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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 9 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
- a self-assessment page 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 4. 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 (2GPW4), 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 6 sentences using a capital letter and full stop correctly.

**What you have to do**

- Sort the words and full stops written on card into 6 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 learner’s 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 learner 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 4. Some of these High Frequency Words and 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 focus 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

<table>
<thead>
<tr>
<th>READING</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics, spelling and vocabulary</strong></td>
<td><strong>Reading for understanding</strong></td>
<td><strong>Text features</strong></td>
</tr>
<tr>
<td>Teacher segments some words from the text into phonemes, spelling patterns, syllables, prefixes or suffixes (depending on the focus) and writes them on the board. E.g. ‘He r-u-sh-ed b-a-c-k to the sh-o-p’ f/eel/i/n/g v/e/e/ly 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: split the word into phonemes, patterns or syllables. try reading the whole sentence and then re-read it. look at the punctuation marks for a clue. look for clues in the illustration. 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 2–9 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>

<table>
<thead>
<tr>
<th>WRITING</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics, spelling and vocabulary</strong></td>
<td><strong>Grammar and punctuation</strong></td>
<td><strong>Text features</strong></td>
</tr>
<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 5 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>
</table>
| • 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. | • Learner uses ‘Point, Evidence, Explain’ when answering inference questions. E.g:  

<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 emphasise 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. | • Learner creates thought bubbles to explore characters' feelings in more depth.  
• Learner collects further examples of similes, metaphor, alliteration, personification for classroom display.  
• Teacher gives pairs of learners more difficult questions to discuss such as themes and use of expressive and figurative language.  
• Learner collects further information on a character, e.g. how they speak, move, behave, and uses this to write a diary entry.  
• Learner creates additional questions on the character, setting and plot for other learners to answer.  
• Learner finds and reads other texts by a favourite author. | • Learner creates an unpunctuated text and asks a partner to correct it.  
• In pairs, learners convert dialogue from a direct speech extract into a cartoon strip.  
• Learners work with less-able learners to insert missing punctuation in a text.  
• Learner explains key features to less-able learner, e.g. the meaning of the active/passive voice, subordinate clauses.  
• Learner collects examples of text connectives and categorises these.  
• Learner transforms a basic text, adding noun and prepositional phrases and adverbs at different points in the sentences.  
• Learner devises 'help cards' for less-able learners on the rules of key areas of grammar/ punctuation. | • Learner writes the next section of a narrative.  
• Working in pairs, learners agree on an ending to a story, write it and then compare it.  
• Learner annotates a non-fiction text to show the key features and shares these with another learner. |

