

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 to you.
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 two, three or four marks will want multiple answers or answers with much greater depth often needing inference and drawing conclusions.

Books to read

A Series of Unfortunate Events by Lemony Snicket
Artemis Fowl by Eoin Colfer
Beetle Boy by MG Leonard
Bill's New Frock by Anne Fine
Black Powder by Ally Sherrick
Bloom by Nicola Skinner and Flavia Sorrentino
Boy in the Tower by Polly Ho-Yen
Bright Bursts of Colour by Matt Goodfellow and Aleksei Bitskoff
Brightstorm: A Sky-Ship Adventure by Vashti Hardy
Bunny Vs Monkey by Jamie Smart
Charlotte's Web by E.B. White
Clockwork by Philip Pullman
Cloud Soup by Kate Wakeling
Cookie and the Most Annoying Boy in the World by Konnie Huq
Danny the Champion of the World by Roald Dahl
Dial a Ghost by Eva Ibbotson
Dragon Mountain by Kevin Tsang and Katie Tsang
Dragon Rider by Cornelia Funke
Ella on the Outside by Cath Howe
Emil and the Detectives by Erich Kästner
Hacker by Malorie Blackman
Heard it in the Playground by Allan Ahlberg
Heidi by Johanna Spyri
History by Nicholas O'Neill, Susan Hayes and Ruby Taylor
I Ate Sunshine for Breakfast by Michael Holland and Phillip Giordano
I Know What You Did Last Wednesday by Anthony Horowitz
Iguana Boy Saves the World with a Triple Cheese Pizza by James Bishop and Rikin Parekh
Indiana Bones by Harry Heape

Invented By Animals by Christiane Dorion and Gosia Herba
King of the Cloud Forests by Michael Morpurgo
Krindlekrax by Philip Ridley
Laughter is an Egg by John Agard
Llama Out Loud! by Annabelle Sami and Allen Fatimaharan
Malamander by Thomas Taylor
Moondial by Helen Cresswell
Mr Wolf's Class by Aron Nels Steinke
My Life as a Cat by Carlie Sorosiak
New Kid by Jerry Craft
Percy Jackson and the Lightning Thief by Rick Riordan
Peter in Peril by Helen Bate
Rise Up by Amanda Li and Amy Blackwell
Roller Girl by Victoria Jamieson
Room 13 by Robert Swindells
Rumblestar by Abi Elphinstone
Scribbleboy by Philip Ridley
Secrets of a Sun King by Emma Carroll
Spaced Out by Brian Moses and James Carter
Stig of the Dump by Clive King
The Bacteria Book by Steve Mould
The Beast and the Bethany by Jack Meggitt-Phillips and Isabelle Follath
The Book of Not Entirely Useful Advice by A.F. Harrold and Mini Grey
The Boy at the Back of the Class by Onjali Q. Rauf
The Breadwinner by Deborah Ellis
The Butterfly Lion by Michael Morpurgo
The Clocktower Ghost by Gene Kemp
The Dam by David Almond and Levi Pinfold
The Demon Headmaster by Gillian Cross
The Factory Made Boy by Christine Nostlinger
The Ghost of Thomas Kempe by Penelope Lively

The House with Chicken Legs by Sophie Anderson and Elisa Paganelli
The Hundred and One Dalmatians by Dodie Smith
The Incredible Adventures of Professor Branestawm by Norman Hunter
The Incredible Record Smashers by Jenny Pearson and Erica Salcedo
The Last Bear by Hannah Gold and Levi Pinfold
The Lost Thing by Shaun Tan
The Miraculous Journey of Edward Tulane by Kate DiCamillo
The Mouse and his Child by Russell Hoban
The Night Bus Hero by Onjali Q. Rauf
The Nowhere Emporium by Ross MacKenzie
The Phoenix and the Carpet by E. Nesbit
The Polar Bear Explorers' Club by Alex Bell
The Rainmaker Danced by John Agard and Satoshi Kitamura
The Scarecrow and his Servant by Philip Pullman
The Sheep-Pig by Dick King-Smith
The Ship of Shadows by Maria Kuzniar
The Silver Sword by Ian Serraillier
The Ultimate Alphabet by Mike Wilks
The Violet Veil Mysteries by Sophie Cleverly
The What on Earth? Wallbook Timeline of Big History by Christopher Lloyd
The White Giraffe by Lauren St John and David Dean
The Witches by Roald Dahl
The Wolf Wilder by Katherine Rundell
The Wolves of Willoughby Chase by Joan Aiken
The Wonder Garden by Jenny Bloom and Kristjana Williams

