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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
- 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 5. 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 objectives 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 learners’ 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 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 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 the Stage. 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

#### 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, spelling patterns, syllables, prefixes or suffixes and writes them on the board, e.g: ‘t november r/ur/sh/ed b/a/ck t/o th/e sh/or/p f/eel/li/ng v/eer/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.</td>
<td>Learner answers easier questions, focused on location and retrieval of literal information, e.g. when, what, who.</td>
</tr>
<tr>
<td>Teacher writes High Frequency Words from the text on the board for reference, segmenting as appropriate. Learner could sort the words into phonemes and/or spelling patterns.</td>
<td>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.</td>
<td>Learner provides visual answers, e.g. drawing, mind maps, flow diagrams, plot graphs, cartoons, storyboards, annotated drawings of a character.</td>
</tr>
<tr>
<td>Learner discusses words in the text not understood with an ‘expert learner’ and then clarifies words still not understood with the teacher.</td>
<td>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 works with an ‘expert learner’, giving statements about a character and scanning a short piece of text for the supporting quote.</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 straightforwardly 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?</td>
</tr>
</tbody>
</table>

Learner uses partially completed answer frames to respond to a more difficult text. Learner given 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.
## 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 writes a short ‘phoneme’ text after completing the tasks in the Learner’s book, e.g. <em>The thief steals teeth.</em></td>
<td>Learner uses ‘Point, Evidence, Explain’ when answering inference questions, e.g:</td>
<td>Learner creates thought bubbles to explore character’s feelings in more depth.</td>
</tr>
<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></td>
<td>Learner collects further examples of similes, metaphor, alliteration, personification for classroom display.</td>
</tr>
<tr>
<td>Learner uses a thesaurus to create synonym word banks, e.g. <em>said, got, went.</em> These made available to other learners.</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 he/she speaks, moves, behaves 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, using a list of ‘things to include’, given by the teacher (e.g. apostrophes, speech marks).</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>Learner arranges synonyms in alphabetical order, e.g. <em>sizzling, hot, warm.</em></td>
<td>Learner explains key features to less-able learner, e.g. the meaning of the active/passive voice; subordinate clauses.</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 collects examples of connectives and categorises these.</td>
<td></td>
</tr>
<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>
</tr>
</tbody>
</table>
# 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>Recognise a range of less common letter strings in words which may be</td>
<td>SPSV2</td>
<td>17</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>pronounced differently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spell and make correct use of possessive pronouns, e.g. <em>their</em>, <em>theirs</em>, <em>my</em>,</td>
<td>SPSV3</td>
<td>13</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><em>mine</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn spelling rules for words ending in <em>-e</em> and <em>-y</em>, e.g. <em>take</em>, <em>taking</em>,</td>
<td>SPSV6</td>
<td>19</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td><em>try</em>, <em>tries</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use effective strategies for learning new spellings and misspelt words.</td>
<td>SPSV5</td>
<td>6</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Investigate spelling patterns for pluralisation, e.g. <em>-s</em>, <em>-es</em>, <em>-y/-ies</em>,</td>
<td>SPSV8</td>
<td>8</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td><em>-s/-es</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extend earlier work on prefixes and suffixes, recognising that different spelling</td>
<td>SPSV9</td>
<td>13, 14</td>
<td>17, 19</td>
<td></td>
</tr>
<tr>
<td>rules apply for suffixes which begin with vowels and those that begin with</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>consonants.</td>
<td></td>
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</tr>
<tr>
<td>Use dictionaries efficiently and carry out ICT spell checks.</td>
<td>SPSV12</td>
<td>17</td>
<td>19, 21</td>
<td></td>
</tr>
<tr>
<td>Use a thesaurus to extend vocabulary and choice of words.</td>
<td>SPSV15</td>
<td>15</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Identify word roots and derivations to support spelling and vocabulary, e.g. <em>sign</em>,</td>
<td>SPSV18</td>
<td>19</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><em>signal</em>, <em>signature</em>.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Grammar and Punctuation: Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn how dialogue is set out and punctuated.</td>
<td>SCPv1</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Understand conventions of standard English, e.g. <em>agreement</em> of verbs.</td>
<td>SCPv3</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the difference between direct and reported speech.</td>
<td>SCPv4</td>
<td>11</td>
<td>15</td>
<td>5, 8</td>
</tr>
<tr>
<td>Investigate clauses within sentences and how they are connected.</td>
<td>SCPv5</td>
<td>5</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation: Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use apostrophes for both possession and shortened forms.</td>
<td>SCPw2</td>
<td>6</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Use an increasing range of subordinating connectives.</td>
<td>SCPw4</td>
<td>15</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Explore ways of combining simple sentences and re-ordering clauses to make</td>
<td>SCPw5</td>
<td>8</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>compound and complex sentences.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Reading: Fiction and Poetry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment on a writer’s use of language and explain reasons for writer’s choices.</td>
<td>SRf4</td>
<td>8</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Reading: Non-fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look for information in non-fiction texts to build on what is already known.</td>
<td>SRn1</td>
<td>9, 19</td>
<td>15, 24</td>
<td></td>
</tr>
<tr>
<td>Locate information confidently and efficiently from different sources.</td>
<td>SRn2</td>
<td>17</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Develop note-taking to extract key points and to group and link ideas.</td>
<td>SRn4</td>
<td>19</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Note the use of persuasive devices, words and phrases in print and other media.</td>
<td>SRn5</td>
<td>5, 7, 15</td>
<td>11, 13, 19</td>
<td></td>
</tr>
<tr>
<td>Read and evaluate non-fiction texts for purpose, style, clarity and organisation.</td>
<td>SRn8</td>
<td>18</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td><strong>Writing: Fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose words and phrases carefully to convey feeling and atmosphere.</td>
<td>SWf4</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Writing: Non-fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft and write letters for real purposes.</td>
<td>SWn2</td>
<td>7</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Use a more specialised vocabulary to match the topic.</td>
<td>SWn3</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Write a commentary on an issue, setting out and justifying a personal view.</td>
<td>SWn5</td>
<td>6, 17</td>
<td>12, 21</td>
<td></td>
</tr>
<tr>
<td>Make notes for different purposes, using simple abbreviations and ‘in your own</td>
<td>SWn6</td>
<td>19</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>words’.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare and present an argument to persuade others to adopt a point of view.</td>
<td>SSL2</td>
<td>9, 17</td>
<td>15, 21</td>
<td></td>
</tr>
<tr>
<td>Recall and discuss important features of a talk, possibly contributing new ideas.</td>
<td>SSL6</td>
<td>19</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Report back to a group, using notes to present findings about a topic studied.</td>
<td>SSL8</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Evaluate what is heard and give reasons for agreement or disagreement.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Eat Well – Stay Well – Look Well

