

## Year 5 & 6 Grammar Glossary: For Writing Activities and Exam Question Practice

|                            |                                                                                               |                                                                                                                                                  |
|----------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Common Nouns               | A word that represents a specific object (something you can see)                              | road, cat, door, head,                                                                                                                           |
| Proper Nouns               | Names, places, dates and things. Always have capital letters                                  | Mr McNeill, James, Thames, Barcelona, January                                                                                                    |
| Personal Pronouns          | Used so we don't repeat nouns                                                                 | I, we, you, he, she, they<br>me, us, him, her, them, it                                                                                          |
| Abstract nouns             | A noun representing an idea or quality rather than an object                                  | truth, danger, happiness, bravery, dream                                                                                                         |
| Possessive Pronouns        | Show us who owns a particular item                                                            | mine, hers, ours, yours, theirs, its                                                                                                             |
| Relative Pronouns          | Show us who the extra information is about                                                    | Who, which, that                                                                                                                                 |
| Relative Clauses           | Adds extra information to the sentence. It can be removed and the sentence still makes sense. | Annie, <b>who loved eating fruit</b> , bought seven apples yesterday.                                                                            |
| Verbs                      | Shows an action within a sentence. Something you can do.                                      | Sit, run, scowl, bellow, hop, jump                                                                                                               |
| Modal Verbs                | They express how necessary or possible something is                                           | Must, shall, will, should, would, can, could, may, might                                                                                         |
| Adjectives                 | A word that modifies (describes) a noun                                                       | Ferocious, immaculate, vibrant                                                                                                                   |
| Expanded noun phrase       | Add more detail to a <b>noun</b> by including a <b>determiner</b> and an <b>adjective</b> .   | <b>The beautiful flower. Some delicious apples.</b>                                                                                              |
| Adverbs                    | Tell us when, how and the frequency (how often) of something happening                        |                                                                                                                                                  |
| Adverbs (when)             | Can tell us when something happened                                                           | now, yesterday, soon, later, tomorrow, tonight, last year                                                                                        |
| Adverbs (how)              | Can modify a verb and tell us how something happened                                          | quietly, peacefully, closely, easily, quickly, cheerfully,                                                                                       |
| Adverbs (how often)        | Can show how often something happened                                                         | always, sometimes, usually, occasionally, rarely, never                                                                                          |
| Adverbials                 | Tell us when, where or how something happened                                                 | in the morning, within the castle, as quick as a flash                                                                                           |
| Prepositions               | Show a relationship between the subject and object in a sentence                              | Next to, under, above, between, towards, on, through                                                                                             |
| Prepositional Phrases      | Answer questions such as 'which one' or 'how, when or where'                                  | The bike, <b>against the lamppost</b> , was old.<br>James kicked the ball <b>over the fence</b> .                                                |
| Determiners                | Show us which noun we are referring too or how many we are talking about                      | <b>a</b> table, <b>the</b> cat, <b>some</b> birds, <b>this</b> pen, <b>many/most</b> people, <b>our</b> dog, <b>each</b> house, <b>every</b> day |
| Subordinating Conjunctions | Used in complex sentences and are ALWAYS within the subordinate clause                        | because, however, as well as, even though, therefore                                                                                             |
| Coordinating Conjunctions  | Used in compound sentences to join clauses together. FANBOYS                                  | for, and, nor, but, or, yet, so                                                                                                                  |
| Main Clause                | Can be a sentence by itself                                                                   | <b>The old cat was sleepy</b> , because it played all day.                                                                                       |
| Subordinate Clause         | Cannot be a sentence by itself and ALWAYS contains a subordinating conjunction                | The old cat was sleepy, <b>because it played all day</b> .                                                                                       |
| Inverted Commas            | Used to show what has been spoken ( , ! ? ) are also within the inverted commas               | "Sit down quickly," said the teacher.                                                                                                            |
| Apostrophes                | Can show possession or can show a contraction                                                 | Boy's toy, schools' classes<br>will not = won't                                                                                                  |

|                                     |                                                                                                                                                                                                                                                                                                                                                                     |
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| Colon :                             | <p><b>Used to introduce dialogue.</b> She kept repeating: "I want that car!"</p> <p><b>Used to introduce a main clause:</b> We had two choices: to run, or to fight.</p> <p><b>Used to introduce lists.</b> He wanted to see three cities in Italy: Rome, Venice and Naples.</p>                                                                                    |
| Semi Colon ;                        | <p><b>Joins two independent clauses together, in place of using a coordinating conjunction.</b></p> <p>There are Roman ruins near our village; they are being excavated next week.</p>                                                                                                                                                                              |
| Hyphens -                           | <p><b>Used to connect two words together to make them an adjective</b></p> <p>Rock-hard cake, dog-friendly hotel</p>                                                                                                                                                                                                                                                |
| Dash -                              | <p><b>Used when the sentence changes idea or direction</b></p> <p>I find baking tricky – there are too many things that can go wrong.</p> <p><b>Used to show many different people are speaking at once.</b></p> <p>"Let him lie down – give him some water – drink this – steady now – you'll be alright in a minute."</p>                                         |
| Brackets<br>Dashes<br>and<br>commas | <p><b>To surround extra/additional information that can be removed from the sentence. Can also be referred to as parenthesis</b></p> <p>The recipe required tomatoes (ripe ones are best) and two peppers.</p> <p>The recipe required tomatoes - ripe ones are best- and two peppers.</p> <p>The recipe required tomatoes, ripe ones are best, and two peppers.</p> |
| Antonyms<br>Synonyms                | <p><b>Words which are opposite to one another.</b> Hot and cold</p> <p><b>Words which have a similar meaning.</b> Scorching, boiling, blistering</p>                                                                                                                                                                                                                |
| Subject                             | <p><b>The subject is a person or object doing or being something.</b></p> <p>The <b>cat</b> <b>chased</b> the <b>mouse</b>.</p>                                                                                                                                                                                                                                     |
| Object                              | <p><b>The object is a person or object that has something done to it</b></p> <p>The <b>cat</b> <b>chased</b> the <b>mouse</b>.</p>                                                                                                                                                                                                                                  |
| Active<br>Voice                     | <p><b>A sentence that has a subject which acts upon the verb</b></p> <p>The <b>dog</b> <b>chased</b> the <b>squirrel</b>.</p>                                                                                                                                                                                                                                       |
| Passive<br>Voice                    | <p><b>The subject receives the verb's action</b></p> <p>The <b>squirrel</b> was <b>chased</b> by the <b>dog</b>.</p>                                                                                                                                                                                                                                                |

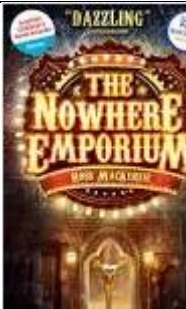
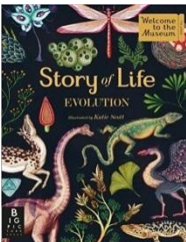
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|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Present Simple:<br>I, We, You, They<br>do/don't<br>He, She, It does/doesn't                                  | Talks about things which are true or happen regularly.                                                                       | I <b>walk</b> to school.<br>They <b>don't like</b> football.                                                                                                               |
| Present Progressive<br>I <b>am doing</b><br>He, She <b>is doing</b><br>We, They <b>are doing</b>             | Talks about a continuous action which is happening now.                                                                      | I <b>am running</b> .<br>She <b>is swimming</b> across the lake.<br>They <b>are jumping</b> on the bench.                                                                  |
| Present Perfect<br>I, we, you, they <b>have done</b><br>He, she, it, <b>has done</b>                         | Describes an action that began in the past. Often the action still continues into the present.                               | I <b>have taken</b> the wrong road.<br>Janet <b>has run</b> two miles.                                                                                                     |
| Present Perfect Progressive<br>I, we, you, they <b>have been doing</b><br>He, she, it, <b>has been doing</b> | Describes a continuous activity that began in the past and continues into the present. Often the amount of time is specified | They <b>have been speaking</b> outside for 10 minutes.<br>He <b>has been training</b> for the marathon since June.                                                         |
| Past Simple:<br>I, he, she, we, you, they<br>did/didn't                                                      | Tells us something that started in the past and finished in the past                                                         | I <b>went</b> to Spain<br>Janet ran two miles and then stopped.<br>They <b>didn't talk</b> on the bus.                                                                     |
| Past Progressive<br>I, he, she, it <b>was/wasn't</b><br>We, you, they <b>were/weren't</b>                    | Talks about a continuous event which began and ended in the past                                                             | While I <b>was walking</b> to school, I saw my best friend.                                                                                                                |
| Past Perfect<br>I, we, you, they <b>had done</b><br>He, she, it, <b>had done</b>                             | An event that happened earlier in the past.                                                                                  | She <b>noticed</b> that her mum <b>had gone</b> outside.<br>They <b>searched</b> for the pen, which <b>had been</b> on the table.                                          |
| Past Perfect Progressive<br>I, we, you, they <b>had been doing</b><br>He, she, it, <b>had been doing</b>     | Discusses how long an event has been going on for, in relation to another moment                                             | She <b>had been working</b> at the school for ten years, when she <b>met</b> James.<br>They had been tidying the house for ten minutes when their mum <b>arrived</b> home. |

