnight Guardians by Ross Montgomery
The Night Bus Hero by Onjali Rauf
The Nowhere Emporium by Ross Mackenzie
The Other Side of the Truth by Beverley Naidoo
The Railway Children by E Nesbit
The Shark Caller by Zillah Bethell and Saara Soederlund
The Silly Book of Side-Splitting Stuff by Andy Seed
The Silver Sword by Ian Serraillier
The Super Miraculous Journey of Freddie Yates by Jenny Pearson and Rob Biddulph
The Viewer by Gary Crew and Shaun Tan
The Weather Weaver by Tamsin Mori
The Weathermonger by Peter Dickinson
The What on Earth? Wallbook Timeline of Nature by Christopher Lloyd
The Wheel of Surya by Jamila Gavin
Time Travelling with a Hamster by Ross Welford

Tom's Midnight Garden by Philippa Pearce
What Katy Did by Susan Coolidge
When Hitler Stole Pink Rabbit by Judith Kerr
Why the Whales Came by Michael Morpurgo
Wildspark by Vashti Hardy
Wonder by R J Palacio

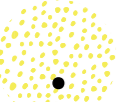







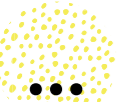

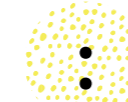



<p>Narrative (stories)</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> An exciting and eye-catching title A beginning which sets the scene and introduces characters Exciting and interesting language (adjectives, adverbs, powerful verbs, metaphor, simile, personification) Dialogue that moves the action forward Emotions and feelings of characters Plenty of action A variety of sentence forms and lengths Tension, suspense and atmosphere Writing that suits the genre of, e.g. historical fiction <p>THINK ABOUT:</p> <ul style="list-style-type: none"> How to create suspense and tension using language and punctuation How to show character feelings through inference The setting and atmosphere What the problem or dilemma will be and how it will be solved How the story will end – is there a twist? The use of highly descriptive language How to use cohesive devices within paragraphs How to incorporate modal verbs. 	<p>Letters</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> Sender's and recipient's addresses The date An appropriate greeting Either formal or informal language depending on the letter An appropriate sign off (formal phrases such as Yours sincerely, or Yours faithfully, or informal phrases such as from or best wishes) <p>Think about:</p> <ul style="list-style-type: none"> The purpose of the letter: to persuade, to complain, to give information, to apply for a job, to say thank you, to keep in touch The register that will be used How to introduce the letter and explain why it is being writing How to conclude the letter How to use cohesive devices within paragraphs How to incorporate modal verbs Whether there will be a call to action. 	<p>Persuasive writing</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> A title that suggests a point of view Clear introduction Sets out clear points that are expanded on Offer reasons for and evidence to back up a viewpoint Persuasive and ambitious language Present tense Superlatives Emotive language Rhetorical questions Repetition States a concluding opinion during summing up <p>Think about:</p> <ul style="list-style-type: none"> The styles of writing: letter, debate, argument, leaflet, brochure etc. How to use cohesive devices within paragraphs How to incorporate modal verbs. 	<p>Recounts/Diaries</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> An introduction paragraph that briefly explains who, what, where and when Chronological order Quotations from witnesses Emotive language A concluding paragraph Writer's feelings and thoughts Detailed and technical vocabulary Sequential words Past tense <p>THINK ABOUT:</p> <ul style="list-style-type: none"> If it will be written in the first or third person How to use paragraphs effectively The register that will be used How to use cohesive devices within paragraphs How to incorporate modal verbs How to connect the final sentence back to the beginning of the recount. 	<p>Explanations</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> A title often starting with 'How' or 'Why' An opening paragraph to introduce the process Time adverbs and conjunctions Causal conjunctions and adverbials Technical vocabulary Diagrams Present tense Third person Glossary <p>THINK ABOUT:</p> <ul style="list-style-type: none"> How to structure the writing to make it clear to readers How to use cohesive devices within paragraphs Which presentational devices are needed. 	<p>Instructions</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> A title that explains what the text is about, often beginning with "How to..." Subheadings to create clear sections An opening sentence encouraging the reader to 'have a go' A list of materials and equipment Time adverbs and conjunctions Imperative verbs Technical vocabulary Present tense Second person Chronological order A closing sentence to encourage and set expectations Tips and advice <p>THINK ABOUT:</p> <ul style="list-style-type: none"> The clear simple steps needed How to structure the writing to make it clear to readers How to use adverbials How to use cohesive devices within paragraphs Which presentational devices are needed.
<p>Non-chronological reports</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> A topic title that covers the whole subject An introduction using Who, What, Where Subheadings Facts and factual language Technical language Ambitious language A glossary Third person Formal language Present tense Bullet points Fact boxes <p>THINK ABOUT:</p> <ul style="list-style-type: none"> The purpose of the report, e.g. non-fiction books, information leaflets or posters, fact sheets. How to use paragraphs effectively How to incorporate a range of conjunctions How to use cohesive devices within paragraphs. 	<p>Chronological report</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> A headline Facts about the main event Chronology A concluding paragraph Technical language Formal register Past tense Opinions expressed in quotes Third person <p>THINK ABOUT:</p> <ul style="list-style-type: none"> The purpose of the report e.g. newspaper article, match report Think about where, when, what, why, who How to structure the writing How to use cohesive devices within paragraphs How to incorporate modal verbs. 	<p>Biography</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> An introduction summarising main events Detail of key life events and achievements Feelings, opinions and any controversy surrounding the person Quotes from the person Chronological order Past tense Third person Clear concluding paragraph explaining why person will be remembered <p>THINK ABOUT:</p> <ul style="list-style-type: none"> How to summarise the main events of the person's life in the first paragraph How to use cohesive devices within paragraphs. 	<p>Balanced argument/debate</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> Begins with a question A clear introduction Sets out effective arguments for and against the issue Includes evidence for both arguments A concluding summary Persuasive language Formal register Impersonal language Present tense Third person <p>THINK ABOUT:</p> <ul style="list-style-type: none"> How to create effective arguments How to use cohesive devices within paragraphs How to incorporate modal verbs. 	<p>Play script</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> A character list A props and costume list Stage directions using brackets Use of a narrator Dialogue A new line for each character speaking No inverted commas used Scenes <p>THINK ABOUT:</p> <ul style="list-style-type: none"> How to use the narrator throughout the play How to use cohesive devices across the script The use of standard and non-standard English. 	<p>Poetry</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> Title Powerful verbs and adjectives Alliteration RhymSimiles Metaphors Personification Interesting verbs and adjectives Repetition Interesting vocabulary Stanzas <p>THINK ABOUT:</p> <ul style="list-style-type: none"> The type of poem: rhyming poems, haiku, kenning, diamantes, free verse, limericks, shape How to keep a rhyming pattern How to show mood and feelings How to create stanzas The pattern of the poem (e.g. ABAB, AABB, AABBA).

