

Key vocabulary		Book reviews
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!	<ul style="list-style-type: none"> • 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? • Did you discover any new words? • Are there any other similar books or books by the same author that you would like to read next?
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!	
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.	Book genres <ul style="list-style-type: none"> • Modern fiction • Historical fiction • Mystery • Fairy tale/fable/folktale • Fantasy • Science fiction • Reference books • Biography/autobiography • Poetry • Playscripts
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.	
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.	

- 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 or three marks will want more detail.

Books to read

Daydreams and Jellybeans by Alex Wharton and Katy Riddell

Desirable by Frank Cottrell Boyce

Earth Shattering Events by Sophie Williams and Robin Jacobs

Eddie and the Box of Flits by Kate Wilkinson

Fairy Tales by Terry Jones

Frank Einstein and the Antimatter Motor by Jon Scieszka

George's Marvellous Medicine by Roald Dahl

Give Peas a Chance by Morris Gleitzman

How to Train Your Dragon by Cressida Cowell

Joan Procter, Dragon Doctor by Patricia Valdez and Felicita Sala

Kai and the Monkey King by Joe Todd-Stanton

Lizzie Dripping by Helen Cresswell

Max and the Millions by Ross Montgomery

My Brother is a Superhero by David Solomons

Operation Gadgetman! by Malorie Blackman

Planet Stan by Elaine Wickson and Chris Judge

Race to the Frozen North by Catherine Johnson and Katie Hickey

Real-Life Mysteries by Susan Martineau and Vicky Barker

The 13 Storey Treehouse by Andy Griffiths

The Barnabus Project by The Fan Brothers

The Battle of Bubble and Squeak by Philippa Pearce

The Boy at the Back of the Class by Onjali Q. Rauf and Pippa Curnick

The Brilliant World of Tom Gates by Liz Pichon

The Children of Green Knowe by Lucy M. Boston

The Falcon's Malteser by Anthony Horowitz

The Firework Maker's Daughter by

Philip Pullman

The Girl Who Stole an Elephant by Nizrana

Farook

The Great Elephant Chase by Gillian Cross

The Griffin Gate by Vashti Hardy and Natalie Smillie

The Highland Falcon Thief by M. G. Leonard, Sam Sedgman and Elisa

The Hodgeheg by Dick King-Smith

The House That Sailed Away by Pat Hutchins

The Invisible Dog by Dick King-Smith

The Land of Roar by Jenny McLachlan and Ben Mantle

The Last Castaways by Harry Horse

The Legend of Captain Crow's Teeth by

Eoin Colfer

The Legend of Podkin One-Ear by

Kieran Larwood and David Wyatt

The Monster Spotter's Handbook by Matt Cherry

The Peppermint Pig by Nina Bawden

The Queen's Nose by Dick King-Smith

The Story of Tutankhamun by

Patricia Cleveland-Peck and Isabel Greenberg

The Suitcase Kid by Jacqueline Wilson

The Train to Impossible Places by P. G. Bell and Flavia Sorrentino

The Twits by Roald Dahl

The Way to Sattin Shore by Philippa Pearce

The World of Cities by James Brown

The Worst Witch by Jill Murphy

The Yearling by Marjorie Rawlings

There's a Werewolf in My Tent by

Pamela Butchart

Toad Rage by Morris Gleitzman

Viking Voyages by Jack Tite

War Game by Michael Foreman

When the Mountains Roared by Jess Butterworth

Where Zebras Go by Sue Hardy-Dawson



<p>Narrative (stories)</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> • A title that reflects what will happen in the story • Exciting and interesting language (adjectives, adverbs, powerful verbs) • Dialogue using inverted commas • Emotions and feelings of characters • Plenty of action <p>THINK ABOUT:</p> <ul style="list-style-type: none"> • How to make the story flow • How to use paragraphs • How to create suspense • Which tense to use • How and when to introduce the main character/s • The setting (who, what, when, where, why) • What the problem or dilemma will be and how it will be solved • How the story will end • The use of expanded noun phrases • Using pronouns for cohesion. 	<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 • Whether the letter is informal or formal • How to introduce the letter and explain why you are writing • How to conclude the letter. 	<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 • Past tense <p>THINK ABOUT:</p> <ul style="list-style-type: none"> • If it is written in the first or third person • How to use paragraphs • The style of writing: is it formal, or more informal and chatty? • How to incorporate more detail • How to incorporate a range of conjunctions • Using pronouns for cohesion. 	<p>Explanations</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> • A title often starting with 'How' or 'Why' • An opening sentence to introduce the process • Time adverbs and conjunctions • Causal conjunctions • Technical vocabulary • Diagrams • Present tense • Third person • Glossary <p>THINK ABOUT:</p> <ul style="list-style-type: none"> • How you can make the writing clear and simple. 	<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 • A glossary • Third person • Formal language • Present tense <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. 	<p>Chronological report</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> • A headline • Facts about the main event • A concluding paragraph • Technical language • Past tense • Quotes <p>THINK ABOUT:</p> <ul style="list-style-type: none"> • The purpose of the report, e.g. newspaper, match report • Think about where, when, what, why, who. 	<p>Biography</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> • A summary or introduction • Chronological order • Past tense • Third person • A clear concluding paragraph <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 • The use of expanded noun phrases • Using pronouns for cohesion. 	<p>Balanced argument/debate</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> • Begins with a question • Sets out arguments for and against the issue • A short concluding summary • Persuasive language • Formal language • Present tense • Third person <p>THINK ABOUT:</p> <ul style="list-style-type: none"> • How to use paragraphs • How to incorporate a range of conjunctions. 	<p>Play script</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> • A character list • Basic stage directions using brackets • Use of a narrator • Dialogue • No inverted commas used • Scenes <p>THINK ABOUT:</p> <ul style="list-style-type: none"> • How you will use the narrator to set the scene • Using pronouns for cohesion. 	<p>Poetry</p> <p>KEY FEATURES:</p> <ul style="list-style-type: none"> • Title • Powerful verbs and adjectives • Alliteration • Rhyme • Similes • 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.