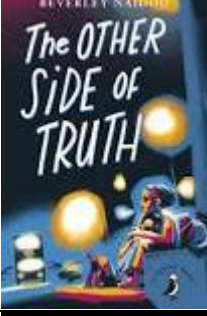
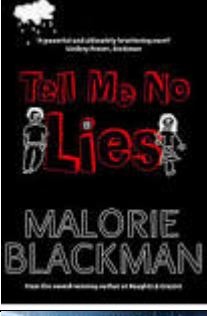
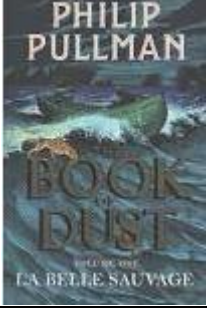
## Spelling Words for Weekly Spelling Test

| Autumn 1                                                                                                                                       |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                |                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling List 1                                                                                                                                | Spelling List 2                                                                                                                                      | Spelling List 3                                                                                                                           | Spelling List 4                                                                                                                                      | Spelling List 5                                                                                                                                | Spelling List 6                                                                                                                                   |
| according<br>programme<br>muscle<br>category<br>equipment<br>disastrous<br>physical<br>profession<br>competition<br>opportunity<br>accommodate | variety<br>forty<br>system<br>yacht<br>average<br>shoulder<br>achieve<br>bruise<br>rhythm<br>awkward<br>privilege                                    | committee<br>thorough<br>sacrifice<br>leisure<br>exaggerate<br>convenience<br>attached<br>signature<br>sincere<br>relevant<br>foreign     | environment<br>temperature<br>hindrance<br>nuisance<br>equipped<br>sufficient<br>conscious<br>language<br>dictionary<br>communicate<br>pronunciation | queue<br>community<br>especially<br>restaurant<br>necessary<br>accommodate<br>vegetable<br>available<br>guarantee<br>bargain<br>excellent      | vehicle<br>stomach<br>develop<br>recognise<br>lightning<br>soldier<br>foreign<br>aggressive<br>privilege<br>prejudice<br>twelfth                  |
| Autumn 2                                                                                                                                       |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                |                                                                                                                                                   |
| Spelling List 1                                                                                                                                | Spelling List 2                                                                                                                                      | Spelling List 3                                                                                                                           | Spelling List 4                                                                                                                                      | Spelling List 5                                                                                                                                | Spelling List 6                                                                                                                                   |
| cemetery<br>familiar<br>apparent<br>neighbour<br>controversy<br>occur<br>immediately<br>criticise<br>conscience<br>definite<br>necessary       | recommend<br>secretary<br>correspond<br>sincerely<br>parliament<br>appreciate<br>immediate<br>explanation<br>persuade<br>government<br>aggressive    | frequently<br>harass<br>mischievous<br>occupy<br>suggest<br>curiosity<br>interfere<br>interrupt<br>embarrass<br>pronunciation<br>rhyme    | determined<br>amateur<br>individual<br>marvellous<br>ancient<br>symbol<br>identity<br>accompany<br>desperate<br>existence<br>guarantee               | according<br>programme<br>muscle<br>category<br>equipment<br>disastrous<br>physical<br>profession<br>competition<br>opportunity<br>accommodate | variety<br>forty<br>system<br>yacht<br>average<br>shoulder<br>achieve<br>bruise<br>rhythm<br>awkward<br>privilege                                 |
| Spring 1                                                                                                                                       |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                      |                                                                                                                                                |                                                                                                                                                   |
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| committee<br>thorough<br>sacrifice<br>leisure<br>exaggerate<br>convenience<br>attached<br>signature<br>sincere<br>relevant<br>foreign          | environment<br>temperature<br>hindrance<br>nuisance<br>equipped<br>sufficient<br>conscious<br>language<br>dictionary<br>communicate<br>pronunciation | queue<br>community<br>especially<br>restaurant<br>necessary<br>accommodate<br>vegetable<br>available<br>guarantee<br>bargain<br>excellent | vehicle<br>stomach<br>develop<br>recognise<br>lightning<br>soldier<br>foreign<br>aggressive<br>privilege<br>prejudice<br>twelfth                     | cemetery<br>familiar<br>apparent<br>neighbour<br>controversy<br>occur<br>immediately<br>criticise<br>conscience<br>definite<br>necessary       | recommend<br>secretary<br>correspond<br>sincerely<br>parliament<br>appreciate<br>immediate<br>explanation<br>persuade<br>government<br>aggressive |

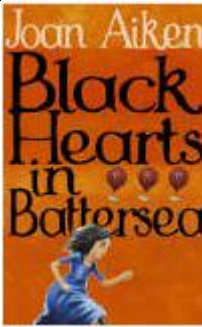
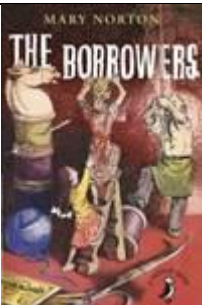
| Spring 2                                                                                                                                       |                                                                                                                                        |                                                                                                                                                |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                      |
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| Summer 1                                                                                                                                       |                                                                                                                                        |                                                                                                                                                |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                      |
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| Summer 2                                                                                                                                       |                                                                                                                                        |                                                                                                                                                |                                                                                                                                                      |                                                                                                                                           |                                                                                                                                                      |
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## 50 Recommended Reading Books for Year 6

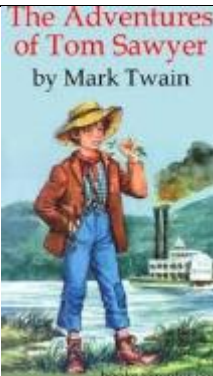
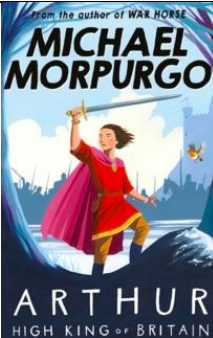
| Title                         |                                                                                     | Author           | Blurb and Genre                                                                                                                                                                                                                                                                                                                                                                                                                             | Read |
|-------------------------------|-------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| When Hitler Stole Pink Rabbit |    | Judith Kerr      | Anna was only nine years old in 1933 when she noticed Adolf Hitler's face glaring out of political posters all over Berlin, how will her life change?<br><br>Historical Fiction during WW2                                                                                                                                                                                                                                                  |      |
| Carrie's War                  |    | Nina Bawden      | An autobiographical novel Inspired by Nina Bawden's own experiences of living as an evacuee in a Welsh mining valley as a child.<br><br>Historical Fiction during WW2                                                                                                                                                                                                                                                                       |      |
| The Nowhere Emporium          |   | Ross MacKenzie   | When the mysterious Nowhere Emporium arrives in Glasgow, orphan Daniel Holmes stumbles upon it quite by accident.<br><br>Mystery                                                                                                                                                                                                                                                                                                            |      |
| Book Scavenger                |  | Jennifer Bertman | For twelve-year-old Emily, the best thing about moving to San Francisco is that it's the home city of her literary idol: Garrison Griswold, book publisher and creator of the online sensation Book Scavenger.<br><br>Upon arriving, however, Emily learns that Griswold has been attacked, and no one knows anything about the epic new game he had been poised to launch. Will Emily and her friend James be able to help?<br><br>Mystery |      |
| The Story of Life – Evolution |  | Katie Scott      | This non-fiction book will help children to understand the process of evolution starting with the first single-cell organisms, 541 million years ago<br><br>Non-Fiction - Science                                                                                                                                                                                                                                                           |      |

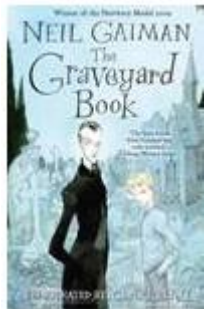
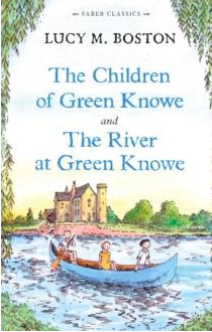
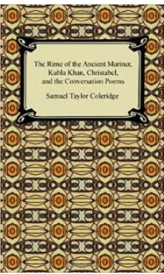
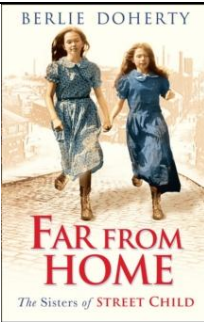
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| Railway Children            |     | E Nesbitt        | In this much-loved children's classic first published in 1906, the comfortable lives of three well-mannered siblings are greatly altered when, one evening, two men arrive at the house and take their father away.<br><br>Historical Fiction |  |
| Hoot                        |    | Carl Hiaasen     | Roy makes two oddball friends and a bad enemy and joins an effort to stop construction of a pancake house which would destroy a colony of owls who live on the site..<br><br>Coming of Age                                                    |  |
| The Other Side of Truth     |   | Beverley Naidoo  | The Other Side of Truth is the story of two Nigerian children who are sent to London as refugees after their mother is murdered.<br><br>Coming of Age                                                                                         |  |
| Tell Me No Lies             |  | Malorie Blackman | Gemma longs for her lost mother, taking comfort from the cuttings in her scrapbook; pictures of mothers who loved their children come what may.<br><br>Coming of Age                                                                          |  |
| The School of Good and Evil |  | Soman Chainani   | The Good and Evil series is an epic journey into a dazzling new world, where the only way out of a fairy tale is to live through one. Start here to follow Sophie, Agatha, and everyone at school from the beginning!<br><br>Fantasy          |  |
| The Book of Dust            |  | Phillip Pullman  | The plot focuses on a battle for free speech and thought against a theocratic totalitarian organisation.<br><br>Fantasy                                                                                                                       |  |

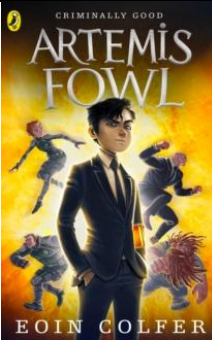
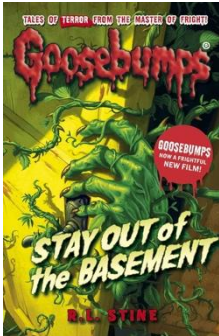


