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Introduction

About the series

Hodder Cambridge Primary English is a series consisting of a Learner’s book, Teacher’s Pack and Workbook for each Cambridge Primary English curriculum stage.

The books are written by experienced primary practitioners to reflect the different teaching approaches recommended in the Cambridge Primary Teacher Guides and covering the Cambridge Primary English frameworks. The content of each book is outlined below.

**Learner’s book**

The structure and content of the Learner’s books are based on the Cambridge Primary English framework for each stage. Each unit covers a reading genre from the English framework. There are nine units per Learner’s book. Units contain:

- Learning objectives
- Helpful hints boxes, which explain the focus of learning with examples
- *Did you know?* fact boxes
- Model texts
- A glossary
- Activities linked to phonics, spelling and vocabulary, grammar and punctuation, reading, writing and speaking and listening
- *Try this* challenge activities
- Checklists for learning

**Teacher’s Pack**

The Teacher’s Packs support the activities in the Learner’s books and Workbooks and reinforce the learning through:

- Unit objective overviews
- Learner’s book Activity notes and answers
- Workbook answers
- Starter activities
- Suggestions for success criteria
- Further activities
- Assessment ideas
- ICT links
- Book list for additional model texts

**Workbook**

The Workbooks can be used for homework or extension activities after the relevant pages in the Learner’s book are complete. The Workbooks either build on what has taken place during the lesson or challenge learners to develop their learning further through:

- exciting activities linked to the objectives in the Learner’s book
- self-assessment pages at the end of each unit

**How to use this series**

This book, along with the Learner’s book and Workbook, covers the Cambridge Primary curriculum framework for English at Stage 3. It should be worked through systematically to ensure complete coverage of the objectives for this stage. The activities are designed to build on previous knowledge as your class progresses through the Learner’s book and Workbook.
Assessment

Learning objectives

An overview of all the objectives covered within a unit is given at the start of each chapter of teaching notes. The objectives (and codes) relevant to the Learner’s book pages are also given at the start of each section of notes. At the start of each lesson, it is good practice to present the learning objective to the learners in child-friendly language. Learners should be clear on the focus of the lesson and what they are expected to learn. Some key objectives also appear in the Learner’s book and the curriculum area is shown at the top of the Learner’s book pages. At the end of the lesson you should refer back to these objectives to check the learner’s understanding.

Success criteria

In each section of teaching notes, suggestions for success criteria are given. The success criteria are used to assess the outcome of the learning that has taken place in each lesson. The success criteria are, in effect, what the successful learning will ‘look’ like, once the learning objectives have been met.

For example, if the learning objective was Begin to vary sentence openings, e.g. with simple adverbs (2G/PW4), the success criteria could be that learners selected the correct adverb to insert at the beginning of sentences. More would need to be covered on this objective for the learning to be fully embedded and understood.

For example, in subsequent lessons learners could highlight simple adverbs in a text; choose adverbs from a word bank to use in their own sentences; recognise and use a wider range of adverbs such as ‘Soon, Later’.

The success criteria should always be made clear to learners. Older learners could be encouraged to write down the success criteria at the top of their work. Marking should be related to the success criteria only. You could use a suggestion from the success criteria section in the teacher’s notes to create task cards to make it clear to learners exactly what they have to do, and what success looks like. For example:

Success criteria

Write six sentences using a capital letter and full stop correctly.

What you have to do
- Sort the words and full stops written on card into six sentences.
- Copy the sentences into your book.

Tip
Remember to have a capital letter at the beginning of each sentence and a full stop at the end. All your sentences should make sense!

Activity notes and answers

Within the teaching notes, a bold statement at the start of each activity shows the focus of the learning and this is linked to the objectives and success criteria. In some instances, it may be difficult to check if the success criteria have been achieved, for example, if there are large groups of children working together or they are not reporting directly to you. In these cases, watch the learners carefully and note any who have difficulties. If you observe any pairs working well, ask them to model the learning for others.
Formative assessment

Formative assessment is a form of on-going assessment that occurs in every lesson and informs the teacher and learners of the progress they are making, linked to the success criteria. The success criteria section in the teacher's notes supports teachers in making formative assessments as the learners complete the activities in the Learner's book and Workbook.

