Contents

Introduction
About the series ................................................................. 4
Assessment ............................................................................ 5
Strategies for differentiation ............................................... 7

Term 1
Unit 1  Looking closer at non-fiction ................................. 10
Unit 2  Biography, autobiography and diaries ................. 26
Unit 3  Reports and argument ........................................... 43
Practice test 1 answers ..................................................... 57

Term 2
Unit 4  Non-fiction: reading and writing skills ................ 58
Unit 5  Fiction: characters and setting ......................... 70
Unit 6  Techniques for reading and writing fiction .......... 84
Practice test 2 answers ..................................................... 97

Term 3
Unit 7  Thinking more about poetry ............................... 98
Unit 8  Looking at language ............................................. 113
Unit 9  Suspense ................................................................. 128
Practice test 3 answers ..................................................... 142
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 6. 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 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 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

**Phonics, spelling and vocabulary**
- 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. `H/e r/u/sh/ed b/a/ck t/o th/e sh/o/p f/ee/l/i/ng vi/e/n/y u/n/h/a/pp/y`.
  - Ask the learners to say the words emphasising the segments before blending them to read the sentences.
- Teacher writes High Frequency Words from the text on the board for reference, segmenting as appropriate. Learners could sort the words into phonemes and/or spelling patterns.
- Learner discusses words in the text not understood with an ‘expert learner’ and then clarifies words still not understood with the teacher.

**Reading for understanding**
- 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 7–9 words at a time, only pausing on punctuation marks.

**Text features**
- 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.

## Writing

**Phonics, spelling and vocabulary**
- 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.

**Grammar and punctuation**
- 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.

**Text features**
- Teacher provides a ‘Question plan’ grid for story planning: Who is in the story? Where does it take place? When does it happen? What happens? How does it end?
- Learner uses five paragraph boxes and writes a sentence in each box to show what is going to happen in a story. This plan is then used to inform the writing of the story.
- Teacher provides the first sentence of each paragraph of the story in a writing frame for the learner to complete.
- Learners given a different outcome to the activity, e.g. instead of writing a story, be required to write the opening and then a bullet point plan to show what the rest of the story will be about.
**Differentiation ideas for more-able learners**

### READING

<table>
<thead>
<tr>
<th>Phonics, spelling and vocabulary</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>
</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>
</tr>
<tr>
<td>Learner uses a thesaurus to create synonym word banks, e.g. said, got, went. These made available to other learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading for understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner uses 'Point, Evidence, Explain' when answering inference questions, e.g:</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>

<table>
<thead>
<tr>
<th>Text features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner creates thought bubbles to explore character's feelings in more depth.</td>
</tr>
<tr>
<td>Learner collects further examples of similes, metaphor, alliteration, personification for classroom display.</td>
</tr>
<tr>
<td>Teachers gives pairs of learners more difficult features to discuss such as themes and use of expressive and figurative language.</td>
</tr>
<tr>
<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>Learner creates additional questions on the character, setting and plot for other learners to answer.</td>
</tr>
<tr>
<td>Learner finds and reads other texts by a favourite author.</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>Phonics, spelling and vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner uses a 'challenging' word bank in writing tasks.</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>
</tr>
<tr>
<td>Learners arrange synonyms in alphabetical order, e.g. sizzling, hot, warm.</td>
</tr>
<tr>
<td>Learner finds and records additional words related to the theme for other learners to refer to.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner creates an unpunctuated text and asks a partner to correct it.</td>
</tr>
<tr>
<td>In pairs, learners convert dialogue from a direct speech extract into a cartoon strip.</td>
</tr>
<tr>
<td>Learner explains key features to less-able learner, e.g. the meaning of the active/passive voice; subordinate clauses.</td>
</tr>
<tr>
<td>Learner collects examples of connectives and categorises these.</td>
</tr>
<tr>
<td>Learner transforms a basic text, adding noun and prepositional phrases and adverbs at different points in the sentences.</td>
</tr>
<tr>
<td>Learner devises 'help cards' for less-able learners on the rules of key areas of grammar/punctuation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text features</th>
</tr>
</thead>
<tbody>
<tr>
<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>Working in pairs, learners agree on an ending to a story, write it and then compare it.</td>
</tr>
<tr>
<td>Learner annotates a non-fiction text to show the key features and shares these with another learner.</td>
</tr>
</tbody>
</table>
# Unit 1 Looking closer at non-fiction