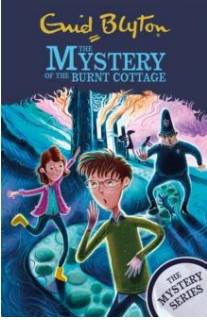
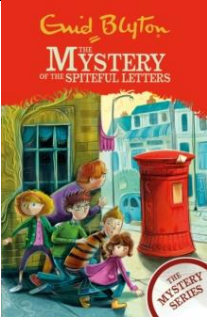
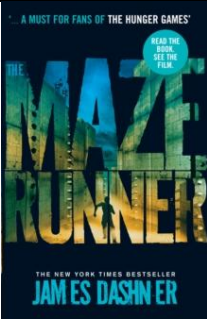
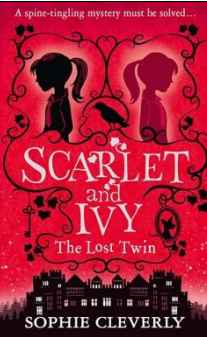
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| A Wrinkle in Time        |     | Madeleine L'Engle | Meg Murry is transported on an adventure through time and space with her younger brother Charles Wallace and her friend Calvin O'Keefe to rescue her father.<br><br>Science Fiction                                                                                                              |  |
| Cogheart                 |    | Peter Bunzl       | Helped by Robert, and her wily mechanical fox Malkin she finds herself deep in a mystery she could never have foreseen. Shadowy figures are closing in and treachery lurks among the smoky spires of London.<br><br>Fantasy and Mystery                                                          |  |
| Blackhearts in Battersea |   | Joan Aiken        | The book is set in a slightly altered historical England—during the reign of King James III—in the early 19th century, and follows the adventures of Simon, an orphan whose plans to study painting in London are derailed by high adventure.<br><br>Historical Fiction                          |  |
| Black Light Express      |  | Phillip Reeve     | There was nothing, and then there was a train. A train with two passengers: a petty thief from a dead-end town, and an android girl who could be more human than the rest of us. Join Zen and Nova as they find out what really lies beyond the end of the universe . . .<br><br>Science Fiction |  |
| The Borrowers            |  | Mary Norton       | The Borrowers are tiny people who live in the secret places of old houses - behind the mantelpiece, inside the harpsichord, under the kitchen clock.<br><br>Fantasy and Coming of Age                                                                                                            |  |



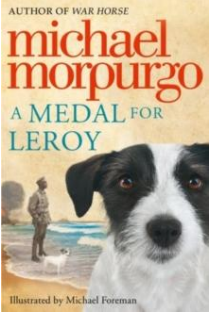
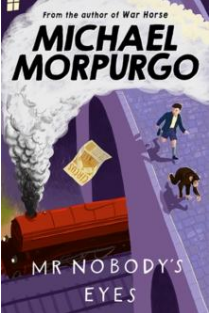
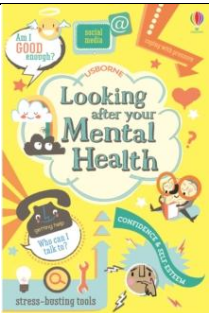
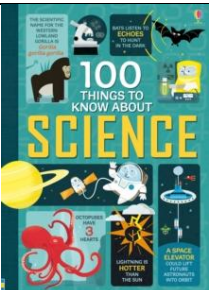
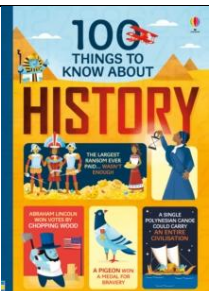
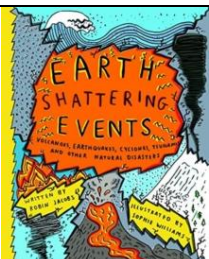
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| Adventures of Tom Sawyer                |     | Mark Twain       | An imaginative and mischievous boy named Tom Sawyer lives with his Aunt Polly and his half brother, Sid, in the Mississippi River town of St. Petersburg, Missouri.<br><br>Historical Fiction                                                                                                                                                                                                                                               |  |
| Stig of the Dump                        |    | Clive King       | Exploring an old chalk pit, Barney meets a strange boy who wears a rabbit skin and speaks in grunts.<br><br>Fantasy and Coming of Age                                                                                                                                                                                                                                                                                                       |  |
| Fantastic Beasts and Where to Find Them |   | JK Rowling       | Scamander's years of travel and research have created a tome of unparalleled importance. Some of the beasts will be familiar to readers of the Harry Potter books - the Hippogriff, the Basilisk, the Hungarian Horntail Dip in to discover the curious habits of magical beasts across five continents.<br><br>Fantasy                                                                                                                     |  |
| Arthur: High King of England            |  | Michael Morpurgo | An enchanting take on the legend of King Arthur from War Horse author and former Children's Laureate, Michael Morpurgo. Marooned on a sandbank, a boy faces certain death. With the sea closing in and the current about to drag him to a watery grave, his final wish is to see heaven. Waking in a strange bed, the boy meets an old man sitting by the fire with his dog. It is Arthur, the great warrior king of legend.<br><br>Fantasy |  |

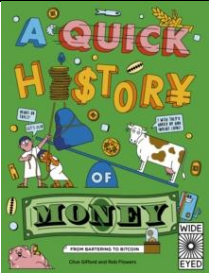
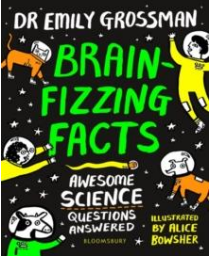
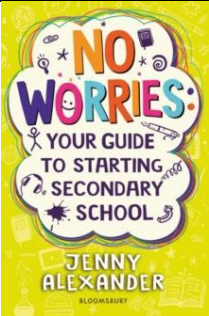
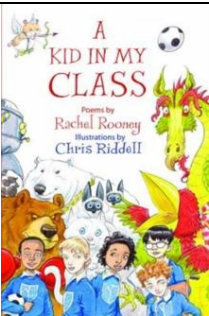
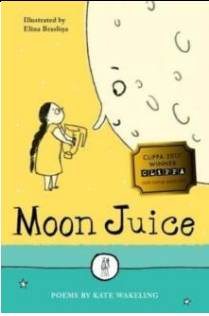
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|---------------------------------------------|-------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| The Graveyard Book                          |     | Neil Gaiman             | After his family are killed, Bod is brought up in a graveyard by ghosts.<br><br>Horror                                                                                                                                                                                                                                                                                       |  |
| The Hunger Games                            |    | Suzanne Collins         | Welcome to Panem: its Capitol repressively rules twelve satellite Districts, enslaving the populations as workers and controlling them through hunger.<br><br>Fantasy                                                                                                                                                                                                        |  |
| The Children of Greene knowe                |   | Lucy M. Boston          | Tolly's great grandmother isn't a witch, but both she and her old house, Green Knowe, are full of a very special kind of magic.<br><br>There are other children in the house - children who were happy there centuries before. Tolly slowly discovers them, their toys and animals, and their wonderful stories. So begins a wonderful, magical summer.<br><br>Coming of Age |  |
| Collection of Samuel Taylor Coleridge Poems |  | Samuel Taylor Coleridge | Written between 1795 and 1807 these poems represent the best of Samuel Taylor Coleridge.<br><br>Poetry                                                                                                                                                                                                                                                                       |  |
| Far From Home                               |  | Berlie Doherty          | The sister of Street Child, Lizzie and Emily, tell their story.<br><br>Coming of Age. Sequel to Street Child                                                                                                                                                                                                                                                                 |  |

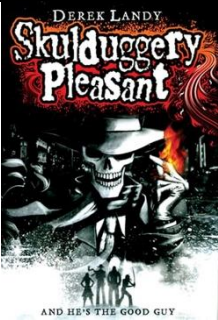
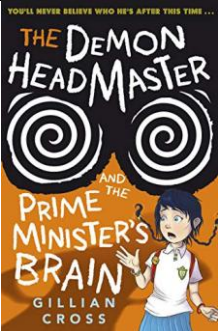
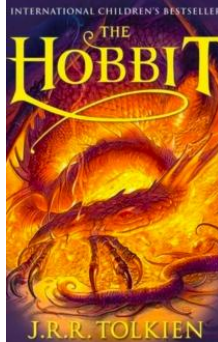
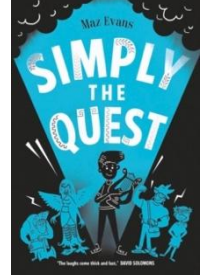
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|--------------------------------|-------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Artemis Fowl 1                 |     | Eoin Colfer        | AT JUST TWELVE YEARS OLD, ARTEMIS FOWL IS A CRIMINAL GENIUS. No scheme is too dastardly, no plot too devious. And he's just discovered that fairies are real. Poor fairies. But these are not the cuddly creatures of bedtime stories. |  |
|                                |                                                                                     |                    | Fantasy                                                                                                                                                                                                                                |  |
| Goosebumps                     |    | R.L.Stine          | These classic scary stories are a great introduction to the genre of Horror                                                                                                                                                            |  |
|                                |                                                                                     |                    | Horror                                                                                                                                                                                                                                 |  |
| The Girl who Stole an Elephant |   | Nirvana Farook     | Chaya, a no-nonsense, outspoken hero, leads her friends and a gorgeous elephant on a noisy, fraught, joyous adventure through the jungle where revolution is stirring and leeches lurk.                                                |  |
|                                |                                                                                     |                    | Coming of Age                                                                                                                                                                                                                          |  |
| Nightfall in New York          |  | Katherine Woodfine | This is a tale of two brave friends who will need all their detective skills, courage and risk-taking, as they race against time to rescue a beloved friend...                                                                         |  |
|                                |                                                                                     |                    | Mystery / Crime                                                                                                                                                                                                                        |  |
| Then                           |  | Morris Gleitzman   | Felix and his best friend Zelda continue to try and escape the clutches of the Nazis                                                                                                                                                   |  |
|                                |                                                                                     |                    | Historical Fiction                                                                                                                                                                                                                     |  |