One of the advantages of formative assessment is that any issues of learning that emerge during the lesson can be responded to immediately. For example, if learners are asked to display their written answers, the teacher can see at a glance whether the learning objective has been understood. If necessary, more time can be given to consolidating the objective before moving on. Ways of finding out about learning during the lesson need to be quick and unobtrusive. For example, you could build a two-minute slot into the lesson where learners are able to ask questions and pursue misconceptions, or learners are asked to give a signal to show their understanding.

Formative assessment will also influence the next step in learning, and may influence changes in planning and/or delivery for subsequent lessons. An end-of-lesson plenary can be used to find out more about learning. For example, learners could list what they have or have not understood on sticky notes, or simply be asked some questions by the teacher to clarify their understanding of the objectives. The start of the next lesson might be used to revisit an objective, and on occasion, extend to the whole lesson. Assessment decisions such as these ensure that teaching is in line with learning, and not the other way around.

Summative assessment

Summative assessment is essential at the end of each unit of work to assess at a key point in time exactly what the learners know, understand and can do. The end-of-unit quizzes in the Learner's books and self-assessment pages in the Workbooks form part of the summative assessment process. Further assessment ideas within the teaching notes are designed to provide teachers with a variety of opportunities to check the learners' understanding of the unit. These activities can include specific questions for teachers to ask, activities for the learners to carry out (independently, in pairs or in groups) or written assessment.

The information gained from both the formative and summative assessment ideas should be used to inform future planning in order to close any gaps in the learners' understanding as recommended by Assessment for Learning (AFL). Assessment is no longer viewed as something separate, but built into the fabric of planning, teaching and learning.
Strategies for differentiation

What is differentiation?
Differentiation is the adjustment of the teaching and learning process so that the different needs of the learners can be accommodated, and individual learning maximised. The differentiation ideas on the following pages are designed to support the activities in the Learner’s book and Workbook. The ideas are split into reading and writing strategies, with suggestions for the more able and support for less able learners.

**High frequency words and common irregular words**
The High Frequency Words and Common Irregular Words referred to in this Teacher’s Pack and the Learner’s book and Workbook are words that learners need to be able to read and spell by the end of Stage 3. Some of these high frequency words and common irregular words cannot be easily segmented into *phonemes* or *letter strings*, and therefore just have to be learnt.

**Expert learner**
The expert learner referred to in the differentiation ideas on the following pages is a learner who is considered to be secure in the activity task or learning objective.

**Reading for understanding**
The differentiation ideas in the Reading for understanding column on the following pages focuses on learners’ comprehension and understanding of texts, and how to read effectively for meaning.

**Text features**
The differentiation ideas in the Text features column on the following pages focus on how texts are organised, structured and developed.
## Differentiation ideas for less-able learners