## 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>Continue to learn words, apply patterns and improve accuracy in spelling.</td>
<td>6PSV3</td>
<td>8, 14, 19</td>
<td>14, 21, 25</td>
<td></td>
</tr>
<tr>
<td>Investigate meanings and spellings of connectives.</td>
<td>6PSV7</td>
<td>6-8</td>
<td>14-15</td>
<td>4</td>
</tr>
<tr>
<td>Explore definitions and shades of meaning and use new words in context.</td>
<td>6PSV8</td>
<td>14-15</td>
<td></td>
<td>21-22</td>
</tr>
<tr>
<td>Explore proverbs, sayings and figurative expressions.</td>
<td>6PSV11</td>
<td>14-15</td>
<td></td>
<td>21-22</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation – Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revise different word classes.</td>
<td>6GPr2</td>
<td>9-10</td>
<td>16-18</td>
<td>5-6</td>
</tr>
<tr>
<td>Revise language conventions and grammatical features of different types of text.</td>
<td>6GPr5</td>
<td>4,12-13, 15, 19</td>
<td>11-13, 19-20, 21-22, 25</td>
<td>6</td>
</tr>
<tr>
<td>Distinguish the main clause and other clauses in a complex sentence.</td>
<td>6GPr8</td>
<td>9-11</td>
<td>16-18</td>
<td>5</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation – Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuate speech and use apostrophes accurately.</td>
<td>6GPrw1</td>
<td>15</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Use a wider range of connectives to clarify relationships between ideas, e.g.</td>
<td>6GPrw2</td>
<td>6-8, 9</td>
<td>14-15, 16-18</td>
<td>4</td>
</tr>
<tr>
<td>however, therefore, although.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use connectives to structure an argument or discussion.</td>
<td>6GPrw3</td>
<td>6-8</td>
<td>14-15</td>
<td>4</td>
</tr>
<tr>
<td>Develop grammatical control of complex sentences, manipulating them for effect.</td>
<td>6GPrw4</td>
<td>9-11, 19</td>
<td>16-18, 25</td>
<td>5-6</td>
</tr>
<tr>
<td>Develop increasing accuracy in using punctuation effectively to mark out the</td>
<td>6GPrw5</td>
<td>9-11, 19</td>
<td>16-18, 25</td>
<td>6</td>
</tr>
<tr>
<td>meaning in complex sentences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading – Non-fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyse how paragraphs and chapters are structured and linked.</td>
<td>6Rn1</td>
<td>12-13, 17</td>
<td>19-20, 23-24</td>
<td>7, 10</td>
</tr>
<tr>
<td>Recognise key characteristics of a range of non-fiction text types.</td>
<td>6Rn2</td>
<td>4-5, 12-17</td>
<td>11-13, 19-20, 21-22, 23-24</td>
<td>2, 7, 11</td>
</tr>
<tr>
<td>Identify features of balanced written arguments.</td>
<td>6Rn4</td>
<td>7</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Compare the language, style and impact of a range of non-fiction writing.</td>
<td>6Rn5</td>
<td>4-5, 16-17</td>
<td>11-13, 21-22, 23-24</td>
<td>3</td>
</tr>
<tr>
<td>Distinguish between fact and opinion in a range of texts and other media.</td>
<td>6Rn6</td>