Tragedy at Sea: The Sinking of the Titanic by David Long and Stefano Tambellini
TrooFriend by Kirsty Applebaum
Uma and the Answer to Absolutely Everything by Sam Copeland and Sarah Horne
Varmints by Helen Ward
Ways to Make Sunshine by Renee Watson and Mechal Roe
Werewolf Club Rules by Joseph Coelho
When Hitler Stole Pink Rabbit by Judith Kerr
Who Let the Gods Out by Maz Evans
Wild Animals of the South by Dieter Braun
Wild is the Wind by Grahame Baker-Smith
Wolf Brother by Michelle Paver
Woof! by Allan Ahlberg
Young, Gifted and Black by Jamia Wilson and Andrea Pippins



<p>Narrative (stories)</p> <p>KEY FEATURES: A title that reflects what will happen in the story Exciting and interesting language (adjectives, adverbs, powerful verbs, simile, personification) Dialogue using inverted commas Emotions and feelings of characters Plenty of action A variety of sentence forms and lengths Tension and suspense</p> <p>THINK ABOUT: 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>	<p>Letters</p> <p>KEY FEATURES: 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: yours sincerely, yours faithfully informal: from, best wishes)</p> <p>THINK ABOUT: 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 Whether the letter is informal or formal How to introduce the letter and explain it is being written How to conclude the letter How to use cohesive devices within paragraphs How to incorporate modal verbs.</p>	<p>Persuasive writing</p> <p>KEY FEATURES: Begins with a question A clear introduction Sets out clear points that are each expanded on A summing up Persuasive language Present tense Superlatives Emotive language Rhetorical questions Repetition</p> <p>THINK ABOUT: The styles of writing: letter, debate, argument, leaflet, brochure etc. The impact on the reader.</p>	<p>Recounts/Diaries</p> <p>KEY FEATURES: An introduction paragraph that briefly explains: <i>who, what, where and when</i> Chronological order Quotations from witnesses Emotive language A concluding paragraph Writer's feelings and thoughts Detailed an technical vocabulary Past tense</p> <p>THINK ABOUT: If it will be written in the first or third person How to use paragraphs for effect The style of writing: is it more formal or more informal and chatty? How to incorporate more detail How to incorporate a range of conjunctions Using pronouns for cohesion How to use cohesive devices within paragraphs How to incorporate modal verbs.</p>	<p>Explanations</p> <p>KEY FEATURES: A title often starting with 'How' or 'Why' An opening paragraph to introduce the process Time adverbs and conjunctions Causal conjunctions Technical vocabulary Diagrams Present tense Third person Glossary</p> <p>THINK ABOUT: How to structure the writing to make it clear to readers How to use cohesive devices within paragraphs.</p>	<p>Instructions</p> <p>KEY FEATURES: 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</p> <p>THINK ABOUT: 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.</p>
<p>Non-chronological reports</p> <p>KEY FEATURES: A topic title that covers the whole subject An introduction using Who, What, Where Subheadings Facts and factual language Technical language A glossary Third person Formal language Present tense</p> <p>THINK ABOUT: 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>	<p>Chronological report</p> <p>KEY FEATURES: A headline Facts about the main event Chronology A concluding paragraph Technical language Past tense Quotes</p> <p>THINK ABOUT: The purpose of the report e.g. newspaper, 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>	<p>Biography</p> <p>KEY FEATURES: An introduction summarising main events Detail of key life events and achievements Chronological order Past tense Third person A clear concluding paragraph explaining why person will be remembered</p> <p>THINK ABOUT: How to summarise the main events of the person's life in the first paragraph How to use cohesive devices within paragraphs.</p>	<p>Balanced argument/debate</p> <p>KEY FEATURES: Begins with a question A clear introduction Sets out arguments for and against the issue A concluding summary Persuasive language Formal language Present tense Third person</p> <p>THINK ABOUT: How to use cohesive devices within paragraphs How to incorporate modal verbs.</p>	<p>Play script</p> <p>KEY FEATURES: A character list A props and costume list Stage directions using brackets Use of a narrator Dialogue No inverted commas used Scenes</p> <p>THINK ABOUT: 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>	<p>Poetry</p> <p>KEY FEATURES: Title Powerful verbs and adjectives Alliteration Rhyme Similes Personification Interesting verbs and adjectives Repetition Interesting vocabulary Stanzas</p> <p>THINK ABOUT: 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).</p>