### READING

<table>
<thead>
<tr>
<th>Phonics, spelling and vocabulary</th>
<th>Reading for understanding</th>
<th>Text features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher segments some words from the text into phonemes and writes them on the board, e.g: 'H/e r/u/sh/ed b/a/ck t/o th/e sh/o/p f/ee/l/i/ing v/ie/n/y u/n/h/a/pp/y' Ask the learners to say the words emphasising the segments before blending them to read the sentences.</td>
<td>Teacher models reading to the punctuation mark, emphasising key words. Learners to copy this technique. Learner uses a ‘What if I don’t know a word’ prompt card. These cards provide tips for reading such as: o split the word into phonemes, patterns or syllables o try reading the whole sentence and then reread it o look at the punctuation marks for a clue o look for clues in the illustration o think of something you have read already that will give you a clue. Teacher models scanning (to find specific information): learner to be shown how to move the eye quickly across and down the page, using a pen or finger to help ‘steer’ it. Teacher models skimming (to find main ideas): learner shown how a pencil or finger can be used to help ‘push’ the eye across 7–9 words at a time, only pausing on punctuation marks.</td>
<td>Learner answers easier questions, focused on location and retrieval of literal information, e.g. when, what, who. Learner provides visual answers, e.g. drawing, mind maps, flow diagrams, plot graphs, cartoons, storyboards, annotated drawings of a character. Learner works with an ‘expert learner’, giving statements about a character and scanning a short piece of text for the supporting quote. Learner acts out a one-minute summary of the story and then writes it down. Learner given key words/phrases to discuss with an ‘expert learner’ and locates them in the text. The learners then read the text in turns. Learner uses partially completed answer frames to respond to a more difficult text.</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>Phonics spelling and vocabulary</th>
<th>Grammar and punctuation</th>
<th>Text features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner keeps a spelling journal, e.g. a list of high frequency words, individual spelling targets, phoneme lists. Learner uses synonym banks for well-used words such as said, went, got and nice or other words in the text. Teacher alerts learner to key words in a text prior to completing the task. Teacher provides vocabulary/word banks on particular writing tasks. Learner to tick/highlight each time they use these words in their writing.</td>
<td>Learner retells the story in one minute without using and, then. (This will only work if learners speak in sentences!) Learner given a target number regarding the use of and, then in a writing piece. Learner provided with a bank of straightforward subordinating connectives to use in their writing, e.g. because, although, if, since, when. Learner allowed to make capital letters very large at the beginning of sentences and to highlight all punctuation marks.</td>
<td>Teacher provides a ‘Question plan’ grid for story planning: Who is in the story? Where does it take place? When does it happen? What happens? How does it end? Learner uses five paragraph boxes and writes a sentence in each box to show what is going to happen in a story. This plan is then used to inform the writing of the story. Teacher provides the first sentence of each paragraph of the story in a writing frame for the learner to complete. Learners given a different outcome to the activity, e.g. instead of writing a story, be required to write the opening and then a bullet point plan to show what the rest of the story will be about.</td>
</tr>
</tbody>
</table>
## Differentiation ideas for more-able learners

### **READING**

<table>
<thead>
<tr>
<th>Phonics, spelling and vocabulary</th>
<th>Reading for understanding</th>
<th>Text features</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learner to read ahead and focus on words in texts which they think might create difficulty. Find out meanings, and contribute these to the lesson.</td>
<td>• Learner uses ‘Point, Evidence, Explain’ when answering inference questions, e.g.:</td>
<td>• Learner creates thought bubbles to explore characters’ feelings in more depth.</td>
</tr>
<tr>
<td>• Learner uses a thesaurus to create synonym word banks, e.g. said, got, went. These made available to other learners.</td>
<td></td>
<td>• Learner collects further examples of similes, metaphor, alliteration, personification for classroom display.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher gives pairs of learners more difficult features to discuss such as themes and use of expressive and figurative language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learner collects further information on a character, e.g. how they speak, move, behave and uses this to write a diary entry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learner creates additional questions on the character, setting and plot for other learners to answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learner finds and reads other texts by a favourite author.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Point (Answer)</th>
<th>Evidence</th>
<th>Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is John upset?</td>
<td>He lost his cat.</td>
<td>His eyes filled with tears as he saw the open door.</td>
<td>John realised the cat had escaped.</td>
</tr>
</tbody>
</table>

• Learner creates own explicit and implicit questions for other learners to answer.

• Teacher writes ‘higher order’ question stems on the board (Why ..., What if ..., How ...) and learner encouraged to use these when asking questions.

• Learner prepares sections of a text to read to a class, taking care to read to each punctuation mark and emphasising key words. Direct speech to be delivered appropriately.

• Learner summarises a text on a postcard, then a sticky note and compares ideas with a partner.

