Contents

Term 1
Unit 1 Let’s look at persuasion.................................4
Unit 2 Stories from other cultures .........................20
Unit 3 Poems that tell a story.................................37
Practice test 1....................................................47

Term 2
Unit 4 Recounting experiences..............................51
Unit 5 Myths, fables and legends..........................67
Unit 6 A longer story.........................................82
Practice test 2....................................................92

Term 3
Unit 7 Dramatic conventions...............................96
Unit 8 Instructions.............................................112
Unit 9 Patterns in poetry....................................129
Practice test 3....................................................141
Let’s look at persuasion

Eat Well – Stay Well – Look Well

You wouldn’t eat sugar straight out of the packet, but do you think about the sugar hiding in the other things you eat and drink? The problem is that too much sugar can mean too much energy which can lead to extra fat being stored in the body. This carries all sorts of health risks!

You’ll be amazed at how much sugar is hiding in food – even food that doesn’t taste sweet. Try to swap food and drink with added sugar to healthier, sugar-free options which are much better for you.

Eating too much sugar can also affect your teeth and cause tooth decay, which is very unpleasant.

Many of us enjoy salt on our food. You might think you don’t eat much salt as you don’t add it to your food. What you don’t know is that salt is hidden in everyday foods that don’t even taste that salty – like bread, breakfast cereal and pizza! It means that most of us are eating much more salt than we think.

The bad news is that eating too much salt is not good for you.

Fruit and vegetables are a good source of vitamins, minerals and fibre which all help to keep you healthy. We all know that it is important for us to eat at least five portions of fruit and vegetables every day, but how many of us actually manage it?

Luckily, it can be easier than you think to get your ‘FIVE A DAY’. The great thing is you don’t have to make a big change to your diet or go without the foods you love.
1. Read the text about healthy eating on page 4 and then answer the following questions:
   a. What is the writer trying to persuade the reader to do?
   b. Which food is bad for your teeth?
   c. How does the writer give advice to the reader?
   d. Name two bad things that can happen if you eat too much sugar.
   e. Why is it difficult to check how much salt you have eaten?

2. Copy each sentence and underline the words which join the clauses.
   a. Fruit makes a good snack when you are hungry.
   b. Salt adds flavour to food but too much salt is not good for you.
   c. A good way to keep healthy is to play a sport or go to the gym.
   d. Remember to walk up the stairs instead of using the lift.
   e. We have learnt about salt and sugar in our diet, now we need to read about the fat in butter and ghee.

Helpful hints

Clauses always have a subject (who or what) and verb (a doing word). There are two clauses in this sentence:
- We need to eat healthy food and do lots of exercise.
They have been joined by the word and.
Key features

1. The text about healthy eating on page 4 is a persuasive text. Look at the list of key features below and write the two that are from persuasive texts:
   - focus on the reader
   - opening statement
   - written in columns
   - numbered steps.

2. Some words in the text have been shortened using an apostrophe. Copy and complete the table, writing the pair of words that each contraction stands for.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Pair of words</th>
</tr>
</thead>
<tbody>
<tr>
<td>wouldn’t</td>
<td></td>
</tr>
<tr>
<td>you’ll</td>
<td></td>
</tr>
<tr>
<td>doesn’t</td>
<td></td>
</tr>
<tr>
<td>don’t</td>
<td></td>
</tr>
<tr>
<td>it’s</td>
<td></td>
</tr>
<tr>
<td>I’ve</td>
<td></td>
</tr>
</tbody>
</table>

Helpful hints

We use an apostrophe to show a letter or letters are missing in a word. This is called a contraction or an apostrophe to show omission. For example: Please don’t run in the corridor. Don’t is the shortened form of ‘do not’.

3. Write your own persuasive text about a new play area you would like to have in your school. Think about where this could be placed and what it could include. Write it as a speech to read out to your class. Address your audience personally and use words and phrases to support your ideas and ask questions. Afterwards, check through your story and underline any words that are spelt incorrectly. Write these words in your spelling journal and practise spelling them correctly.
The World of Food

The world of food can be a confusing place, so in our farm store we are working to help children understand where their food comes from and how it is made.

Take your children out to explore where food comes from. It is not just outdoors, bringing them into our store will give them a chance to bake bread, fillet a fish and learn about different foods.

You can also follow a farm trail, meet the people who grow your food and learn how the food gets to your plate.

If you can’t manage a trip to our store, we can come to visit you at school.

Texts are written for an audience (someone who reads them). Look back at the Helpful hints box on page 4 to remind yourself of the features of persuasive texts. Talk about the following questions with your partner.

a. Who is the text above written for?
b. Who is this text written by?
c. What is the purpose of this text?