|                                     |                                                                                     |                 |                                                                                                                                                                                                                                                                                       |  |
|-------------------------------------|-------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| The Mystery of the Burnt Cottage    |     | Enid Blyton     | Someone has set fire to Mr Hick's cottage, but who could it be?<br><br>Fatty, Larry, Daisy, Pip, Bets and Buster the dog have their very first case to solve.<br><br>Mystery / Crime                                                                                                  |  |
| The Mystery of the Spiteful Letters |    | Enid Blyton     | Another brilliant mystery. Someone is sending spiteful letters to the people of Peterswood – but who?<br><br>Mystery / Crime                                                                                                                                                          |  |
| Knock Three Times                   |   | Cressida Cowell | Enter a land of wizards, warriors, mythical creatures and powerful Magic in an exciting fantasy adventure.<br><br>Fantasy                                                                                                                                                             |  |
| The Maze Runner                     |  | James Dashner   | ENTER THE MAZE ... When the doors of the lift crank open, the only thing Thomas remembers is his first name.<br><br>But he's not alone. He's surrounded by boys who welcome him to the Glade - a walled encampment at the centre of a bizarre and terrible stone maze.<br><br>Fantasy |  |
| Scarlet and Ivy: The Lost Twin      |  | Sophie Cleverly | Scarlet Grey disappears from her school, Rockwood and her sister Ivy is invited to take her place<br><br>Coming of Age / Mystery                                                                                                                                                      |  |



|                                  |                                                                                     |                                  |                                                                                                                                                                                 |  |
|----------------------------------|-------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| A Medal for Leroy                |     | Michael Morpurgo                 | Inspired by the true story of Walter Tull: the first black officer in the British army. A novel about families, identity and loss.<br><br>Historical Fiction                    |  |
| Mr Nobody's Eyes                 |    | Michael Morpurgo                 | Things for Harry are difficult at home since his mother remarried. When Ocky the chimp escapes from the circus, he offers Harry the chance for a new life.<br><br>Coming of Age |  |
| Looking After Your Mental Health |   | Louie Stowell                    | Top tips for taking care of your mental health.<br><br>Non-Fiction - Mental Health                                                                                              |  |
| 100 Things to know About Science |  | Usborne                          | Fascinating information and facts about the world of science.<br><br>Non-Fiction - Science                                                                                      |  |
| 100 Things to know About History |  | Usborne                          | 100 historical facts await you!<br><br>Non-Fiction - History                                                                                                                    |  |
| Earthshattering Events           |  | Robin Jacobs and Sophie Williams | The science behind natural disasters.<br><br>Non-Fiction - Science                                                                                                              |  |

|                                                     |                                                                                     |                                  |                                                                                                                                                                                                   |  |
|-----------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| A Quick History of Money                            |    | Clive Gifford and Rob Flowers    | A great way to learn about money, banks, cryptocurrency and much more. This book will take you on a journey of the history to the present day.<br><br>Non-Fiction - Money                         |  |
| Brain-Fizzing Facts                                 |    | Dr Emily Grossman                | Amazing science questions answered.<br><br>Non-Fiction - Science                                                                                                                                  |  |
| No Worries: Your Guide to Starting Secondary School |   | Jenny Alexander                  | No Worries is the ultimate secondary school survival guide, with tips, quizzes and jokes to help children prepare.<br><br>Non Fiction - Secondary School                                          |  |
| A Kid in My Class                                   |  | Rachel Rooney and Chris Riddell  | A collection that captures primary life through a series of poems.<br><br>Poetry                                                                                                                  |  |
| Moon Juice                                          |  | Kate Wakeling and Elina Braslina | A great collection of witty and intriguing poems about various topics, including magic, space, relationships, family life and much more.<br><br>Poetry                                            |  |
| Second World War                                    |  | Paul Dowswell                    | A comprehensive introduction to an important and fascinating subject, this exceptional new title is published to coincide with the 60th Anniversary of VE Day.<br><br>Non-Fiction - World War Two |  |

|                                                 |                                                                                     |               |                                                                                                                                                                      |  |
|-------------------------------------------------|-------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Skulduggery Pleasant                            |     | Derek Landy   | Skulduggery Pleasant and his numerous magic-wielding allies try to prevent the necromancer Nefarian Serpine from unleashing a powerful weapon<br><br>Mystery / Crime |  |
| Demon Headmaster and the Prime Minister's Brain |    | Gillian Cross | Dinah plays an addictive computer game called Octopus Dare, but there is more to this game than it seems?<br><br>Horror                                              |  |
| The Hobbit                                      |   | JRR Tolkien   | The Hobbit is the unforgettable story of Bilbo, a peace-loving hobbit, who embarks on a strange and magical adventure.<br><br>Fantasy                                |  |
| Simply the Quest                                |  | Maz Evans     | More laughs and adventures in this second book in the series.<br><br>Fantasy                                                                                         |  |



## Features of Talk:

### Poetry

**Purpose:**

There are many purposes of poetry.

Expressing emotions, teaching moral lessons, expressing your opinions and entertaining the audience.

**Success Criteria for performing poetry:**

Clear Speech: Speak clearly and confidently and at an appropriate volume

Eye Contact: Make eye contact with the audience

Hand Gestures: Use hand gestures and make movements when presenting

Tone and Pauses: Deliberately use pauses for effect and vary the tone of your voice

Passion: Speak with flair and passion

### Presentations

**Purpose:**

To **convey information** to an audience. You may wish to inform, inspire, persuade or entertain the audience during your presentation

**Success Criteria for presentations:**

Vary tone of your voice: Speak authoritatively when showing your expertise on a subject

Clear Voice: Project your voice to a large audience

Sophisticated Language: Use a range of sentence stems to introduce and link your ideas.

Expert Knowledge: Provided a reasoned justification for your view and opinion

### Discussions / Debates

**Purpose:**

To **explore different views** on a topic and attempt to reach an informed decision

**Success Criteria for discussions/debates:**

Build on points made: Use your subject knowledge to build upon/argue against a point made

Support your evidence: Giving supporting evidence (citing a text/previous example or event)

Defend your opinion: Construct a detailed argument that you can defend when questioned

## Features of Writing: Non-Fiction

### Non-Chronological Reports

#### Purpose and Examples:

To **inform/teach** the reader about a topic. Often, they are based on History or Science.

- An encyclopaedia report about Tutankhamun

#### Grammatical Features:

Factual (no opinions), Written in the third person, Formal tone, Sub-headings to separate sections, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis

#### Example Sentences:

Tutankhamun, who died at the age of 19, was buried with a range of personal items: a golden chariot, ostrich fans and boomerangs.

### News Reports

#### Purpose and Examples:

To **inform/teach** the reader about an event that has just happened.

- A report about a robbery

#### Grammatical Features:

Report is factual, Opinions within interviews, Report is written in the third person, Quotes from witnesses in the first person, Formal report with chatty/informal interviews, Sub-headings to separate sections, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis

#### Example Sentences:

Travellers and locals can rest easy, since the notorious highwayman, who has plagued our city for the past four years, has been murdered.

He exclaimed, "Finally, that damn highwayman has been killed. Maybe things will go back to normal now. In the past few days, people have been too scared to go outside."

### Diaries/Informal Letters

#### Purpose and Examples:

To **share your opinion** about an important event with yourself (diary) or someone close to you (letter). Would probably be slightly more honest/emotional in a diary entry.

- A diary entry after seeing a ghost in the woods

#### Grammatical Features:

Opinions and Emotions, Written in the first person, Chatty/informal language, Questions  
A range of tenses, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis

#### Example Sentences:

I'm literally still shaking! I can't believe what I just saw. Was it real? It's giving me the creeps thinking it might still be out there.

## Features of Writing: Fiction

### Stories

#### Purpose and Examples:

To **entertain the reader** using your imagination and ability to create characters, settings, and plots.

Historical Fiction, Mystery, Fantasy, Science Fiction, Horror

#### Grammatical Features:

Can be written in first or third person, Expanded Noun Phrases and Prepositional Phrases, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis, Inverted Commas, A range of sentence starters

#### Example Sentences:

Skeletal trees, stripped of their summer leaves, surrounded the entrance, while the imposing brick wall blocked the moonlight and shrouded us in pitch-black darkness.

"Return that food immediately!" snarled the factory owner, as he marched swiftly forwards. His dark, sunken eyes were fixed firmly towards the trembling child.

### Stories with tension

#### Purpose and Examples:

To **entertain the reader** using your imagination and ability to create characters, settings, and plots.

Often set within a dark and abandoned area.

The protagonist often ends up alone.

Often set at night.

Sometimes ends on a cliff hanger

#### Grammatical Features:

Withholding Information

Use short, sharp sentences

Use show don't tell (emotions)

Use strong action verbs

Use dialogue with quick short sentences

#### Example Sentences:

She finally managed to get inside the room. The staircase creaked. "Damn!" She held her breath. The creaking became louder as footsteps rapidly approached. She ducked and hid. Catching her gasp with her hand, she couldn't believe the figure that appeared from the shadows.

### Simple Overview of Genres of Writing

|               |                                                                                                                                                                                                                                                                                                                                         |                                                                                             |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Historical    | <p>Historical Fiction stories are set before the time they are written. They often include past events and historical people within their stories. They combine invented scenes and dialogue with authentic and believable details.</p> <p>Often, historical fiction stories include themes such as friendship, adventure, and war.</p> | <p>Romans on the Ramage</p> <p>Letters from the Lighthouse</p> <p>Secrets of A Sun King</p> |
| Mystery       | <p>A story where a crime is committed and the perpetrator is unknown.</p> <p>The main character will try and solve the crime. Will often search for clues to help them solve the mystery.</p>                                                                                                                                           | <p>Murder Most Unladylike</p> <p>The London Eye Mystery</p> <p>Agatha Oddly</p>             |
| Coming of Age | <p>A story where a young protagonist matures over time.</p> <p>These stories are often set in difficult and frightening circumstances, where the protagonist needs to develop resilience to survive</p>                                                                                                                                 | <p>Tracy Beaker</p> <p>Once</p> <p>Wonder</p>                                               |
| Horror        | <p>A scary story written to frighten the reader.</p> <p>Building tension is essential. Detailed descriptions are important to create a scary atmosphere.</p>                                                                                                                                                                            | <p>The Night of the Living Dummy</p> <p>Spook School</p> <p>The Graveyard Book</p>          |
| Fantasy       | <p>A story about an imagined place and people.</p> <p>A whole new world is often created with fantastical creatures and magical events.</p>                                                                                                                                                                                             | <p>Harry Potter</p> <p>How to train your dragon</p> <p>The Hobbit</p>                       |
| Myths         | <p>A made-up story used to explain why things happen the way they do.</p> <p>Often, gods, goddesses and mythological creatures exist within these stories. Links closely to fantasy.</p>                                                                                                                                                | <p>Who Let the Gods Out</p> <p>Percy Jackson</p> <p>Odysseus</p>                            |

## New Writing Content: Year 6

### Using a Colon to introduce another clause

A colon is used when the second part of the sentence explains, expands, or gives an example of the first part.