### **WRITING**

<table>
<thead>
<tr>
<th>Phonics, spelling and vocabulary</th>
<th>Grammar and punctuation</th>
<th>Text features</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learner uses a ‘challenging’ word bank in writing tasks.</td>
<td>• Learner creates an unpunctuated text and asks a partner to correct it.</td>
<td>• Learner writes the next section of a narrative.</td>
</tr>
<tr>
<td>• Learner creates a spelling journal. This could include: a list of high frequency words; individual spelling targets; ways of remembering tricky spellings – highlighting emboldening/increasing size of particular letters; common homonyms; a list of words with silent letters; particular prefixes /suffixes.</td>
<td>• In pairs, learners convert dialogue from a direct speech extract into a cartoon strip.</td>
<td>• Working in pairs, learners agree on an ending to a story, write it and then compare it.</td>
</tr>
<tr>
<td>• Learners arrange synonyms in alphabetical order, e.g. hot, sizzling, warm.</td>
<td>• Learners work with less-able learners to insert missing punctuation in a text.</td>
<td>• Learner annotates a non-fiction text to show the key features and shares these with another learner.</td>
</tr>
<tr>
<td>• Learner finds and records additional words related to the theme for other learners to refer to.</td>
<td>• Learner explains key features to less-able learner, e.g. the meaning of the active/passive voice, subordinate clauses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learner collects examples of text connectives and categorises these.</td>
<td></td>
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<tr>
<td></td>
<td>• Learner transforms a basic text, adding noun and prepositional phrases and adverbs at different points in the sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Learner devises ‘help cards’ for less-able learners on the rules of key areas of grammar/ punctuation.</td>
<td></td>
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</tbody>
</table>
# Unit 1 Let's look at themes in stories

## Objectives overview

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Objective Code</th>
<th>Learner's Book Activities</th>
<th>Teacher's Pack Activities</th>
<th>Workbook Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics, spelling and vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use effective strategies to tackle blending unfamiliar words to read, including</td>
<td>3PSV1</td>
<td>4, 7, 10, 14, 16</td>
<td>11, 13, 16, 20, 22</td>
<td></td>
</tr>
<tr>
<td>sounding out, separating into syllables, using analogy, identifying known suffixes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>and prefixes, using context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use effective strategies to tackle segmenting unfamiliar words to spell, including</td>
<td>3PSV4</td>
<td>18</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>segmenting into individual sounds, separating into syllables, using analogy,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identifying known suffixes and prefixes, applying known spelling rules, visual</td>
<td></td>
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<tr>
<td>memory, mnemonics.</td>
<td></td>
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</tr>
<tr>
<td>Identify misspelt words in own writing and keep individual spelling logs.</td>
<td>3PSV10</td>
<td>18</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Consider how choice of words can heighten meaning.</td>
<td>3PSV11</td>
<td>20</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Explore vocabulary for introducing and concluding dialogue, e.g. said, asked.</td>
<td>3PSV13</td>
<td>13</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td><strong>Grammar and punctuation – reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use knowledge of punctuation and grammar to read age-appropriate texts with</td>
<td>3CPv1</td>
<td>11</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>fluency, understanding and expression.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Collect examples of nouns, verbs and adjectives, and use the terms appropriately.</td>
<td>3CPv3</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Grammar and punctuation – writing</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maintain accurate use of capital letters and full stops in showing sentences.</td>
<td>3CPw1</td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Learn the basic conventions of speech punctuation and begin to use speech marks.</td>
<td>3CPw2</td>
<td>13</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td><strong>Reading – fiction and poetry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read aloud with expression to engage the listener.</td>
<td>3Rv2</td>
<td>10, 11, 19</td>
<td>16, 24</td>
<td></td>
</tr>
<tr>
<td>Answer questions with some reference to single points in a text.</td>
<td>3Rv3</td>
<td>5, 7, 8, 14</td>
<td>11, 13, 20</td>
<td>3</td>
</tr>
<tr>
<td>Begin to infer meanings beyond the literal, e.g. about motives and character.</td>
<td>3Rv4</td>
<td>5, 7</td>
<td>11, 13</td>
<td>3</td>
</tr>
<tr>
<td>Identify different types of stories and typical story themes.</td>
<td>3Rv5</td>
<td>16, 17</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Consider words that make an impact, e.g. adjectives and powerful verbs.</td>
<td>3Rv7</td>
<td>15</td>
<td>20</td>
<td>6, 7</td>
</tr>
<tr>
<td>Read a range of story, poetry and information books and begin to make links</td>
<td>3Rv9</td>
<td>17</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>between them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing – fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write first-person accounts and descriptions based on observation.</td>
<td>3Wf1</td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Develop descriptions of settings in stories.</td>
<td>3Wf2</td>
<td>6, 18</td>
<td>13, 24</td>
<td>2</td>
</tr>
<tr>
<td>Write portraits of characters.</td>
<td>3Wf3</td>
<td>9, 11, 12</td>
<td>15, 16, 18</td>
<td>4</td>
</tr>
<tr>
<td>Begin to organise writing in sections or paragraphs in extended stories.</td>
<td>3Wf6</td>
<td>13</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Use reading as a model for writing dialogue.</td>
<td>3Wf8</td>
<td>13</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>Choose and compare words to strengthen the impact of writing, including noun phrases.</td>
<td>3Wf10</td>
<td>18, 19</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td><strong>Writing – presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use ICT to write, edit and present work.</td>
<td>3Wp4</td>
<td>19</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take turns in discussion, building on what others have said.</td>
<td>3SL3</td>
<td>4, 5, 13, 16</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Listen and respond appropriately to others' views and opinions.</td>
<td>3SL4</td>
<td>4, 5</td>
<td>11, 15</td>
<td></td>
</tr>
<tr>
<td>Practise to improve performance when reading aloud.</td>
<td>3SL6</td>
<td>11</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
Reading fiction