1. Write a letter to a local food producer or large shop where some foods are produced on site. Explain that you would like to learn how they promote healthy eating and what products they have which support this. Think about the information you would like to receive from them.
Looking at plurals

1. Copy and complete this table to show the plurals of foods you can buy in a shop.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>one loaf of bread</td>
<td>two ___________________________</td>
</tr>
<tr>
<td>one potato</td>
<td>two ___________________________</td>
</tr>
<tr>
<td>one cherry</td>
<td>two ___________________________</td>
</tr>
<tr>
<td>one box of eggs</td>
<td>two ___________________________</td>
</tr>
<tr>
<td>one pot of ghee</td>
<td>two ___________________________</td>
</tr>
</tbody>
</table>

2. Add a subordinate clause to these main clauses:
   a. I like to eat lunch outside ____________________
   b. The shop was closed _________________________
   c. Mum will take us to the park __________________

3. Write out the words from the boxes below to make a sentence. Remember to punctuate it properly.

   arrange a visit  who are in Stage 5
   for all of the children  I am writing to
   to learn more about healthy eating

Helpful hints

A simple sentence has one main clause. For example, ‘The children always work hard’. A complex sentence is made when a subordinate clause is added. A subordinate clause provides more information but would not make sense on its own without the main clause. For example: The children always work hard (main clause) especially in science (subordinate clause).

Talk Partners

With a partner read out loud the alliteration in the text then work together to make up some more which could help emphasise the things which are sold or activities which go on in large supermarkets. For example, buy breadfruit.

Helpful hints

The writer of the text on page 7 has used alliteration. This is when two or more words next to each other begin with the same letter. For example, bake bread and fillet fish. This gives the words more emphasis and can help the reader remember them more easily. Can you find two examples of alliteration in the text?
Top tips – get going your way!
Eating a healthy diet is only a part of living a healthy lifestyle. Take up an active hobby too and you will soon feel on top of the world.

A walk in the park
Walking is a great active hobby that you can do on your own or with friends.

Run wild!
Running is a really fun way of burning energy. It can be with a group of friends, or on your own. Set your own pace and see if you can beat your own record.

Get on your bike!
Cycle around your local park or try an organised bike ride. Many of them are short distances and are a great way to meet new people.

Splash out!
Whether it’s a regular splash with family or friends or swimming lengths, it’s a fun way to get active.

1. The text above has sub-headings which help the reader to find information more quickly. Identify which sub-heading would tell you about:
   • swimming  • cycling  • running.

2. What activity do you do to keep fit? Think of a catchy heading and write about it. Your aim is to persuade a friend to join in with your chosen activity.
Zach’s story

I love great food—fresh, local food that doesn’t travel for days before it gets to you. I’ve turned this interest into a healthy baking business that’s expanded and grown. I use local fresh eggs, spelt flour, real butter. No preservatives. If I can’t pronounce it I don’t eat it!

I discovered a love for baking and cooking when I was 8 (I’m now 15).

I found out that I loved working in the kitchen. Soon I was making many of the meals and all of the baked goods for my family. Then I saw a notice that said a national health store chain was looking for local bakers. I filled in an application form and I was accepted. My dad delivers my products, my mum helps out and my two brothers help with packaging.

My belief on healthy eating is: ‘Go local!’ Eat fresh. Try new things.

Glossary

spelt flour: a nutty and slightly sweet flour used to make bread and pasta
preservatives: chemicals added to food to help it stay fresh
Zach wrote about how he set up a small business. You have an opportunity to ask him some questions. Work with a talk partner to interview Zach. Write the questions together then each take on a role – as Zach or the interviewer.

**Helpful hints**

**Direct speech** is when someone is actually speaking. There are five rules for direct speech. For example:

“I was only eight years old when I started baking and cooking,” said Zach.

1. The words spoken go inside the speech marks.
2. Every spoken sentence begins with a capital letter.
3. If you interrupt a spoken sentence with something about the speaker, you don’t need a capital letter to begin the second part.
4. You must punctuate before closing the speech marks. This is often a comma, but could be a full stop, an exclamation mark or a question mark.
5. When the speaker changes, you start a new paragraph.

**Reported speech** is when you report what someone else has said. For example:

Zach said that he was eight years old when he started baking and cooking.

---

1. Write these examples of reported speech as direct speech:
   a. Zach believes that fresh, local food is best.
   b. Zach knows that healthy food does not need preservatives.
   c. Mum and Dad say that they are very proud of Zach’s achievements.
   d. The customers that buy Zach’s bread tell their friends it has a nutty taste.

2. Add the punctuation correctly into these examples of direct speech:
   a. It is my ambition to produce food which helps people lead a healthy lifestyle Zach explained. My family all support me.
   b. We all support Zach with his business said his parents. Even his brother helps with packaging.