<td>16-17</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td><strong>Writing – Fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan plot, characters and structure effectively in writing an extended story.</td>
<td>6Wf1</td>
<td></td>
<td></td>
<td>8, 9</td>
</tr>
<tr>
<td>Manage the development of an idea throughout a piece of writing, e.g. link the</td>
<td>6Wf2</td>
<td></td>
<td></td>
<td>8, 9</td>
</tr>
<tr>
<td>end to the beginning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish and maintain a clear viewpoint, with some elaboration of personal voice.</td>
<td>6Wf3</td>
<td>7</td>
<td>14</td>
<td>8, 9</td>
</tr>
<tr>
<td>Use paragraphs, sequencing and linking them appropriately to support overall</td>
<td>6Wf5</td>
<td>7</td>
<td>14</td>
<td>10-11</td>
</tr>
<tr>
<td>development of the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing – Non-fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the styles and conventions of journalism to write reports on events.</td>
<td>6Wn1</td>
<td>18-19</td>
<td>20, 23-24</td>
<td>8, 9-11</td>
</tr>
<tr>
<td>Adapt the conventions of the text type for a particular purpose.</td>
<td>6Wn2</td>
<td>7, 13, 18-19</td>
<td>14, 19-20, 24-25</td>
<td>4, 8, 9-11</td>
</tr>
<tr>
<td>Select appropriate non-fiction style and form to suit specific purposes.</td>
<td>6Wn3</td>
<td>7, 18-19</td>
<td>14</td>
<td>4, 8</td>
</tr>
<tr>
<td>Write non-chronological reports linked to work in other subjects.</td>
<td>6Wn4</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Argue a case in writing, developing points logically and convincingly.</td>
<td>6Wn6</td>
<td>7</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Summarise a passage, chapter or text in a given number of words.</td>
<td>6Wn8</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use ICT effectively to prepare and present writing for publication.</td>
<td>6Wp1</td>
<td></td>
<td>20, 24, 25</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express and explain ideas clearly, making meaning explicit.</td>
<td>6SL1</td>
<td>7</td>
<td>14-15</td>
<td>8</td>
</tr>
<tr>
<td>Use spoken language well to persuade, instruct or make a case, e.g. in a debate.</td>
<td>6SL2</td>
<td>5, 7</td>
<td>11-13, 14-15</td>
<td>8</td>
</tr>
<tr>
<td>Vary vocabulary, expression and tone of voice to engage the listener and suit the</td>
<td>6SL3</td>
<td>7</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>audience, purpose and context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</td>
<td>6SL6</td>
<td>13, 19</td>
<td>19, 25</td>
<td>8</td>
</tr>
<tr>
<td>Prepare, practise and improve a spoken presentation or performance.</td>
<td>6SL8</td>
<td>13</td>
<td>14-15, 19-20</td>
<td>8</td>
</tr>
<tr>
<td>Convey ideas about characters in drama in different roles and scenarios through</td>
<td>6SL9</td>
<td>13</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>deliberate choice of speech, gesture and movement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading non-fiction