Objectives

- Take turns in discussion, building on what others have said. (3SL3)
- Listen and respond appropriately to others’ views and opinions. (3SL4)
- Answer questions with some reference to single points in a text. (3Rf3)
- Begin to infer meanings beyond the literal, e.g. about motives and character. (3Rf4)

Starter

- Ask the learners: **What is a discussion?** Remind the learners that a discussion is as much about listening as it is about talking, they are not just waiting for their turn to speak, but responding to what they hear. Read the Helpful hints box on Learner’s book page 4 together. To reiterate this, play a short game of word association where the word the learners say has to link to the previous word said. For example: **shopping, food, eating, chewing, teeth**, etc. The learners will have to keep up and listen carefully to choose the next word.
- Briefly discuss with them how easy it is to get off track with this game and how listening is key.

Activity notes and answers

**Discuss favourite books.** Tell the learners to think for half a minute so they can consider what they want to say. Remind the learners that everyone in the pair must have chance to speak and to take turns to listen and make sure they are not just waiting for their turn to talk. Ask them to listen for similarities between the books they like and enjoy reading. Watch the learners carefully and note any who have difficulties and if you observe any groups working well, you can ask them to model for others.

1. **Read a story extract and answer comprehension questions.** Read the extract on Learner’s book page 4 as a class. Talk about settings and themes using the Helpful hints box on Learner’s book page 5. To support the learners in their discussion give them some examples of **characters** (what are they like good/bad, children, animals, do they have special powers) **themes** (children’s books are often around the theme of family, friendships, good versus bad) and **settings** (home, school, an island, a dark wood, etc.). Tell the learners to discuss and identify similarities between their favourite text choices using these headings.

   **Answers:**
   a) Her Gran nie.
   b) To cool down as it was a hot day.
   c) The paddling pool was underneath Redburn Bridge.
   d) The mail would get wet/damaged or become unreadable.

2. **Find information about a setting.** Support the learners by reminding them to pick out information from the extract to help them.
Understanding settings

Objectives
- Develop descriptions of settings in stories. (3Wf2)
- Answer questions with some reference to single points in a text. (3Rf3)
- Begin to infer meanings beyond the literal, e.g. about motives and character. (3Rf4)

Starter
- Tell the learners they are going to be looking at settings for stories. Ask them: What is a setting?
- Collect some ideas of settings from the learners – explain that how the reader feels about the setting of a story can be changed by the writer and the vocabulary choices they make, for example:

  The children were playing football in a small clearing on the edge of a wood when all of a sudden a huge grey cloud swept across and covered the blue sky.