Think of it as saying, "Here's what I mean."

Many believe the hauntings began with **one tragic event**: the mysterious disappearance of Lord Henry in the Red Room.

The independent clause has been explained and expanded after the colon. After the colon, we explain what the tragic event was.

### Using a Colon to introduce a list, with each phrase separated by a semi colon.

You can use semicolons after a colon when you are introducing a list of **complex or lengthy items** that contain internal punctuation (commas). The semicolons help to clearly separate the items in the list.

The creature has several distinctive features: a long, spiked tail that can whip quickly; sharp, retractable claws that can grip prey; and a powerful jaw that can crush shells.

### Using a semicolon to join clauses

A semicolon is used to connect two closely related ideas. It's stronger than a comma, but not as 'final' as a full stop.

Lorraine Castle has stood for over 500 years; its walls and guard tower are impenetrable.

Both these clauses are related – they both talk about how the castle has stood for along time.

### Using a dash to emphasise

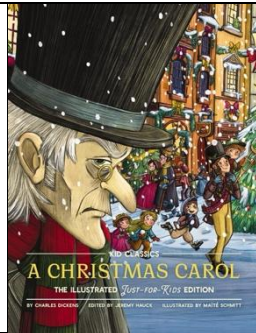
A single dash is used in a sentence to add extra information, like an interruption or surprise, or to emphasise something important. It works a little like brackets or commas, but it makes the words stand out more.

The castle was dark – darker than I had expected.



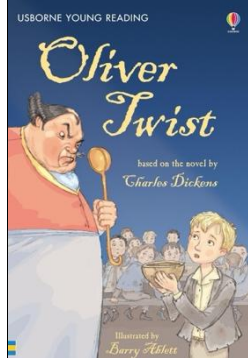
## Charles Dickens' Stories

### A Christmas Carol



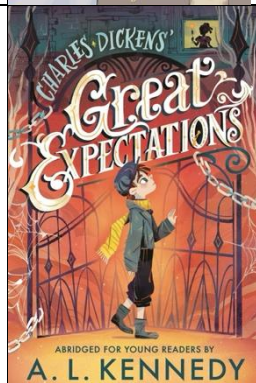
This novel follows Ebenezer Scrooge, a miserable old man, who is visited by the ghost of his former business partner and two spirits on Christmas Eve. He reflects on his past and present before learning about his future. He undergoes a transformation and becomes a kinder and more generous person.

### Oliver Twist



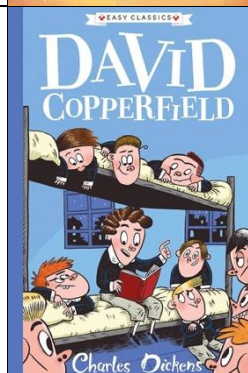
This story follows the adventures of an orphan boy, Oliver Twist, as he navigates the harsh streets of London and encounters various people, both kind and cruel. A social commentary on the harsh life for the impoverished in Victorian London

### Great Expectations



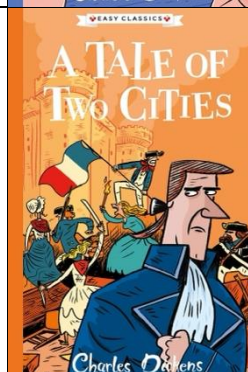
This novel focuses on the life of an orphan boy called Pip, who is unexpectedly gifted a vast fortune. As he grows up, he experiences the complexity of wealth and class and learns about love and true happiness.

### David Copperfield



This novel tells the story of David Copperfield as he experiences joy, sorrow, hardship and success. It is a coming-of-age story about finding one's place in the world.

### A Tale of Two Cities



This historical novel is set in London and Paris during the French Revolution. It tells the story of Dr Manette, his daughter Lucie and the men and women who struggle for freedom during the revolution.

## Writing Tasks for this half term

### To write a diary entry from the point of a view of a child in the workhouse

#### Diaries

**Purpose and Examples:**

To **share your opinion** about an important event with yourself (diary). Would share your emotions honestly, as only you will read this diary.

- A diary entry after seeing a ghost in the woods

**Grammatical and Tonal Features:**

Opinions and Emotions, Written in the first person, Chatty/informal language, Questions, A range of tenses, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis

**Example Sentences:**

I'm literally still shaking! That Guardian is terrifying! I will do all I can to avoid him tomorrow.

### To write a piece of historical fiction inspired by Oliver Twist and David Copperfield

#### Stories

**Purpose and Examples:**

To **entertain the reader** using your imagination and ability to create characters, settings, and plots.

**Grammatical Features:**

Can be written in first or third person, Expanded Noun Phrases and Prepositional Phrases  
Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis, Inverted Commas

**Example Sentences:**

"Return that food immediately!" snarled the factory owner, as he marched swiftly forwards. His dark, sunken eyes were fixed firmly towards the trembling child.

### To Write a Non-Chronological Report about life during the Victorian Period

#### Non-Chronological Reports

**Purpose and Examples:**

To **inform/teach** the reader about a topic. Often they are based on History or Science.

- An encyclopaedia report about Tutankhamun

**Grammatical and Tonal Features:**

Factual (no opinions), Written in the third person, Formal tone, Technical Vocabulary  
Sub-headings to separate sections, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis

**Example Sentences:**

Tutankhamun, who died at the age of 19, was buried with a range of personal items: a golden chariot, ostrich fans and boomerangs.

## Vocabulary Words for The Usborne Illustrated Stories of Charles Dickens

| Oliver Twist Key Vocabulary      |                                                                         |
|----------------------------------|-------------------------------------------------------------------------|
| swirling                         | Moving in a spiral pattern                                              |
| feebly                           | Weakly                                                                  |
| nuisance                         | Something that is annoying or a pain                                    |
| nourishing                       | Something that makes you healthy or full of energy                      |
| hastily                          | Quickly, even done without really thinking                              |
| insolent                         | Rude or disrespectful                                                   |
| rebellious                       | Wanting to break the rules                                              |
| billowing                        | How a sheet moves in the wind                                           |
| jostling                         | Pushing around, bumping into people                                     |
| gnarled                          | Knobbly, rough, and twisted with age                                    |
| contradicted                     | Saying something is incorrect/wrong by saying the opposite is true/good |
| David Copperfield Key Vocabulary |                                                                         |
| obediently                       | Willing to do what you have been told by someone in authority           |
| quaking                          | shaking or trembling, typically due to fear                             |
| abrupt                           | sudden and unexpected in speech or manner                               |
| haggard                          | someone who looks exhausted due to suffering, exertion or anxiety       |
| Great Expectation Key Vocabulary |                                                                         |
| smothered                        | Totally covering something/making someone feel trapped                  |
| grimly                           | In a worried/serious way                                                |
| clanking                         | The sound pieces of metal make when they hit each other                 |
| seizing                          | Holding someone or something                                            |
| gulped                           | Swallowing – can show someone is nervous or worried                     |
| summoned                         | When someone is ordered to go somewhere                                 |
| haughty                          | Thinking you are better than other people                               |
| draped                           | Covered                                                                 |
| obstinate                        | Stubborn                                                                |
| despise                          | Hate                                                                    |
| pompously                        | When you think you're far more important than you are                   |
| profound                         | Meaningful, deep                                                        |
| sumptuous                        | Delightful, expensive-looking                                           |
| searing                          | Really, really hot                                                      |

## Autumn 2: Poetry Week

# ORACY SUCCESS CRITERIA



### **CLEAR SPEECH**

Make sure you speak clearly and confidently and at an appropriate volume.



### **EYE CONTACT**

Make eye contact with the audience.



### **HAND GESTURES**

Use hand gestures and consider movement when presenting.



### **TONE AND PAUSES**

Deliberately use pauses for effect and purposely vary the tone of your voice.



### **PASSION**

Speak with flair and passion.

## The Very Merry Voyage of the Macaroni Man

This figure here before you is a Macaroni Man,  
Who is built, as you may notice, on a most ingenious plan.  
His skeleton, I beg to state, is made of hairpins three,  
Which are bent and curved and twisted to a marvellous degree.  
His coat-sleeves and his trouser-legs, his head and eke his waist  
Are made of superfine imported macaroni paste.  
And if you care to listen, you may hear the thrilling tale  
Of the merry Macaroni Man's extraordinary sail.  
One sunny day he started for a voyage in his yacht,  
His anxious mother called to him, and said, 'You'd better not!  
Although the sun is shining bright, I fear that it may rain;  
And don't you think, my darling boy, you'd better take the train?'  
'Oh, no,' said he, 'no clouds I see,--the sky is blue and clear,  
I will return in time for tea--good-by, my mother dear.'

Full merrily he started off, the day was fine and fair,

And to his great delight he found no dampness in the air.

You know if he gets wet, a Macaroni Man is spoiled,  
And if he stands too near the steam, of course he may get boiled.  
But our hero used precautions,--carefully he shunned the spray,--  
And when the steam blew toward him, he just steered the other way.  
Now, as the breeze was from the land, his course lay out to sea;  
He sailed so far that he felt sure he would be late for tea.  
He sailed, and sailed, and sailed, and sailed,--  
he feared the dew would fall--  
He tried to turn,--but oh, that steam! it would not do at all!