Types of words to use in your writing

Adverbials of time, place and number	An adverbial is a word or phrase that modifies a verb or a clause just like an adverb does. They tend to show us how, when, where or why something happens.	Examples <i>later, cautiously, simultaneously, most importantly, near the woods, secondly, finally</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>
Prepositional phrases	Prepositional phrases contain a preposition followed by a noun, pronoun or noun phrase. They do not contain a verb. They can describe locations, directions, or relations of time.	Examples <i>on the floor, after the movie, beside the post office</i>
Powerful or ambitious verbs	Powerful or ambitious verbs are very descriptive, interesting and exciting verbs.	Examples <i>meander, shuffle, emerge, recognise, wail, conclude, believe, explore, tremble, slump</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. 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.	Examples <i>The school requires that all pupils be honest</i>

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
- Cohesive devices such as adverbials of time, place, cause and number
- Ambitious and varied vocabulary
- Use a 'show not tell' approach

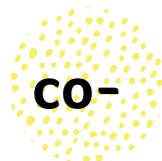
Use **paragraphs to organise ideas** around a theme, time, person, place or event and that logically flow from one to the other using cohesive devices

Tenses

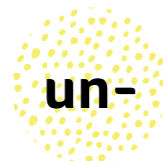
<p>Past - has already happened</p>	<p>Past progressive - uses 'was' to show that something happened continuously in the past</p>
<p>Past - has already happened</p>	<p>Past perfect - uses 'had' to show that something happened and was completed in the past</p>
<p>Present - happening at the moment</p>	<p>Present progressive - uses 'am' or 'is' to show that something is happening at the moment</p>
<p>Future - will happen in the future</p>	<p>Future perfect - uses 'will have' to show that something will happen in the future but will be completed by a certain point.</p>

<p>Full stop - used at the end of a sentence</p>	<p>Question mark - used at the end of a question</p>	<p>Exclamation mark - used at the end of an exclamation or to show that something, loud, scary, exciting...has happened</p>	<p>Comma - used to separate items in a list</p>
<p>Apostrophe - used for a missing letter/s (e.g. did not become didn't) or to show possession (e.g. Esther's coat).</p>	<p>Inverted commas or speech marks - used to show direct speech</p>	<p>Brackets - used for parenthesis</p>	<p>Dash - used for parenthesis</p>

Prefixes



Together



Not



Not or in



Better quality



Lower



Against or opposite



Self or same



Between or among



Verb prefix-
opposite



Verb prefix-
opposite of



Verb prefix-
again



Verb prefix-
reduce or remove



Verb prefix-
too much

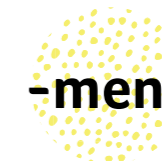
Suffixes



Full of



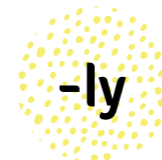
Without



Action or a result of



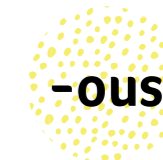
A state of quality



The manner in which
something is done



Makes something
a noun



Full of



Act on



Make or become



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 |