Tell the learners to try this by working with a partner and changing a setting like the example above from playful to mysterious or perhaps dangerous to funny. Model a few examples as necessary.

Activity notes and answers
1. Discuss story settings. Support the learners by suggesting they group the settings, for example different settings at the beginning, middle and end of a story.
2. Match a setting to a story. Encourage the learners to use the pictures to match up with a title.
   Answers:
   a) Castle in the Sky  
   b) The Scary Forest  
   c) Exploring the Universe  
   d) Travels Here and There  
   e) A Royal Mystery

Best friends
1. Read a story extract and answer comprehension questions. Read the text on Learner’s book page 7 as a class. Remind the learners that in order to answer questions about a text they may need to reread a section or provide evidence from the text to support their answers.
   Answers:
   a) Dan and Billy ran home together every afternoon.
   b) Mum suggested the lunchbox just fell off the shelf.
   c) Dan came out of school slowly and Dan stamped crossly all the way home.

Finding meaning in a text
1. Read a story extract and answer comprehension questions. In pairs, ask the learners to read the text on Learner’s book page 7. As a class, read the Helpful hints box on Learner’s book page 8. In their pairs, encourage them to act out different emotions using their body movements, for example excited (waving arms about), frightened, (curled up shaking). Ask the learners how they could write these emotions without saying excited or frightened, etc. For example, for excited you could write: he was jumping up and down waving his hands about.
Answers:
a) Dan stamped crossly all the way home.
b) Dan is cross because the teacher thinks that he is untidy.
c) Yes, Dan is cross and frustrated, the teacher has misunderstood the situation and Dan doesn’t want people to think of him that way.

2. Describe an activity. Encourage the learners to think about how an activity with their friends makes them feel and why they enjoy it. As a class, read the Helpful hints box on Learner’s book page 8. Recap that a sentence must start with a capital letter and finish with a full stop and show the learners some examples.

Success criteria
While completing the activities, assess and record learners who can:
- recognise settings in familiar stories
- create a setting for a story
- describe a setting by annotating a picture
- justify their answers by using evidence from a text

Further activities
- Ask learners to complete Workbook pages 2–3.
- Setting descriptions can be further described by using the senses as a starting point. Tell the learners to add extra detail by including what they can see, smell, feel, etc.
- Use a drama activity where children mime using facial expressions and body language to explain their drawing and what their setting is like.
- In groups provide the learners with photographs and pictures of a variety of settings and sticky notes. Encourage the learners to extend their vocabulary choices and describe what they see, choosing the best words to explain and describe. Collect the ideas on sticky notes and put them on the pictures. Each group can share ideas with another group.
- Tell the learners to think about the settings they have described and compare them:
  - Which descriptions were the best ones?
  - Why were they better?
  - Is it easier to describe familiar or unfamiliar settings?

Workbook answers
Finding meaning in a text
1. two men
2. squawking birds and howling monkeys
3. they were concentrating on watching to see what was going on, strangers/unfamiliar
4. scared, nervous, worried, terrified
Exploring characters

Objectives

- Write portraits of characters. (3Wf3)

Starter

- Tell the learners to think about story books they have read recently. Ask: Who are the characters? These might be children, people, animals or made-up creatures.
- Give each child a sticky note to write down something they know about a character.
- Working in groups of four, ask the learners to sort the notes into looks and personality, for example:
  o Personality – friendly, kind, mean, generous
  o Looks – tall, delicate, hairy, fierce looking.
- Explain to the learners that we learn about characters from how they behave, what they do and what the writer tells us about them. Writers create character portraits to help them do this. Ask which information, looks or personality, tells us more about the character? Read through the Helpful hints box on Learner’s book page 9 together.

Activity notes and answers

1. **Write a character portrait.** Encourage the learners to choose a character they know well and support them with the planning of what to write by collecting information under headings of:
   o Facts – name, age, where they live, etc.
   o Likes and dislikes – what makes them laugh or makes them upset.
   o Personality – how the character behaves, how they are feeling and how others feel about him or her.
   Remind the learners that character portraits don’t need to give everything away about the character but must be detailed enough to draw in the reader, making them want to read on.