A single puff blew toward him, and it nearly cooked his face!  
The mournful Macaroni Man felt sadly out of place.  
But a happy thought occurred to him, 'Ha, ha,--ho, ho!' said he,--  
'I'll just sail on around the world,--and then, it seems to me,  
I'll reach my home (according to a careful estimate)  
In time for tea, although I'll be perhaps a trifle late.'  
Then merrily his gallant ship sped o'er the bounding main,  
Quickly he crossed the ocean wide, he flew by France and Spain;  
Covered the Mediterranean, spanned the Suez Canal,--  
'I'll reach my home to-night,' he thought, 'oh, yes, I'm sure I shall.'  
He skimmed the Red Sea like a bird,--the Indian Ocean crossed  
(But once, in Oceanica, he feared that he was lost).

He passed Australia on the fly,--cut over Capricorn,  
And as the sunset gun he heard, he swung around Cape Horn.  
Still at full speed, he sailed due north, he rounded Cape St. Roque,  
Crossed the equator, and found out the Gulf Stream was no joke.  
He coasted by the seaboard States. Hurrah! all danger past,  
Quickly he sailed the last few miles and reached his home at last;  
His mother welcomed him, and said, 'I'm glad there was no shower;  
But hurry in, my bonny boy, I've waited tea an hour.



# Features of a Detective Story

**Setting:** Often a 'closed setting'. A place which is hard to get into and out of (a train, a theatre, a bank)

**Crime:** A theft, a murder, a kidnapping

**Suspects:** People who may have committed the crime.  
Watch out for Red Herrings (false information designed to mislead the reader).

**Motive:** Who had a reason to commit the crime?

**Means:** Who had the skills/resources to commit the crime?

**Opportunity:** Who was in the area at the time?

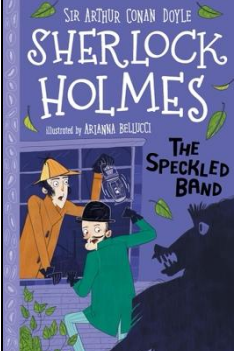
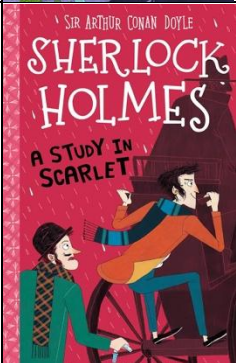
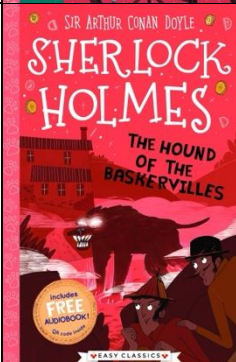
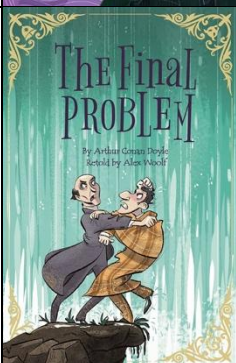
**Clues:** Objects that can be used to track down the criminal (Fingerprints, eyewitness accounts, CCTV images.)

**Detective/Investigator:** Uses clues and their own detecting skills to solve important questions.  
How did the thief escape unnoticed?

**Resolution:** This comes at the very end of the story and answers all the readers' questions about the crime.



## Sherlock Holmes' Stories

|                                                                          |                                                                                     |                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">The<br/>Speckled<br/>Band</p>             |    | <p>Helen Stoner fears for her life after her twin sister dies mysteriously in a locked room. Julia's last words were about a 'speckled band'. Holmes and Watson investigate the case hoping to solve the mystery and Helen Stoner's life.</p>                             |
| <p style="text-align: center;">A Study in<br/>Scarlet</p>                |   | <p>The first Holmes and Watson adventure as they investigate a murder with no obvious cause of death. They must decipher a cryptic message and go on a journey to uncover a long-buried plan for revenge.</p>                                                             |
| <p style="text-align: center;">The Hound<br/>of the<br/>Baskervilles</p> |  | <p>Mr Holmes investigates the mysterious death of Sir Charles Baskerville, who is rumoured to have been killed by a demonic hound. He looks to discover the truth behind the mystery that there is a cursed hound haunting the Baskerville family.</p>                    |
| <p style="text-align: center;">The Sign of<br/>the Four</p>              |  | <p>This story involves a cryptic message received by Mary Morstan, leading Holmes and Watson into a web of betrayal and a decades-old crime. It involves a dangerous moonlit expedition to uncover the meaning of the 'sign of four' and resolve a long-buried crime.</p> |
| <p style="text-align: center;">The Final<br/>Problem</p>                 |  | <p>In the Final Problem, Holmes faces his ultimate challenge: Professor Moriarty. Holmes is determined to bring his archenemy to justice, but Moriarty, one step ahead, seeks to stop and eliminate Holmes.</p>                                                           |

## Writing Tasks for this half term

### To write an informal letter asking Sherlock Holmes for his assistance

#### **Informal Letters**

##### **Purpose and Examples:**

To **share your opinion** about an important event with someone close to you (letter).

- A letter to a trusted friend after a valuable item has gone missing

##### **Grammatical Features:**

Opinions and Emotions, Written in the first person, Chatty/informal language, Questions, A range of tenses, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis

##### **Example Sentences:**

I cannot believe what happened within the study last night. The doors were locked, but still the intruder managed to get inside. My hands are still shaking after this peculiar occurrence.

### To write a story based on a Sherlock Holmes adventure

#### **Stories**

##### **Purpose and Examples:**

To **entertain the reader** using your imagination and ability to create characters, settings, and plots.

##### **Grammatical Features:**

Can be written in first or third person, Expanded Noun Phrases and Prepositional Phrases Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis, Inverted Commas

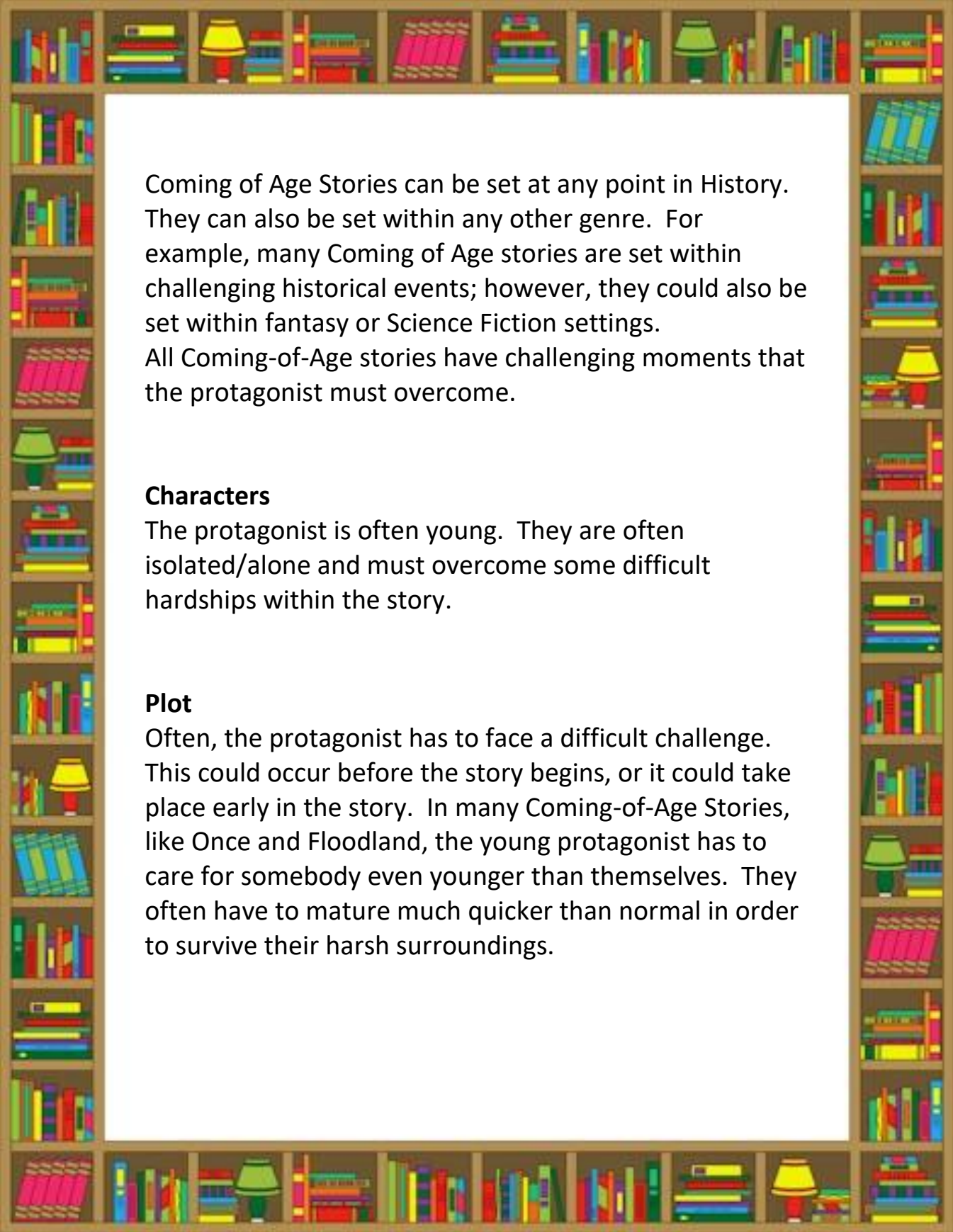
##### **Example Sentences:**

"Watson, I believe we are about to have a visitor," Holmes declared, moving swiftly towards the door.

## Vocabulary Words from The Adventures of Sherlock Holmes

|             |                                                                                                                    |
|-------------|--------------------------------------------------------------------------------------------------------------------|
| resentment  | Feeling bitter and angry towards someone                                                                           |
| retorted    | A reply that is sharp, angry, or witty                                                                             |
| deductions  | Either: taking away something (in Maths); or: a form of reasoning especially common in crime-solving or mysteries. |
| agitation   | Feeling anxiously or nervously excited                                                                             |
| perpetuated | Continued, it keeps going                                                                                          |
| morose      | Being a bit gloomy and sad                                                                                         |
| seldom      | Rarely                                                                                                             |
| indulge     | To let yourself (or someone else) enjoy something                                                                  |
| deprived    | Not having something, or being very poor                                                                           |
| wretched    | Being (or living in) very poor condition(s)                                                                        |
| writhed     | Moving and squirming in pain                                                                                       |
| averse      | Being against something                                                                                            |
| insolence   | Rude or disrespectful                                                                                              |
| perplexed   | Confused, puzzled                                                                                                  |

# Features of a Coming-of-Age Story



Coming of Age Stories can be set at any point in History. They can also be set within any other genre. For example, many Coming of Age stories are set within challenging historical events; however, they could also be set within fantasy or Science Fiction settings. All Coming-of-Age stories have challenging moments that the protagonist must overcome.