Types of words to use in your writing

Fronted adverbials	An adverbial is a word or phrase which modifies a verb or a clause just like an adverb does. They tend to show us how, when, where or why something happens. Fronted adverbials come at the beginning of a sentence. They describe the verb/action in the sentence and are always followed by a comma.	Examples <i>happily, sadly, quickly, slowly, playfully</i>
Conjunctions of time, cause and place	Conjunctions are a type of connective. They come in two forms: co-ordinating conjunctions, which join two equal parts of text, and subordinating conjunctions which join a subordinate clause to a main clause.	Examples <i>beautiful, purple, enormous, tiny, crunchy, grumpy, cheery, fluffy</i>
Expanded noun phrases with prepositional phrases	An expanded noun phrase includes a noun and modifying adjectives, nouns and prepositional phrases to add detail.	Examples Co-ordinating conjunctions: <i>and, but, or</i> Subordinating conjunctions: <i>when, that, if, because</i>
Powerful verbs	Powerful verbs are very descriptive, interesting and exciting verbs.	Examples <i>The purple coat.</i> <i>Some crimson, glowing sparks.</i> <i>The enchanting green forest</i>
Prepositions	Prepositions link nouns, pronouns or noun phrases to another word in the sentence. They can describe locations, directions, or relations of time.	Examples <i>mutter, dance, smash, whisper, groan, tiptoe, shuffle, skipped</i>
Pronouns	Words that take the place of nouns or noun phrases. They are used to help make writing flow, avoiding repetition. A possessive pronoun shows ownership.	Examples <i>she, he, we, they, their, you, them, there, it, mine, our</i>

Remember...

A before a consonant. **An** before a vowel
An -s on the end of a word may indicate a plural or possession.

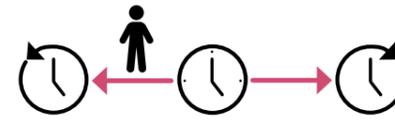
Sentences and paragraphs

Statement: a sentence that states a fact, opinion or idea. *The cat sat on the grass.*
Question: a sentence that asks for information. It always has a question mark at the end. *What time is it?*
Exclamation: a sentence introduced by a phrase that includes 'what' or 'how' and which is followed by a subject + verb + any other element. It always ends with an exclamation mark. *What big teeth you have, Grandma!*
Command: a command tells someone to do something. *Put your coat on.*

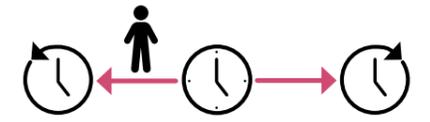
Make sentences more interesting by using **subordinating and coordinating conjunctions** and **expanded noun phrases**.

Tenses

Past - has already happened



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



Past perfect - uses 'have' or 'has' to show that something happened and is has recently finished is still going on



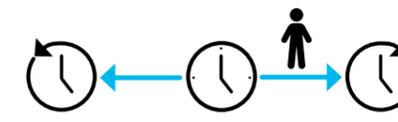
Present - happening at the moment



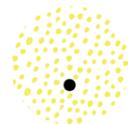
Present progressive - uses 'am' or 'is' to show that something is happening at the moment



Future - will happen in the future



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



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



Comma - used to separate items in a list

Prefixes



Together



Verb prefix-
reduce or remove



Verb prefix-
too much



Not



Verb prefix-
opposite



Not or in



Verb prefix-
opposite of



Verb prefix-
again



Better quality



Between or among



Against or opposite



Self or same



Lower

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

Homophones

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

- | | |
|-----------------|-----------------|
| ball/bawl | rain/rein/reign |
| berry/bury | scene/seen |
| brake/break | weather/whether |
| fair/fare | whose/who's |
| grate/great | |
| groan/grown | |
| here/hear | |
| heel/heal/he'll | |
| knot/not | |
| mail/male | |
| main/mane | |
| meat/meet | |
| medal/meddle | |
| missed/mist | |
| peace/piece | |
| plain/plane | |

Words to learn

- | | | | | |
|--------------|------------|-----------|--------------|-----------|
| accident | continue | group | notice | regular |
| accidentally | decide | guard | occasion | reign |
| address | describe | guide | occasionally | remember |
| although | different | heard | often | sentence |
| answer | different | heart | opposite | separate |
| appear | disappear | height | ordinary | special |
| arrive | early | history | particular | straight |
| believe | earth | imagine | peculiar | strange |
| bicycle | eight | important | perhaps | strength |
| breath | eighth | increase | popular | suppose |
| breathe | enough | interest | position | surprise |
| build | exercise | island | possess | therefore |
| business | experience | knowledge | possession | though |
| busy | experiment | learn | possible | thought |
| calendar | extreme | length | potatoes | through |
| caught | famous | library | pressure | various |
| centre | favourite | material | probably | weight |
| century | february | medicine | promise | woman |
| certain | forward | mention | purpose | women |
| circle | forwards | minute | quarter | |
| complete | fruit | natural | question | |
| consider | grammar | naughty | recent | |