2. **Draw a character.** The learners will add the distinctive features here. Ask them to consider if a portrait (head and shoulders) or full-length picture will be more appropriate? Encourage the learners to annotate the important features in their drawing to provide the reader with a clear understanding of the character’s looks and personality.

Further activities

- Ask the learners to use the character portrait ideas from the sticky notes from the starter activity to create character portraits as a group. Encourage them to be discerning when selecting which traits to include and make choices about how best to describe the character.
- In pairs, play a game of ‘Guess who?’. The learners take it in turns to pick a well-known character from a book or television programme and describe the character to their partner one clue at a time. The learners should alternate between a looks or personality description to help them.

Success criteria

While completing the activities, assess and record learners who can:
- write a clear description of a character’s personality
- identify distinct features to draw the reader in
- create portraits that show consistency in the character.
Reading aloud

Objectives

- Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression. (3GPr1)
- Practise to improve performance when reading aloud. (3SL6)
- Write portraits of characters. (3Wf3)

Starter

- Choose a picture book the learners are familiar with and begin reading it to them. While reading model examples of what not to do, for example:
  - read very quickly
  - very slowly exaggerate each word
  - ignore punctuation cues
  - mumble and turn away from the learners
  - read like a robot, with no intonation or expression.
- Encourage the learners to tell you what is wrong and how to fix it. Together, read the Helpful hints box on reading aloud on Learner’s book page 10.
- In groups tell the learners to create a list of what to do when reading aloud. Collect the ideas and compile a displayed list for them to refer to during the lesson.
- Display a question mark and an exclamation mark. Remind the learners that we use a question mark at the end of a sentence to ask a question and an exclamation mark to show excitement or strong feelings. Provide pairs of learners with a number of sentences (without using punctuation) and ask them to add either a question mark or exclamation mark to the end of each. Sentences could include:
  - What is the time
  - That was an amazing film
  - I’m just so happy
  - When is your birthday
- Next, challenge the pairs to write their own sentences which end with a question or exclamation mark.
- Read the extract Buffalo Bert from Learner’s book page 10 twice as a class, first time providing the learners with a model and second time pausing to discuss how to read using the punctuation.
Activity notes and answers

Read the extract with expression.

a) Tell the learners to identify the different punctuation used in the extract (full stops – breathe, comma – pause, exclamation and question mark – change tone of voice, speech marks – change voice/accent).

b) Model to the learners how they will use these cues to change their voice when they come to punctuation in the text. Give them time to practise.

c) Provide suggestions to those learners who need support.

d) Remind learners to think about what their partner just did and be aware they have an audience.

e) Ensure both learners know what they need to do to improve.

Draw the learners’ attention to any unfamiliar vocabulary in the extract. Look in particular at the word highlighted in the glossary section and talk through its meaning.

1. **Write a character portrait.** The learners will be very familiar with the text after the reading practice so encourage extended sentences about Gramps’ personality, mood and likes.

2. **Describe looks.** Tell the learners to reread the extract and pick out clues about Gramp’s appearance and write a couple of sentences to describe him.

**Success criteria**

While completing the activities, assess and record learners who can:

- demonstrate understanding of punctuation while reading aloud
- make changes to the tone and pace of their voice when reading aloud
- maintain the interest of the listener by reading with expression
- select details about a character’s personality in their writing of a character portrait.

**Further activities**

- Give the learners an opportunity to practise reading a variety of texts aloud to a variety of audiences such as in groups of peers and younger learners.
- Ask the learners to create bookmarks with the reading aloud rules (from the starter activity) on them to encourage them to consider their audience when reading in other situations.
- Shared read *Buffalo Bert* and tell the learners to add to their character portraits as they listen.
- Ask the learners to write a character portrait for the voice in the extract, when they were younger they were playful and enjoyed playing with their Gramps, *how have they changed?*