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Why do bats hang upside down?

Bats are nocturnal. This means they are active at night and inactive during the day. At night they fly around and catch insects and small animals to eat. During the day they hang upside down in places (caves, under bridges or inside trees) that are quiet and unlikely to be disturbed.

There are two main reasons why bats hang upside down. Firstly, by hanging upside down, bats are able to hide themselves from animals and birds wishing to hunt them.

The other reason is that this is the best position for them to take-off from. By hanging upside down they can drop from the branch and take flight as they fall. They can do this quickly. They might have to escape in a hurry – even while they are sleeping!

Helpful hints

Explanation texts tell us how or why something happens, e.g. how a house is built. The key features of this type of text are:

- **title** – this should tell you what the writing is about or could be a question that the text is going to answer.
- **opening statement** – this should be general and briefly explain what the writing is about.
- **paragraphs** – the text should be in time order if it is about a process and be broken into smaller paragraphs. These should be linked for the reader.
- **connectives** – these should show time (then, next …) and reasons (because, so, therefore …)
Answering questions about a text

1. Read the text about bats on page 4 and then answer the following questions:
   a. When do bats catch food to eat?
   b. What foods do bats eat?
   c. What is the best position for bats to take-off from?
   d. Name two places where bats hang upside down.

2. Paragraphs group similar information together to make it easier for the reader to understand the text.

   These paragraph headings are muddled up. Work out which heading fits with each paragraph. For example, paragraph 1 = introduction.
   a. Paragraph 1 __________
   b. Paragraph 2 __________
   c. Paragraph 3 __________

3. The text about bats on page 4 is an ‘explanation’ text. Look at the list of key features below and select two that are from explanation texts:
   - Numbered steps
   - Time and causal connectives
   - Headline
   - Written in columns
   - Paragraphs written in logical steps
Let me persuade you

Authors of adverts choose their words carefully to make products sound appealing. Adjectives are often used in adverts to emphasise positive aspects and make comparisons between other products, e.g. ‘better’ or ‘extra’ or ‘special’.

Introducing the **NEW...**
and **EXCITING...**

**WATERSCOPE**

The newest item in our award-winning science range. The Waterscope’s powerful magnifier enables you to explore the underwater world as never before. Make a day at the seaside one you will never forget with the fabulous Waterscope!

Can you afford to miss out on this exciting new invention?

This invention has made it so much easier to teach children about underwater habitats as they can see it for real, for themselves!

Teacher

Find out more at: www.waterscopes.com

HELPFUL HINTS

**Persuasive writing** is when a writer uses language to try and make a reader agree with their point of view. Adverts are persuasive texts as they try to persuade the reader to buy a new product. Key features of this type of text are:

- a bold **heading** to catch the reader’s attention
- an **introductory paragraph** about the new product
- each paragraph states a **reason/opinion** to encourage the reader to think about the product
- the reader is asked **questions** to try to encourage them to think about whether they need the product or not
- a **conclusion** that supports the introductory paragraph. This could include quotes from users of the product
- **photographs** and other illustrations to catch the reader’s attention

GLOSSARY

**magnifier**
a device that makes an image or object appear bigger

**habitat**
the natural home or environment of an animal or plant

**Invention**
a new device or process that is developed following experimentation
Engaging a reader

1. The advert on page 6 is a persuasive text. Adjectives (words which describe nouns) are used in adverts to help make the product seem more appealing to the reader. Re-read the advert and write five different adjectives that have been used to describe the product.

2. Different types of sentences are used in the advert on page 6:
   - **questions** *(Can you afford to miss out on this exciting new invention?)*
   - **exclamations** *(This invention has made it so much easier to teach children about underwater habitats as they can see it for real, for themselves!)*
   - **statements** *(The newest item in our award-winning science range.)*

Each of these sentences has a different punctuation mark at the end. Using the advert, write one example of each type of sentence, with the correct punctuation at the end:
- a statement
- a question
- an exclamation

Create your own advert. Think about an ordinary object you use regularly at home or school such as a plate or pencil case. Try to convince your partner it is a fantastic object they have to own. Jot down some adjectives which would make the object seem appealing. For example, bright, pretty, better... When you have finished, work with a partner and give each other feedback on how convincing the adverts were.
What might you see in a desert?