## Writing

<table>
<thead>
<tr>
<th>Phonics, spelling and vocabulary</th>
<th>Grammar and punctuation</th>
<th>Text features</th>
</tr>
</thead>
</table>
| • Learner uses a ‘challenging’ word bank in writing tasks.  
• 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.  
• Learners arrange synonyms in alphabetical order. E.g. sizzling, hot, warm.  
• Learner finds and records additional words related to the theme for other learners to refer to. | • Learner creates an unpunctuated text and asks a partner to correct it.  
• In pairs, learners convert dialogue from a direct speech extract into a cartoon strip.  
• Learners work with less-able learners to insert missing punctuation in a text.  
• Learner explains key features to less-able learner, e.g. the meaning of the active/passive voice, subordinate clauses.  
• Learner collects examples of text connectives and categorises these.  
• Learner transforms a basic text, adding noun and prepositional phrases and adverbs at different points in the sentences.  
• Learner devises 'help cards' for less-able learners on the rules of key areas of grammar/ punctuation. | • Learner writes the next section of a narrative.  
• Working in pairs, learners agree on an ending to a story, write it and then compare it.  
• Learner annotates a non-fiction text to show the key features and shares these with another learner. |
## 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>Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.</td>
<td>4PSV1</td>
<td>9</td>
<td>15–16</td>
<td>4</td>
</tr>
<tr>
<td>Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.</td>
<td>4PSV3</td>
<td>6, 15, 18</td>
<td>13, 22–24, 25–26</td>
<td></td>
</tr>
<tr>
<td>Revise rules for spelling words with common inflections, e.g. -ing, -ed, -s.</td>
<td>4PSV7</td>
<td>9</td>
<td>15–16</td>
<td>4</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 with fluency, understanding and expression.</td>
<td>4CPr1</td>
<td>11</td>
<td>17, 25–26</td>
<td>8</td>
</tr>
<tr>
<td>Identify adverbs and their impact on meaning.</td>
<td>4CPr5</td>
<td></td>
<td>25–26</td>
<td>8</td>
</tr>
<tr>
<td>Investigate the grammar of different sentences: statements, questions and orders.</td>
<td>4CPr7</td>
<td>7, 13</td>
<td>13–14, 19–21</td>
<td>6</td>
</tr>
<tr>
<td>Understand the use of connectives to structure an argument, e.g. if, although.</td>
<td>4CPr8</td>
<td>17</td>
<td>22–24</td>
<td>7</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation – Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a range of end-of-sentence punctuation with accuracy.</td>
<td>4CPw1</td>
<td>7</td>
<td>13–14</td>
<td></td>
</tr>
<tr>
<td>Use a wider variety of connectives in an increasing range of sentences.</td>
<td>4CPw4</td>
<td>17</td>
<td>22–24</td>
<td></td>
</tr>
<tr>
<td>Re-read own writing to check punctuation and grammatical sense.</td>
<td>4CPw5</td>
<td>14, 20</td>
<td>13–14, 27–28</td>
<td></td>
</tr>
<tr>
<td><strong>Reading – Fiction and Poetry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend the range of reading.</td>
<td>4Rf1</td>
<td>4, 6</td>
<td>11–12, 13–14</td>
<td>2</td>
</tr>
<tr>
<td>Retell or paraphrase events from the text in response to questions.</td>
<td>4Rf8</td>
<td>5, 14</td>
<td>11–12, 19–21</td>
<td>2</td>
</tr>
<tr>
<td><strong>Reading – Non-Fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how points are ordered to make a coherent argument.</td>
<td>4Rn1</td>
<td>16, 19</td>
<td>22–24, 25–26</td>
<td>7</td>
</tr>
<tr>
<td>Understand how paragraphs and chapters are used to organise ideas.</td>
<td>4Rn2</td>
<td>5</td>
<td>11–12, 22–24</td>
<td>2</td>
</tr>
<tr>
<td>Identify different types of non-fiction text and their known key features.</td>
<td>4Rn3</td>
<td>5, 15, 21</td>
<td>11–12, 13–14, 17–18, 27–28</td>
<td>5</td>
</tr>
<tr>
<td>Read newspaper reports and consider how they engage the reader.</td>
<td>4Rn4</td>
<td>11, 12</td>
<td>17–18</td>
<td>5</td>
</tr>
<tr>
<td>Investigate how persuasive writing is used to convince a reader.</td>
<td>4Rn5</td>
<td>7, 15</td>
<td>13–14, 22–24</td>
<td>3</td>
</tr>
<tr>
<td>Note key words and phrases to identify the main points in a passage.</td>
<td>4Rn6</td>
<td>9, 10</td>
<td>15–16</td>
<td>4</td>
</tr>
<tr>
<td>Distinguish between fact and opinion in print and ICT sources.</td>
<td>4Rn7</td>
<td>13, 14</td>
<td>19–21</td>
<td>6</td>
</tr>
<tr>
<td><strong>Writing – Fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to use paragraphs more consistently to organise and sequence ideas.</td>
<td>4Wf6</td>
<td></td>
<td>19–21, 22–24</td>
<td></td>
</tr>
<tr>
<td><strong>Writing – Non-Fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the layout and presentation of writing, in the context of helping it to fit its purpose.</td>
<td>4Wn1</td>
<td>19</td>
<td>25–26</td>
<td>3</td>
</tr>
<tr>
<td>Show awareness of the reader by adopting an appropriate style or viewpoint.</td>
<td>4Wn2</td>
<td>15, 17</td>
<td>22–23</td>
<td></td>
</tr>
<tr>
<td>Write newspaper-style reports, instructions and non-chronological reports.</td>
<td>4Wn3</td>
<td>10, 12</td>
<td>15–16, 17–18</td>
<td></td>
</tr>
<tr>
<td>Present an explanation or a point of view in ordered points, e.g. in a letter.</td>
<td>4Wn4</td>
<td>14, 16–17, 19</td>
<td>19–26</td>
<td></td>
</tr>
<tr>
<td>Make short notes from a text and use these to aid writing.</td>
<td>4Wn6</td>
<td>10, 12</td>
<td>15–16, 17–18</td>
<td></td>
</tr>
<tr>
<td>Summarise a sentence or a paragraph in a limited number of words.</td>
<td>4Wn7</td>
<td>20</td>
<td>15–16, 27–28</td>
<td>4</td>
</tr>
<tr>
<td>Use joined-up handwriting in all writing.</td>
<td>4Wp1</td>
<td>17</td>
<td>22–23</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vary use of vocabulary and level of detail according to purpose.</td>
<td>4SL2</td>
<td>7</td>
<td>13–14</td>
<td></td>
</tr>
<tr>
<td>Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.</td>
<td>4SL3</td>
<td>9, 16</td>
<td>15–16, 17–18</td>
<td></td>
</tr>
<tr>
<td>Deal politely with opposing points of view.</td>
<td>4SL4</td>
<td>14</td>
<td>19–21, 22–24</td>
<td></td>
</tr>
<tr>
<td>Listen carefully in discussion, contributing relevant comments and questions.</td>
<td>4SL5</td>
<td>18</td>
<td>15–16, 22–24</td>
<td></td>
</tr>
</tbody>
</table>
Why do bats hang upside down?