Objectives
- Note the use of persuasive devices, words and phrases in print and other media. (SRn5)
- Investigate clauses within sentences and how they are connected. (5GPr5)
- Use apostrophes for both possession and shortened forms. (5GPrW2)

Starter
- In pairs, ask the learners to improvise a role play where one tries to persuade the other to do something. For example, buy a new pet or go to the cinema. Afterwards, discuss the language that was used. If any pairs are confident enough, ask them to perform their scene.
- As a class, read the text about healthy eating on page 4 of the Learner’s book. Ask the learners which words are repeated more than others. Write a list of their suggestions on the board then do a tally to demonstrate that the word ‘you’ is the one that appears most often. Read the text aloud again, asking selected learners to stand up when they hear the word ‘you’.
- Talk about the use of the second person as a persuasive device:
  o how it makes you feel you are being spoken to personally
  o how it draws the reader into a text
  o how it works with ‘your’ and ‘us’ to create stronger persuasion.

Activity notes and answers
1. **Answer questions about a persuasive text.** Ask the learners to reread the text on Learner’s book page 4 in pairs before answering the questions.
   **Answers:**
   a) The writer is trying to persuade the reader to eat less sugar and salt and more fruit and vegetables.
   b) Sugar is bad for your teeth.
   c) The writer gives advice by explaining the dangers and then suggesting healthier things to eat.
   d) Too much sugar can mean too much energy and extra fat being stored in the body; it also causes tooth decay.
   e) It’s difficult to check how much salt you’ve eaten because it is hidden in many everyday foods.

2. **Identify the words which join clauses in sentences.** Read the Helpful hints box on Learner’s book page 5 together to recap clauses.
   **Answers:**
   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.

Key features
1. **Identify the key features of persuasive texts.**
   **Answers:**
   * Focus on the reader
   * Opening statement
Answering questions about a text

Objectives

- Draft and write letters for real purposes. (5Wn2)
- Investigate spelling patterns for pluralisation, e.g. -s, -es, -y/-ies, -f/-ves. (SPSV8)
- Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences. (5GPw5)
- Comment on a writer’s use of language and explain reasons for writer’s choices. (SRf4)

Starter

- Take a look at the Helpful hints box at the bottom of page 8 of the Learner’s book, making sure learners understand alliteration.
- Write a list of shops (other than supermarkets or food shops) on the board, for example sports, clothes, a shoe shop. Ask the learners to suggest an alliterative phrase or sentence which could be used as part of a window display in the shops, for instance, Get your super soccer socks here! or Walk this way for our footwear festival!
- In groups, ask the learners to invent their own window slogans for the suggested shops or other shops of their choice.
- As a class, read the leaflet text on Learner’s book page 7 together. Talk about how you can tell it is a persuasive text.