Objectives

- Recognise key characteristics of a range of non-fiction text types. (6RNf2)
- Compare the language, style and impact of a range of non-fiction writing. (6RNf5)
- Use spoken language well to persuade, instruct or make a case. (6SL2)
- Help move group discussion forward, e.g. by clarifying, summarising. (6SL7)

Starter

- Write the following non-fiction types on the board: instructions, letter, newspaper report, diary, biography, advertisement. Ask learners to brainstorm the features of each type in small groups and then report back to the class, summarising their ideas. The ‘Text features’ table below could be used to support this and other related activities. Note: there may be some crossover of language features, e.g. personal pronouns are used in both persuasion and argument texts.

- Read an example of each non-fiction type to the class (instructions; advertisement; newspaper; diary; biography; letter). Ask groups to discuss and report back to the class what they think each type is.

- Ask learners to transform an example into a persuasion, instruction and argument text through the following speaking and listening activity: In pairs, one learner should persuade the other to eat their favourite breakfast (persuasion); give instructions on how to make the breakfast (instruction); argue that eating breakfast is essential to start the day (argument). The differences between the text types could then be discussed and clarified using the table below.

<table>
<thead>
<tr>
<th>Type</th>
<th>Text features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Goal/statement of what is to be achieved; materials/equipment needed; sequenced list; chronological order shown through connectives such as Firstly, Secondly...; imperative verbs at the start of sentences, e.g. cut, chop, slice; advice/tips given; encouraging remarks, e.g. four easy steps to...</td>
</tr>
<tr>
<td>Argument</td>
<td>Title sometimes in the form of a question; connectives used which show cause and effect, contrast, example, summing up, e.g. although, however, as you can see, for example, this shows; first paragraph sums up writer’s viewpoint/argument; argument proved through example, facts, statistics, research; conclusion signalled by phrases such as In conclusion, Finally...</td>
</tr>
<tr>
<td>Formal letter</td>
<td>Needs sender’s address and date of writing; salutation (top right hand side) and sign off (e.g. Dear Sir/Yours sincerely); at least one line missed between address and salutation; purpose of letter summed up in first paragraph; final paragraph sums up action required/how future communication is to be maintained; if recipient is known the sign off is Yours sincerely, and if not, (Dear Sir/Madam) as Yours faithfully; formal style and language.</td>
</tr>
<tr>
<td>Newspaper report</td>
<td>Third person recount; formal tone and language; wide readership; basic summary of story given in headline; headline uses rhetorical/literary features, e.g. alliteration, simile, metaphor, pun, set of 3; first paragraph gives a one sentence summary of story; successive paragraphs give more information on who, where, what, when, why; quotations incorporated as direct or reported speech; final paragraph focuses on future/wider context; proper nouns for names/places; sub-headings may be used.</td>
</tr>
</tbody>
</table>
Give advice on how to write a recount text. Pairs should first discuss and note down the key features of their chosen text (A, B or C). Write this table on the board to help focus their ideas.

<table>
<thead>
<tr>
<th>What are the key features of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) a biography text   b) a diary text  c) a newspaper report?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What should you do to ensure the text is written in the right order for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) a biography text   b) a diary text  c) a newspaper report?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How should the texts be presented for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) a biography text   b) a diary text  c) a newspaper report?</td>
</tr>
</tbody>
</table>

Try This: Identify non-fiction text types.

Answers:

Other non-fiction text types: recount, explanation, report, non-chronological report, information

Further activities

- Examples of the non-fiction texts covered throughout the unit could be collected by the class for a central display.
- Ask learners to complete Workbook pages 2–3.

Success criteria

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

- distinguish the features of different non-fiction texts, and in particular, instruction and recount texts
- note the similarities and differences between non-fiction texts.

Workbook answers

The features of non-fiction

1. Text type a = Information
   Text b = Newspaper report
   Text type c = Explanation
   Text type d = Diary
   Text type e = Instructions

A newspaper report

3. Differences between a newspaper report and a diary: see ‘Text features’ table.

Assessment ideas

- Use the following quiz to assess how familiar learners are with key features of non-fiction texts:
  a) Which text type recounts the story of someone’s life? (biography)
  b) Which text type tells the reader the story right at the very beginning? (newspaper report)
  c) Which two text types rely heavily on personal pronouns? (diary, advertisement)
  d) Which text lists materials and equipment at the beginning? (instructions)
  e) Give an example of a text type written in the first person? (diary)
  f) Give an example of one text type written in the third person? (all the other text types)
  g) Which text type uses literary/rhetorical devices such as alliteration, rhyme, onomatopoeia? (advertisement, newspaper headline)
  h) Which text type has sentences which start with an imperative verb? (instructions)
Meanings of connectives

Objectives

- Use a wider range of connectives to clarify relationships between ideas, e.g. however, therefore, although. (6GPw2)
- Use connectives to structure an argument or discussion. (6GPw3)
- Investigate meanings and spellings of connectives. (6PSV7)
- Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context. (6SL3)

Starter

- Explain that connectives can do a range of different jobs:
  - to show more information being added on
  - to order an idea
  - to reinforce an idea being repeated
  - to explain an idea
  - to give an opposing point of view
  - to let the reader know something has happened (the result of an idea).
- Use the Helpful hints box on Learner’s book page 6 to see examples of these types of connectives.
- Write the following example on the board and ask learners to identify the connectives (shown in bold) and their purpose.