Objectives

- Extend the range of reading. (4RFP1)
- Identify different types of non-fiction and their known key features. (4RN3)
- Retell or paraphrase events from the text in response to questions. (4RF8)
- Understand how paragraphs and chapters are used to organise ideas. (4RN2)
- Practise using commas to mark out meaning within sentences. (4GP4)
- Identify all the punctuation marks and respond to them when reading. (4GP2)

Starter

- Discuss the differences between fiction and non-fiction texts:
  - Fiction texts are stories with characters and settings.
  - Non-fiction texts provide information to the reader and contain facts about a subject.
    Make a class list on the board of fiction and non-fiction books that the learners have read.
- As a class, read the extract about bats on Learner’s book page 4 together. Talk about how the punctuation makes the text clear for the listener. For example, pausing at commas and stopping at full stops. Use the Helpful hints box to identify the type of text as non-fiction, explanation.

Activity notes and answers

1. Answer questions about an explanation text.
   Answers:
   a) at night
   b) small animals
   c) hanging upside-down
   d) caves, bridges or inside trees.

2. Match a heading to a paragraph to show the order of an explanation text. If necessary, remind the learners about the paragraph structure of an explanation text using the Helpful hints box on page 4 of the Learner’s book.
   Answers:
   a) Paragraph 1: Introduction
   b) Paragraph 2: Hiding
   c) Paragraph 3: Taking-off

3. Identify the features of an explanation text.
   Answers:
   - time and causal connectives
   - paragraphs written in logical steps
Let me persuade you

Objectives

- Investigate how persuasive writing is used to convince a reader. (4RNS)
- Use a range of end-of-sentence punctuation with accuracy. (4GPW1)
- Vary use of vocabulary and level of detail according to purpose. (4SL2)
- Identify different types of non-fiction and their known key features. (4RN3)
- Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot. (4PSV13)

Starter

- Split the class into groups and ask each group to read the advert on page 6 of the Learner’s book out loud. Use the Helpful hints box to clarify the features of a persuasive text. Ask the learners to point out some of these features in the advert. Look at other adverts and compare/point out any features of a persuasive text found in these examples.
- Discuss the difference between a persuasive and explanation text. For example:
  - explanation texts contain information about a specific process or ‘thing’ in logical steps. They contain facts that are relevant to the information.
  - persuasive texts contain opinions, some facts but lots of word play to make the product/service sound convincing.
- Look at the glossary at the bottom of page 6 and check learners understand why it has been included. Discuss the term ‘technical language’, checking that they know that this relates to words that are used in non-fiction texts that are specific to the subject being covered.