Activity notes and answers

Talk Partners

Discuss questions about the text.

Answers:

a) The text is written for teachers.

b) It is written by the people who own/run the store.

c) The purpose of the text is to persuade teachers to bring their class to visit the store.

1. Write a letter to a local food producer or shop. Before the learners begin, demonstrate the layout of a letter on the board or provide them with a template for this.

Looking at plurals

1. Write the plural form of words.

   Answers:

   Plurals: two loaves of bread, two potatoes, two cherries, two boxes of eggs, two pots of ghee

2. Add a subordinate clause to main clauses. On the board, suggest a range of conjunctions that might be used to link a main clause to a subordinate clause. For example, after, although, because, before, unless, when, while.

   Example answers:

   a) I like to eat lunch outside when it is sunny.
   b) The shop was closed because it was being painted.
   c) Mum will take us to the park before it gets dark.
3. Write out words to make a sentence.
   **Answer:** I am writing to arrange a visit for all the children who are in Stage 5 to learn more about healthy eating.

**Talk Partners**

Find alliteration and create alliterative phrases.

**Answers:** bake bread, fillet a fish, follow a farm trail.

**Success criteria**

Whilst completing the activities, assess and record learners who can:
- write a letter which includes the required information
- identify the plurals and use the correct spelling patterns
- effectively add a subordinate clause to a sentence
- identify and use alliteration for effect.

**Workbook answers**

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Looking at plurals</th>
<th>Further activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sweet strawberries</td>
<td>1. lentil curries</td>
<td>• Ask learners to complete Workbook pages 3–4.</td>
</tr>
<tr>
<td>tasty tomatoes</td>
<td>filled rolls</td>
<td>• Challenge learners to write a poem about a shop which includes singular and plural items and also uses alliteration. If they like, it can also rhyme, but doesn’t need to.</td>
</tr>
<tr>
<td>home-grown herbs</td>
<td>jacket potatoes</td>
<td>• Provide a series of sentences with main clause plus subordinate clause. Ask the learners to reorder the sentence so that it still makes sense. For example, <em>I like to eat lunch outside when it is sunny / When it is sunny, I like to eat lunch outside.</em> Discuss whether or not reordering the sentences changes their meaning in any way.</td>
</tr>
<tr>
<td>crunchy carrots</td>
<td>pizzas</td>
<td>• In groups, ask the learners to analyse a text from a novel, text book or newspaper, picking out main and subordinate clauses used by other writers.</td>
</tr>
<tr>
<td>plump plums</td>
<td>vegetable kebabs</td>
<td></td>
</tr>
<tr>
<td>2. a) bake brown bread</td>
<td>chocolate brownies</td>
<td></td>
</tr>
<tr>
<td>b) chop chewy cheese</td>
<td>2. a) <em>avocado</em>, tomatoes, potatoes</td>
<td></td>
</tr>
<tr>
<td>c) peel plump plums</td>
<td>b) cherries, strawberries, <em>celery</em> blackberries</td>
<td></td>
</tr>
<tr>
<td>d) spoon smooth sauce</td>
<td>c) <em>turnips</em>, <em>parsnips</em>, carrots, <em>squash</em></td>
<td></td>
</tr>
<tr>
<td>e) grate golden ginger</td>
<td>d) <em>ducks</em>, chickens, turkeys, <em>geese</em></td>
<td></td>
</tr>
</tbody>
</table>

**3. For example:**
- apple/apples
- pea/peas
- orange/oranges
- banana/bananas

**4. For example:**
- broccoli/broccoli
- spinach/spinach
- chard/chard
- chicory/chicories
- chilli/chillies

**Assessment ideas**

• Provide a list of singular nouns and ask the learners to write down the plurals.

• In the suggested group activity for main and subordinate clauses (Further activities above), observe which learners are able to spot examples and make a note of who can explain to others.
Active hobbies

Objectives

- Look for information in non-fiction texts to build on what is already known. (5Rn1)
- Prepare and present an argument to persuade others to adopt a point of view. (SSL2)
- Learn how dialogue is set out and punctuated. (5GPr1)
- Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement. (SSL8)

Starter

- Write up an example of direct speech on the board, missing out all punctuation. A nice idea would be to select this from the opening of a novel (see Book list on page 16). Explain the rules of punctuating direct speech one by one, inviting a learner to come to the front and insert the correct punctuation. Demonstrate these five rules from the Helpful hints box on Learner’s book page 11:
  - The words spoken go inside the speech marks.
  - Every spoken sentence begins with a capital letter.
  - If you interrupt a spoken sentence with something about the speaker, you don’t need a capital letter to begin the second part.
  - 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.
  - When the speaker changes, you start a new paragraph.
- As a class, read the text on Learner’s book page 9. Recap the features of a persuasive text and draw attention to the sub-headings.