  My friends were going to a party. But I knew Mum would not let me go, as I had been out twice last week. This meant I had to get on the right side of her. Therefore, I said I had good science results. However, Mum phoned the school and found out the truth.

  Answers:
  - But (contrasting); This meant (explaining); Therefore (summing up); However (contrasting)

Activity notes and answers

1. Use connectives to describe activities in the past. Before learners complete the activity, ask a volunteer to give an account of what they did yesterday, using as many connectives as they can, ‘First of all I got up, dressed and had a shower...’ The class could raise their hands or stamp their feet each time a connective is used. Demonstrate how ‘opposing’ connectives can be quite easily incorporated, for example: I decided to wear my pink shorts. However, that was not sensible, as it was raining outside. As a result, I chose my black coat.

2. Identify connectives in a text. Before completing the activity, read through the article to the class, emphasising the connectives. Afterwards, the text could be read without connectives to show the difference.

  Answers: but, now, for example, moreover, this also means, such as, although, increasingly.

More connectives

1. Use connectives in writing to link ideas together effectively. Learners could first write down their ideas on sticky notes and share these with the class. They could copy the format of the example in the speech bubble on Learner’s book page 7, to help them get started – albeit with different content/connectives. Less-able learners could complete just one paragraph of writing.
Present an argument emphasising key/words, ideas and connectives. Ask learners to move their mouth in an exaggerated way on key words, fully enunciating consonants and vowels.

How to spell connectives

1. Spell connectives and commonly misspelled words correctly. Before completing the activity, read the Helpful hints box on Learner’s book page 8 as a class. Learners could share strategies and an agreement reached as a class on the best strategies. These could be displayed on the classroom wall or a poster.

2. Create a spelling journal. First, recap the strategies and tips in the Helpful hints box on Learner’s book page 8.

Success criteria

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

- distinguish the difference between connectives
- use connectives correctly in their writing
- use specific strategies to help with their spelling, including the spelling of connectives.

Further activities

- Learners could collect examples of different connectives, or keep a tally of their own use in line with individual targets.
- Ask learners to complete Workbook page 4.

Assessment ideas

- Give learners a photocopied extract of a non-fiction text where the connectives have been removed. Working in pairs, ask learners to put these back in the right place.

Workbook answers

<table>
<thead>
<tr>
<th>Purpose of connectives</th>
<th>Connective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding on information</td>
<td>also, furthermore, in addition, as well as, again, therefore, consequently, as a result, so</td>
</tr>
<tr>
<td>Giving examples</td>
<td>for example, for instance, such as</td>
</tr>
<tr>
<td>Changing/contrasting ideas</td>
<td>however, but, alternatively, on the other hand, nevertheless</td>
</tr>
<tr>
<td>Ordering ideas</td>
<td>firstly, secondly, next (meaning so far)</td>
</tr>
<tr>
<td>Emphasising ideas</td>
<td>as a result, so, so far, meanwhile, in particular, in fact, importantly</td>
</tr>
<tr>
<td>Summing up points</td>
<td>overall, to sum up, in summary, in conclusion (meaning as a result, so)</td>
</tr>
</tbody>
</table>
Complex sentences

Objectives

- Develop grammatical control of complex sentences, manipulating them for effect. (6GPw4)
- Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences. (6GPw5)

Starter

- Recap the meaning of complex sentence and a subordinate clause using the Helpful hints box on Learner’s book page 9.
- Ask learners to think of examples of other subordinate clauses and write these on the board (subordinating connective shown in bold below). For example:
  - I will help you to your seat, although I don’t want to.
  - I will help you to your seat, if you come with me.
  - I will help you to your seat, as I know where it is.
  - I will help you to your seat, while we have a chat about this.
- Ask learners to highlight the subordinating connective in each example above and remind them about inserting a comma before a subordinating connective.