Activity notes and answers

1. Read a persuasive text and identify the adjectives. If necessary, remind the learners of what an adjective is before they complete the activity.
   
   Answers: new, exciting, newest, fabulous, powerful

2. Identify different sentence types and punctuation in a persuasive text. Before completing the activity, recap the different types of sentence: questions, statements, exclamations. Recap the key purpose of each of these, including the punctuation that is used at the end, e.g. questions have question marks.
   
   Answers: Learners write their own example of each of the following sentences:
   a) statement (It will make you healthier),
   b) question (Can you afford to miss out?),
   c) exclamation (Don’t delay, buy it now!). Check that the identification of each sentence type is correct, including the punctuation.

Create an advert.

It might be helpful to model an advert to the whole class before they split into pairs. Remind learners to tell their partner if the advert was convincing and how they could improve it (by making it more persuasive).
Success criteria

Whilst completing the activities, assess and record learners who can:
- identify the key features of a persuasive text
- identify ways that a persuasive text engages the reader
- explain the effect of adjectives and other specific vocabulary in a persuasive text
- use adjectives and other vocabulary to create an effective advert
- write a variety of persuasive sentences with the correct punctuation.

Further activities

- Ask learners to complete Workbook page 3.
- Provide learners with a variety of objects and ask them to create an advert for one of these objects. They should first identify some persuasive adjectives that they could use before completing the activity. They could also write a slogan using a form of word play for their chosen object (e.g. Stick-it sellotape: stick-out from the crowd!).
- Provide a list of adjectives and ask learners to write alternatives to show different degrees of intensity, e.g. cold, frozen, tepid, warm, boiling.

Workbook answers

Let me persuade you
Learners should circle: adorable, attractive, beautiful, elegant, shiny, super, outstanding.

Assessment ideas

- Provide a copy of a different advert and ask the learners to circle the key features of a persuasive text.
- Provide a simple advert where the adjectives have been blanked out. Ask learners to insert their own adjectives in the blanks. Note learners that are able to choose particularly persuasive examples.
- Ask learners to highlight an example of a question, statement and explanation sentence in the above advert.
A report

Objectives

- Note key words and phrases to identify the main points in a passage. (4RN6)
- Check and correct spellings and identify words that need to be learned. (4PSV11)
- Listen carefully in discussion, contributing relevant comments and questions. (4SL5)
- Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes. (4PSV1)

Starter

- Recap the features of a report text (title, general opening statement, paragraphs, technical vocabulary, impersonal style, concluding statement, diagrams or pictures to help explain difficult concepts). Discuss how report texts are different from explanations (explanations tell us how or why something happens, report texts are written accounts of something that has been seen, heard or done). Ask the learners to give examples of report texts (e.g. school reports, encyclopedia entries) and make a list on the board.

- Ask the learners to create a KWL table as shown below:

<table>
<thead>
<tr>
<th>What might you see in a desert?</th>
<th>What I know</th>
<th>What I want to know</th>
<th>What I have found out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

They should complete the first two columns and then read the text on page 8 of the Learner’s book in pairs. If necessary, place a more-able learner with a less-able learner. They should then identify what each paragraph of the report is about and complete the remaining column of the table.

Activity notes and answers

1. Identify key pieces of information in a report text. If necessary, recap the meaning of ‘key information’ and point out an example in the text on page 8. Remind learners about identifying the key message in each paragraph.

   **Answers:**
   Key pieces of information could be:
   1. More than one-seventh of the land is desert.
   2. Plants have to adapt to the conditions.
   3. Animals adapt to their surroundings and many are nocturnal.