## Characters

The protagonist is often young. They are often isolated/alone and must overcome some difficult hardships within the story.

## Plot

Often, the protagonist has to face a difficult challenge. This could occur before the story begins, or it could take place early in the story. In many Coming-of-Age Stories, like *Once* and *Floodland*, the young protagonist has to care for somebody even younger than themselves. They often have to mature much quicker than normal in order to survive their harsh surroundings.

## Writing Tasks for this half term

### To Write a Non-Chronological Report about the Cold War

#### **Non-Chronological Reports**

##### **Purpose and Examples:**

To **inform/teach** the reader about a topic. Often they are based on History or Science.

- An encyclopaedia report about Tutankhamun

##### **Grammatical and Tonal Features:**

Factual (no opinions), Written in the third person, Formal tone, Technical Vocabulary

Sub-headings to separate sections, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis, semi colons , colons

##### **Example Sentences:**

Tutankhamun, who died at the age of 19, was buried with a range of personal items: a golden chariot, ostrich fans and boomerangs.

### To write a Coming-of-Age Story set within a dystopian world

#### **Stories**

##### **Purpose and Examples:**

To **entertain the reader** using your imagination and ability to create characters, settings, and plots.

##### **Grammatical Features:**

Can be written in first or third person, Expanded Noun Phrases and Prepositional Phrases

Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis, Inverted Commas, semi colons , colons, dashes

##### **Example Sentences:**

"Return that food immediately!" snarled the factory owner, as he marched swiftly forwards. His dark, sunken eyes were fixed firmly towards the trembling child.

### **Vocabulary Words from The Wall Between Us**

|                       |                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------|
| <b>barricades</b>     | a barrier placed across a street to prevent movement                                 |
| <b>shattered</b>      | 'friendships have been shattered' - relationships damaged beyond repair              |
| <b>bystanders</b>     | a person who witnesses an incident but does not take part                            |
| <b>informant</b>      | a person who gives information to another                                            |
| <b>claustrophobic</b> | having an extreme fear of confined (small and closed) places                         |
| <b>ingenious</b>      | clever, original and inventive                                                       |
| <b>dilapidated</b>    | a building in a state of ruin as a result of age or neglect (not being looked after) |

# Features of a Horror Story

## Setting

The setting is key to creating a powerful horror story. A closed setting is often used, so the author gets the sense that the protagonist is trapped. Spooky locations such as graveyards are often used as well. Normally, horror stories take place at night.

## Characters

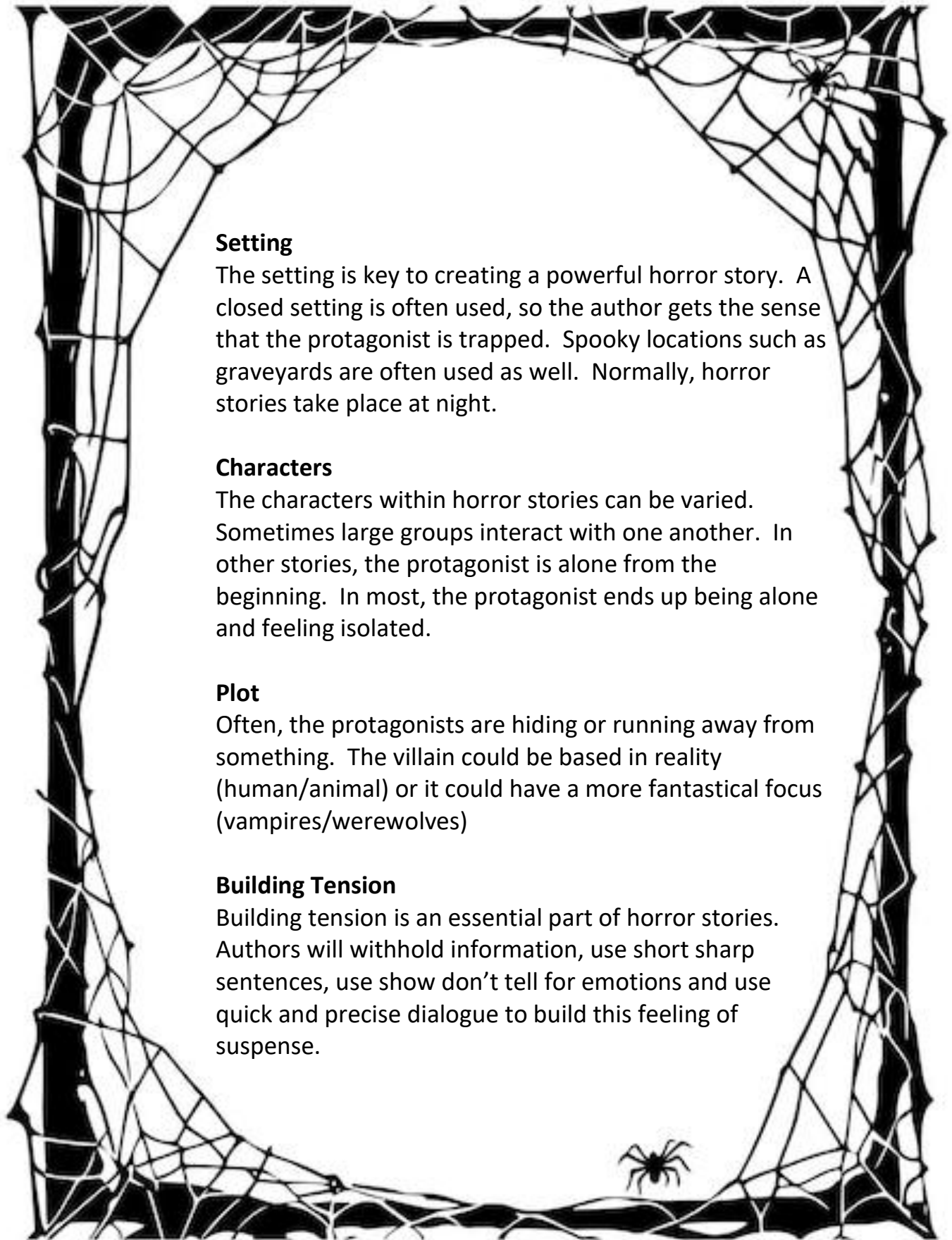
The characters within horror stories can be varied. Sometimes large groups interact with one another. In other stories, the protagonist is alone from the beginning. In most, the protagonist ends up being alone and feeling isolated.

## Plot

Often, the protagonists are hiding or running away from something. The villain could be based in reality (human/animal) or it could have a more fantastical focus (vampires/werewolves)

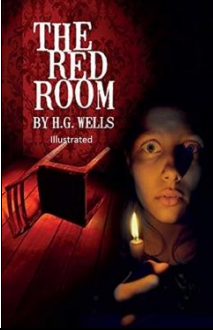
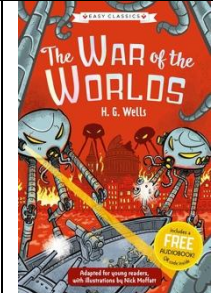
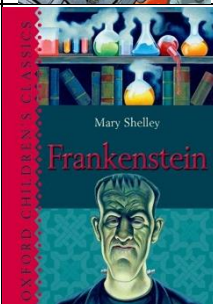
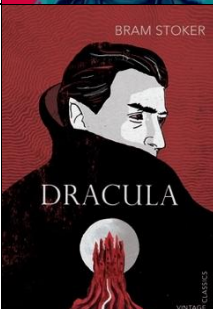
## Building Tension

Building tension is an essential part of horror stories. Authors will withhold information, use short sharp sentences, use show don't tell for emotions and use quick and precise dialogue to build this feeling of suspense.





## Classic Science Fiction and Horror Stories

|                                      |                                                                                     |                                                                                                                                                                                                                  |
|--------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Red Room: H.G. Wells</p>      |    | <p>An unnamed gentleman attempts to disprove the ghost stories told about the infamous Red Room. He looks to spend the night within the chamber; however, strange occurrences make him question his beliefs.</p> |
| <p>The Time Machine: H.G. Wells</p>  |    | <p>A great scientist travels hundreds of thousands of years into the future where humans have evolved into two different species: the peaceful Eloi race and the savage Morlocks.</p>                            |
| <p>War of the Worlds: H.G. Wells</p> |   | <p>Victorian Britain is invaded by beings from Mars. Housed in large metal machines, these aliens attempt to conquer and take control of Earth</p>                                                               |
| <p>Frankenstein: Mary Shelly</p>     |  | <p>A young doctor, Victor Frankenstein, creates a monstrous creature in a secret experiment. The story follows his attempt to survive among the terrified townspeople</p>                                        |
| <p>Dracula: Bram Stoker</p>          |  | <p>Follows a young solicitor who takes a business trip to the castle of a Transylvanian nobleman, Count Dracula.</p>                                                                                             |

## To write a news report about the events within Lorraine Castle

### News Reports

#### **Purpose and Examples:**

To **inform/teach** the reader about an event that has just happened.

- A report about a robbery

#### **Grammatical Features:**

Report is factual, Opinions within interviews, Report is written in the third person, Quotes from witnesses in the first person, Formal report with chatty/informal interviews, Sub-headings to separate sections, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis

#### **Example Sentences:**

I have long been fascinated with the occult and there is no chamber more infamous than the Red Room. When pressed for an interview, Lord Henry stated, "I know of the reports of my ancestors. But they are all lies. My family has never committed crimes against the local villagers.."