Types of words to use in your writing

Figurative language	Specific devices that take the meaning of words beyond their literal definition. Includes: simile (a comparison), metaphor (description as if it is something else), personification (give it human features), hyperbole (exaggerates).	Examples <i>Simile: as cold as ice</i> <i>Metaphor: a wave of terror</i> <i>Personification: the wind howled</i> <i>Hyperbole: there is enough food to feed an army</i>
Modal verbs	A modal verb shows the level of certainty, ability, or obligation. In this way they change the meaning of other verbs.	Examples <i>will, would, can, could, may, might, shall, should, must, and ought</i>
Passive voice	A sentence with a passive voice has the subject of the sentence have an action done to it.	Examples <i>It was eaten by our dog.</i> <i>The race was being run by the girl.</i>
Powerful or ambitious verbs	Powerful or ambitious verbs are very descriptive, interesting and exciting verbs.	Examples <i>meander, shuffle, emerge, recognise, wail, conclude</i>
Relative clauses and pronouns	Relative clauses add information to sentences by using a relative pronoun such as who, that, which, where, when, whose. Relative clauses come at the end of a sentence or can be embedded part way through.	Examples <i>Noah liked his new coat, which was very warm.</i> <i>Jessie's teacher, who was new to the school, smiled warmly.</i>
Subjunctives	The subjunctive is a verb form used to express something desired or imagined – it should or could happen. It is used in formal writing.	Examples <i>The school requires that all pupils be honest.</i>