2. Identify and sort words with a common suffix.

   **Answers:**

<table>
<thead>
<tr>
<th>Words ending -ing</th>
<th>Words ending -ed</th>
<th>Words ending -es</th>
</tr>
</thead>
<tbody>
<tr>
<td>adapting</td>
<td>covered</td>
<td>leaves</td>
</tr>
<tr>
<td>surroundings</td>
<td>dried</td>
<td></td>
</tr>
</tbody>
</table>
Writing notes

1. **Record key information using notes.**
   **Answers:** Notes could include:
   - What might you see in a desert? *(Nocturnal animals are able to burrow and hide under rocks.)*
   - Why do bats hang upside down? *(Nocturnal means active at night. Bats catch insects and small animals to eat. They hang upside down to hide themselves during the day.)*

2. **Use notes to demonstrate key information.** If possible, give learners access to non-fiction books containing examples of reports/explanation texts or allow access to the internet to find these texts. Check that the text they are using is a report/explanation before they start the activity. Check that the learners understand the word ‘predators’ before they begin.

**Writing presentation:** Use notes to plan and write a report text. Remind learners to keep their notes brief when completing the planning table. When writing the report they should ensure they include only the three paragraphs as planned. Learners should be encouraged to keep a spelling journal, where they record and practise misspelt words after writing tasks are completed.

**Further activities**
- Ask learners to write definitions for these potential glossary words:
  a) earth  b) adapt  c) surroundings
- Learners could rewrite the text on page 8 of the Learner’s book using only 50 words in order to record only the key information. Start by recording the key information on sticky notes. Sort these into groups and give each group a heading. Using this format, rewrite the text in 50 words.
- Ask learners to complete Workbook page 4.

**Success criteria**
Whilst completing the activities, assess and record learners who can:
- identify the key pieces of information and main points raised in a report text
- discuss ideas with a partner and contribute to a discussion effectively
- identify and write words using the suffix -ing, -ed and -es
- summarise key information about a report into a paragraph.

**Assessment ideas**
- Provide a copy of a different report text (from a book) and ask the learners, in discussion with a partner, to identify and write the key information into 3 short bullet points.
- Ask learners to read 3–4 pages from their own choice of book and identify words with the endings -ing, -ed, -es. Note learners that are able to identify the root word for each of the examples they find.
A newspaper report

Objectives

- Read newspaper reports and consider how they engage the reader. (4RN4)
- Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments. (4SL3)
- Write newspaper-style reports, instructions and non-chronological reports. (4WN3)
- Identify different types of non-fiction text and their known key features. (4RN3)
- Make short notes from a text and use these to aid writing. (4WN6)

Starter

- Start the lesson by sharing a local newspaper report with the learners. Read the Helpful hints box on Learner’s book page 11 as a class and discuss their experience of reading newspaper reports. Were there any particular events they remember reading about? Did they read the newspapers on paper or on the computer?
- Read the newspaper report, School Jumps for Joy!, together as a class and point out the key features that help to identify it as a newspaper (headline, written in columns, photographs). Also point out and discuss the punctuation used in the report.

Activity notes and answers

1. Answer questions about a newspaper report using notes.
   
   Answers:
   a) the children at Brookside School
   b) broken a world record for the most children skipping under one rope
   c) Brookside School in England
   d) yesterday
   e) The school wanted to claim the world record

2. Find features in a newspaper report.
   
   Answers:

   | A comparison to show how amazing the record was | The previous record had been set by children at Green Acre School in Australia for 156 children. |
   | A quote | “I am delighted the hard work of the staff and children involved in this project has been recognised on a national scale.” |
   | A fact | Yesterday, 205 children at Brookside School skipped under one rope for 26 turns. |

3. Use notes to plan and write a newspaper text. Remind learners to keep their notes brief when completing the planning table. When writing the report they should ensure they include only the three paragraphs as planned and write it in the format of a newspaper, e.g. in columns with a headline. They should then draw and add a picture to the report with a caption.