Activity notes and answers

1. Create a complex sentence using a main clause and a subordinating connective clause. Emphasise that the clause combinations must make complete sense, e.g. ‘There are no sandwiches left so I think I’ll stay in’ does not make sense, but ‘There are no sandwiches left although there is some cake’ does make sense.

   Answers:
   - There are no sandwiches left although there is some cake.
   - I will come with you if you take me to the party.
   - I could not eat the food as it was inedible.
   - My favourite TV programme is on tonight so I think I’ll stay in.

2. Create a complex sentence that begins with a subordinating clause. Before learners complete the activity, give them examples of fronted clauses beginning with ‘as’ and ‘although’, e.g. As I walked home, I saw some large trees; Although it was raining, I felt happy.

   Answers:
   - For example:
     a) As a teacher, I expect absolute silence.
        Although I had gone to bed early, I woke up late this morning.
     b) If you take me to the party, I will help you choose what to wear.
        Since you did not turn up, I went to the party on my own.
        When I saw it coming, I ran to the bus.
        To get the prize, I finished the quiz.
Finite and non-finite verbs

1. Rewrite two sentences into one, using a non-finite verb at the beginning. Before completing the activity, read the Helpful hints box on Learner’s book page 10 to the class and ensure that they understand the difference between finite and non-finite verbs.

   **Answers:**
   a) Shouting loudly, the boys ran across the playground.
   b) Blowing fiercely, the wind made it difficult to sail the boat.
   c) Running too fast, the girl slipped.

2. Write a sentence beginning with a non-finite clause.

   **Example answers:**
   a) Encouraged by her answer, the boy smiled.
   b) Hidden in a secret cupboard, the treasure was safe at last.
   c) To manage this, she ensured that everyone was there on time.

Commas in complex sentences

1. Put commas in the correct place in a complex sentence.

   **Answers:**
   a) If you came to my party, I would be really pleased.
   b) By running very quickly, I just made the train.
   c) Loaded with shopping, I could barely climb up the stairs.

2. Add commas to an extract.

   **Answers:**
   a) For a moment, Paul was unsure what to do. He cut the bike’s engine, climbed off the machine and rested it against the railings. Slowly, he walked to the gates and tried the handles. They were locked. Glancing around, he realised the street was deserted too, as though everyone had shut themselves away behind closed doors.

   b) Away in the far and frozen north, amid the ice and snow of Greenland, there lived a boy named Katerpursuk. Unfortunately, he had lost both his father and mother, and the members of his tribe paid little attention to him. Knowing that he was dependent on his relatives, the boy tried to make himself as useful as possible, and so pay back what kindness was shown to him.

Try this: rewrite a sentence inserting the commas correctly.

**Answer:** As I am sure we would all agree, Adina Liberman, who is the youngest girl in the school, deserves first prize.

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**Success criteria**

Whilst completing the activities, assess and record learners who can:
- use a subordinate clause at the beginning of the sentence
- use a non-finite clause at the beginning of a sentence
- use commas correctly to mark off a subordinate clause when appropriate.

**Assessment ideas**

- Give learners the following activities:
  a) Use this subordinate clause at the beginning and end of a sentence, using a comma: ‘If you come out tonight’. (e.g. If you come out tonight, I will join you/I will join you if you come out tonight.)
  b) Use a non-finite clause at the beginning of a sentence, using a comma: ‘Walking quickly ...’ (e.g. Walking quickly, I made it to school in time.)
  c) Insert the comma in the correct place on this sentence: ‘When you come over to see me, I will show you my new video game.’