On Earth, more than one-seventh of the land is desert. A desert is an area that has little rain throughout the year.

Most people think deserts are completely covered by sand but some are covered in pebbles and rocks – or even salt where lakes have dried up.

Special plants such as cacti have had to adapt to be able to grow in desert conditions. For example, they are able to store water in their thick stems. Other plants grow long roots so they are able to draw up water from deep underground.

Some animals, like coyotes, are able to live in the deserts by adapting to the surroundings. Many of these animals are nocturnal and able to burrow or hide under rocks.

Glossary

cacti: a plant with a thick stem which usually has spines rather than leaves
coyote: a wolf-like dog
nocturnal: active at night
desert: a dry region on Earth, usually sandy with little rainfall
Identifying main points

1. To show you have understood the main points of the text on page 8, write down three key pieces of information (in your own words). Remember, key pieces of information contain the main points of the piece of writing.

Talk Partners

Share your points with another learner. Do you both agree? If necessary, improve on your key points.

2. Common word endings are: -ing, -ed, -es. These are called suffixes. Draw the table below. Re-read the information on page 8 and write words with these suffixes from the text in each column. Then add 3 of your own words to each column. Make sure they fit the spelling pattern.

<table>
<thead>
<tr>
<th>Words ending -ing</th>
<th>Words ending -ed</th>
<th>Words ending -es</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing notes

1. Look back at the texts on pages 4 and 8 and make some short notes about nocturnal animals. Do this in steps:
   - First, look for the word ‘nocturnal’ in the text to find the part of the text you need.
   - Re-read these parts of the text. What key information do they give about nocturnal animals?

2. Choose another nocturnal animal from this list: badger, hamster, leopard, skunk, mouse
   Copy and complete this table. Using books or the internet, make brief notes of the key information based on the column heading.

<table>
<thead>
<tr>
<th>What the animal eats</th>
<th>Where the animal lives</th>
<th>Predators of the animal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing presentation

1. Using your notes and the table below, plan three short paragraphs to write about your chosen animal.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>What I will include in my paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Introduce the animal and explain what nocturnal means.</em></td>
<td></td>
</tr>
<tr>
<td>2. <em>Give an explanation about what the animal eats and why it hunts at night.</em></td>
<td></td>
</tr>
<tr>
<td>3. <em>Give an explanation about where the animal lives, its predators and how it has adapted to its surroundings.</em></td>
<td></td>
</tr>
</tbody>
</table>

2. Now write a short report about the animal. Afterwards, check through your work and underline any words that are spelt incorrectly. Write these words in your spelling journal and practise spelling them correctly.
A newspaper report

Helpful hints

Newspaper reports are written in the past tense as they are reporting something that has already happened. The first paragraph of a newspaper report gives an overview of:

- **who** was involved
- **what** happened
- **where** the event happened
- **when** it happened
- **why** it happened or why it is being written about now.

In the paragraphs that follow, more information is given about the story. There will be some facts and comments from other people who have been involved. However, you must leave out your own opinions.

Did you know?

Newspapers have been around for a very long time. The first English newspaper was printed in 1641. The first American newspaper was printed in 1690. The first Australian newspaper was published in 1803.

School Jumps for Joy!

Yesterday, children at Brookside School in England were celebrating their success at breaking a world record in skipping.

The children had been practising for months in their attempt to break the record for the largest number of children skipping using only one rope. The previous record had been set by children at Green Acre School in Australia and involved 156 children. Yesterday, 205 children at Brookside School skipped under one rope for 26 turns.

Headteacher Claire Axten said, “I am delighted the hard work of the staff and children involved in this project has been recognised on a national scale.”