Punctuation

 Full stop - used at the end of a sentence	 Question mark - used at the end of a question	 Exclamation mark - used at the end of an exclamation or to show that something, loud, scary, exciting...has happened	 Comma - used to separate items in a list
 Apostrophe - used for a missing letter/s (e.g. did not become didn't) or to show possession (e.g. Esther's coat).	 Inverted commas or speech marks - used to show direct speech	 Brackets - used for parenthesis	 Dash - used for parenthesis
 Ellipsis - to show text is missing and to build tension	 Semi-colon - used to separate items in a list or to show the boundary between two independent clauses	 Colon - used to introduce a list or to show the boundary between two independent clauses	 Hyphen - used to avoid ambiguity in words

Sentences and paragraphs

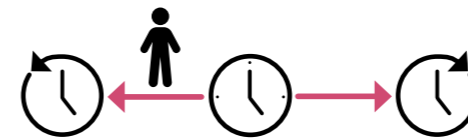
Use a mix of sentence forms that incorporate **fronted adverbials**, **subordinate clauses** and short sentences for effect. Use **relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use **devices to build cohesion** within a paragraph and include a range of language to enhance writing:

- Varied and expanded noun phrases
- Prepositional phrases
- Adverbs/adverbials
- Dialogue
- Mix of description, action and dialogue
- Similes and metaphors
- Conjunctions of time, cause and place to create cohesion and flow
- Modal verbs
- Figurative language (simile, metaphor, personification, hyperbole)
- Cohesive devices such as adverbials of time, place, cause and number
- Ambitious and varied vocabulary
- Use a 'show not tell' approach

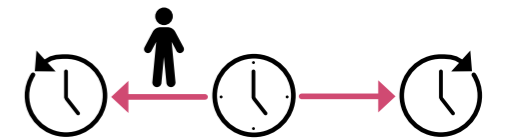
Use **paragraphs to organise ideas** around a theme, time, person, place or event and that logically flow from one to the other using cohesive devices. Use parenthesis for effect and structure.

Tenses

Past - has already happened



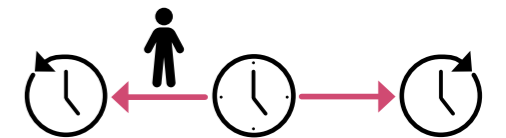
Past progressive - uses 'was' to show that something happened continuously in the past



Past - has already happened



Past perfect - uses 'had' to show that something happened and was completed in the past



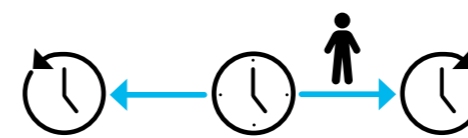
Present - happening at the moment



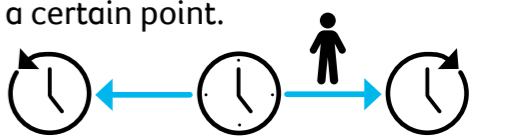
Present progressive - uses 'am' or 'is' to show that something is happening at the moment



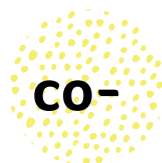
Future - will happen in the future



Future perfect - uses 'will have' to show that something will happen in the future but will be completed by a certain point.

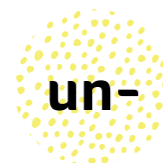


Prefixes



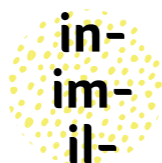
co-

Together



un-

Not



**in-
im-
il-**

Not or in



super-

Better quality



sub-

Lower



anti-

Against or opposite



auto-

Self or same



inter-

Between or among



mis-

Verb prefix-
opposite



dis-

Verb prefix-
opposite of



re-

Verb prefix-
again



de-

Verb prefix-
reduce or remove



over-

Verb prefix-
too much

Suffixes



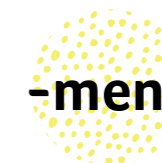
-ful

Full of



-less

Without



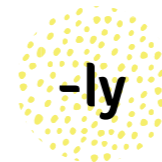
-ment

Action or a result of



-ness

A state of quality



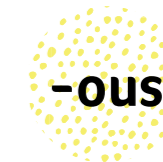
-ly

The manner in which
something is done



-ation

Makes something
a noun



-ous

Full of



-ate

Act on



-ise

Make or become



-ify

Make

Homophones

These words sound the same when you say them aloud, but they are spelt differently and mean different things.

- licence/license
- practice/practise
- prophecy/prophesy
- guessed/guest
- heard/herd
- led/ lead
- morning/ mourning
- past/ passed
- principal/principle
- profit/prophet
- stationary/stationery
- steal/steel
- who's/whose

Words to learn

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