Activity notes and answers

1. **Identify areas covered under sub-headings.** Ask the learners to reread the text on Learner’s book page 9 in pairs.
   
   **Answers:**
   - Swimming – Splash out!
   - Cycling – Get on your bike!
   - Running – Run wild!

2. **Write a piece to persuade a friend to join in with an activity to help keep fit.** Have a class discussion first to find out what everybody does to keep fit. Write these up on the board. As an alternative to one activity they actually do, allow learners to pick one they would like to do and to research this using non-fiction books and the internet (if available).

Speech

**Talk partners:** Work together to interview ‘Zach’. Read the text on Learner’s book page 10 in pairs. Discuss the meanings of the words in the glossary with the learners. Provide aprons or other props for the learners who are in role as ‘Zach’ to use.
1. Write examples of reported speech as direct speech. Refer the learners to the five rules in the Helpful hints box on Learner’s book page 11.

Example answers:
a) “I believe that fresh, local food is best,” said Zach.
b) “I know that healthy food does not need preservatives,” said Zach.
c) “We are very proud of Zach’s achievements,” said Zach’s parents.
d) “The bread has a nutty taste,” one customer explained to his friends.

2. Add the correct punctuation into examples of direct speech.

Answers:

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.”

Success criteria

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

- find relevant information in the text
- present an effective argument to persuade a partner
- punctuate direct speech correctly
- take notes about a topic and present their findings to the class.

Further activities

- Ask learners to complete Workbook page 5.
- Introduce a range of topics to the learners where there are two sides to the argument. For example, *Is it fair to put a bird in a cage?* Ask pairs to research the topics and make notes about the arguments for and against. Invite the pairs to report their findings back to the rest of the class. The learners then have to evaluate what they have heard and vote on whether they agree or disagree with the argument.

Assessment ideas

- Remove all of the speech punctuation from a text containing dialogue. Ask the learners to insert the appropriate punctuation.
- In the activity of giving persuasive speeches to the class (Further activities above), grade the learners on their presentation skills and use of persuasive language.

Workbook answers

Speech

1. a) Fynn’s love of chocolate started when he was eight.
   b) Fynn loves experimenting with flavours.
   c) Fynn thinks it’s important to use the best cacao beans.
   d) Fynn says that lots of things affect the flavour of chocolate.

Book list

Some fantastic novels which use direct speech at the beginning:

- *Dear Scarlett* by Fleur Hitchcock (Nosy Crow)
- *The Thornehwaite Inheritance* by Gareth P. Jones (Bloomsbury)
- *The World of Norm: May Contain Nuts* by Jonathan Meres (Orchard)
- *Sky Hawk* by Gill Lewis (Oxford)
- *Dream On* by Bali Rai (Barrington Stoke)
Fairtrade

Objectives

- Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine. (SPSV3)
- Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants. (SPSV9)

Starter

- Read the top half of the Helpful hints box on Learner’s book page 13 to recap possessive pronouns.
- Make some cards with possessive pronouns on them, enough for everyone to have at least one each: his, her, hers, their, theirs, my, mine, your, yours, our, ours. Create some sentences with the possessive pronouns blanked out. Read each example once to the class saying ‘blank’ for the pronoun they need to think about, then read it again asking learners with the correct card to stand up and shout it out to fill the gap. For example, I bought this pen, so this pen is mine or He had long hair that reached to his shoulders.
- Ask the learners to read the text and Did you know? box on Learner’s book page 12 in small groups.

Activity notes and answers

Pronouns and prefixes

1. Identify the correct possessive pronouns. Ask the learners to reread the text on Learner’s book page 12 in pairs before answering the questions.

   Answers:
   a) I would like to give my opinion about chocolate.
   b) People must make up their own minds.
   c) Fairtrade is working so people can sell their products for a fair price.
   d) Fairtrade is helping us to support food producers.

2. Change the meaning of words by adding prefixes. Read the bottom half of the Helpful hints box on Learner’s book page 13 as a class and remind the learners about prefixes.

   Answers:

<table>
<thead>
<tr>
<th>prefix list</th>
<th>word list</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-</td>
<td>enlarge</td>
</tr>
<tr>
<td>dis-</td>
<td>unfinished</td>
</tr>
<tr>
<td>re-</td>
<td>disallow</td>
</tr>
<tr>
<td>en-</td>
<td>revisit</td>
</tr>
</tbody>
</table>

3. Use the words with prefixes in sentences.

   Example answers:
   - You can click on the screen to enlarge the picture.
   - The teacher said that unfinished work could be completed the next day.
   - The referee had to disallow the goal.
   - Arjun hopes to revisit Japan next year.