## To write a story based on the Red Room

### Stories with tension

#### **Purpose and Examples:**

To **entertain the reader** using your imagination and ability to create characters, settings, and plots.

Often set within a dark and abandoned area.

The protagonist often ends up alone.

Often set at night.

Sometimes ends on a cliff hanger

#### **Grammatical Features:**

Withholding Information

Use short, sharp sentences

Use show don't tell (emotions)

Use dialogue with quick short sentences

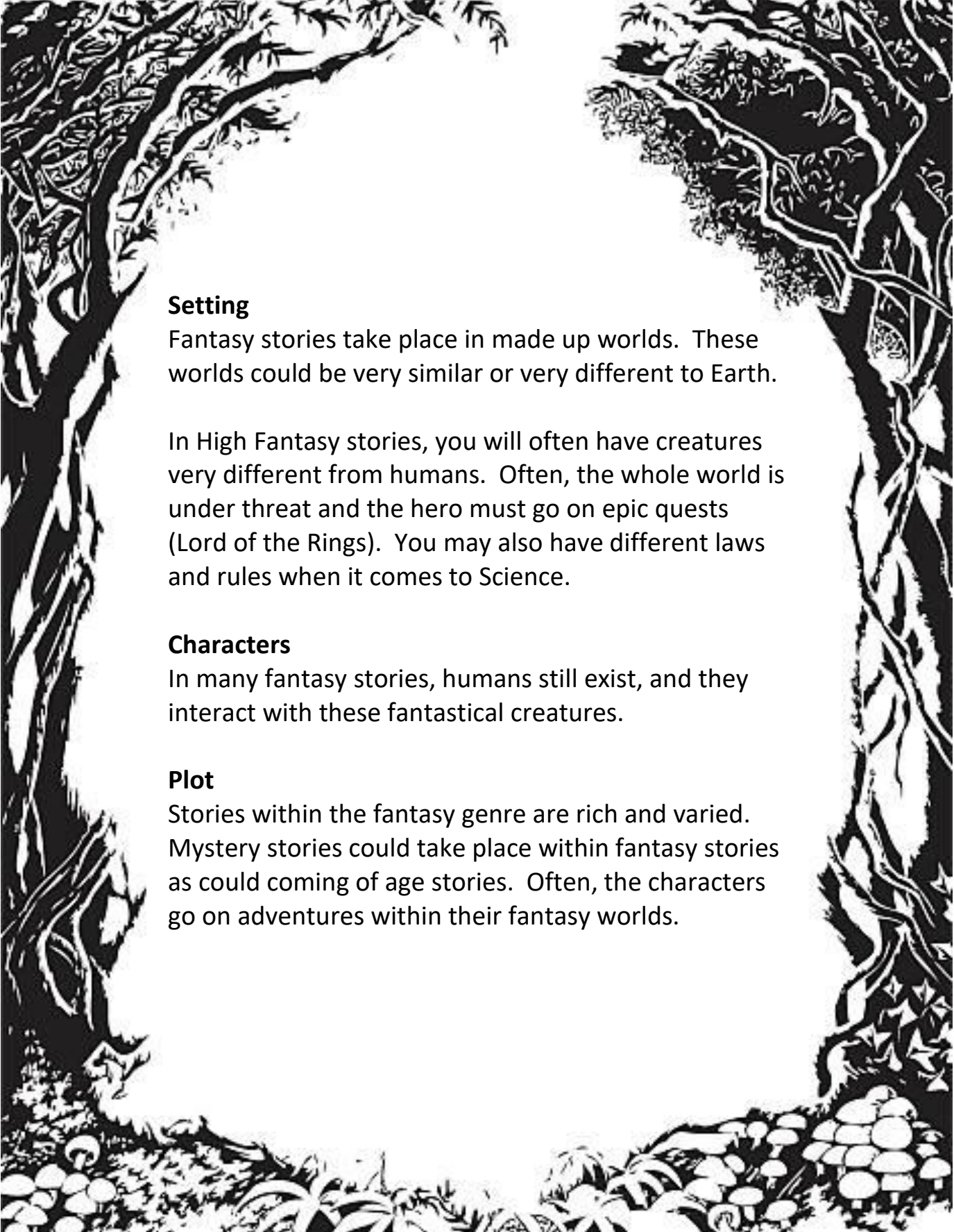
#### **Example Sentences:**

She finally managed to get inside the room. The staircase creaked. "Damn!" She held her breath. The creaking became louder as footsteps rapidly approached. She ducked and hid. Catching her gasp with her hand, she couldn't believe the figure that appeared from the shadows.

## Vocabulary Words from The Red Room

|             |                                                                               |
|-------------|-------------------------------------------------------------------------------|
| withered    | Dry, shrivelled, and shrunken                                                 |
| sorrow      | Deep sadness                                                                  |
| enhance     | To improve                                                                    |
| spiritual   | Relating to the soul, spirits, or religion                                    |
| droning     | A boring, never-ending, low sound                                             |
| insistence  | Not taking no for an answer                                                   |
| decaying    | Rotting, getting worse, needing repair                                        |
| momentary   | Lasting a very short length of time; brief                                    |
| inflamed    | Made worse; causing stronger feelings                                         |
| monstrous   | Like a monster                                                                |
| scarcely    | Only just                                                                     |
| grotesque   | So ugly it's either funny or disgusting                                       |
| credible    | You can believe it                                                            |
| intent      | Purpose or goal                                                               |
| quiver      | Tremble or shake                                                              |
| jest        | joke                                                                          |
| sprouted    | Start to grow in large numbers                                                |
| obscurity   | Darkness; the unknown or unclear                                              |
| adequate    | It's ok – it'll do the job                                                    |
| postulated  | Suggest or assume that something is true for the sake of discussion or belief |
| intolerable | You can't stand it                                                            |

# Features of a Fantasy Story



## Setting

Fantasy stories take place in made up worlds. These worlds could be very similar or very different to Earth.

In High Fantasy stories, you will often have creatures very different from humans. Often, the whole world is under threat and the hero must go on epic quests (Lord of the Rings). You may also have different laws and rules when it comes to Science.

## Characters

In many fantasy stories, humans still exist, and they interact with these fantastical creatures.

## Plot

Stories within the fantasy genre are rich and varied. Mystery stories could take place within fantasy stories as could coming of age stories. Often, the characters go on adventures within their fantasy worlds.

## Writing Tasks for this half term

### To Write a Non-Chronological Report about a mythological creature

#### **Non-Chronological Reports**

##### **Purpose and Examples:**

To **inform/teach** the reader about a topic. Often they are based on History or Science.

- An encyclopaedia report about Tutankhamun

##### **Grammatical and Tonal Features:**

Factual (no opinions), Written in the third person, Formal tone, Technical Vocabulary  
Sub-headings to separate sections, Connectives (conjunctions and adverbs), Relative  
Clauses, Parenthesis, semi colons, colons, dashes

##### **Example Sentences:**

The Honeybearded Dragon dwells within the mountains of Scandinavia. The polar climate found within northern Sweden and Norway provide the creature with the perfect environment.

### To Write a diary entry from the point of view of Odysseus

#### **Diaries**

##### **Purpose and Examples:**

To **share your opinion** about an important event with yourself (diary). Would share your emotions honestly, as only you will read this diary.

- A diary entry after seeing a ghost in the woods

##### **Grammatical and Tonal Features:**

Opinions and Emotions, Written in the first person, Chatty/informal language, Questions, A range of tenses, Connectives (conjunctions and adverbs), Relative Clauses, Parenthesis, semi colons, colons, dashes

##### **Example Sentences:**

I was outraged that this being believed they could outwit me. I am Odysseus, conqueror of Troy.

## Vocabulary Words from Odysseus

|               |                                                                                                                      |
|---------------|----------------------------------------------------------------------------------------------------------------------|
| inscrutable   | Impossible to read or understand                                                                                     |
| implacable    | Someone who you can never satisfy – they're never happy no matter what you do.                                       |
| dumbfounded   | Completely shocked and confused.                                                                                     |
| shroud        | A piece of cloth or fabric which covers something. It suggests secrecy.                                              |
| unravelled    | When a knot or something tied becomes undone. Solving a puzzle or mystery.                                           |
| betrayal      | Being disloyal to someone, breaking someone's trust and letting them down.                                           |
| premonition   | Seeing something that will happen in the future.                                                                     |
| tenderness    | Being gentle, kind, and loving. Feeling sensitive or sore.                                                           |
| restrain      | Stopping someone from moving.                                                                                        |
| protruding    | Sticking out.                                                                                                        |
| calamity      | Disaster – a terrible thing that happens.                                                                            |
| writhed       | To squirm or move around in pain.                                                                                    |
| unfurled      | Spreading out something that has been rolled, like getting a ship's sail ready to catch the wind.                    |
| yearning      | Really wanting someone or something.                                                                                 |
| guise         | How something appears, usually to hide what it's really like. Think of a "disguise".                                 |
| clammy        | A bit sticky and damp to touch – very gross.                                                                         |
| insubstantial | Very small or unimportant.                                                                                           |
| mutilation    | Severely damaging someone or something.                                                                              |
| evade         | Dodge or avoid.                                                                                                      |
| composure     | Remaining calm in a stressful or difficult situation.                                                                |
| ferocity      | Anger, rage. Acting like a wild, dangerous animal.                                                                   |
| mourn         | Missing someone who has died.                                                                                        |
| ranting       | Angrily complaining about something for a long time.                                                                 |
| coursing      | Flowing, moving quickly without being blocked.                                                                       |
| gnawing       | Chewing. "Kayla's message gnawed at me" = I couldn't stop thinking about Kayla's message, it worried or confused me. |
| oblivious     | Not paying attention to what is happening around you.                                                                |
| discreetly    | To say or do something in a way that isn't obvious.                                                                  |
| falter        | To struggle or stop when you come across an obstacle.                                                                |
| tarnished     | Damaged, stained, or made dirty.                                                                                     |
| auspicious    | When something is a good sign of future success.                                                                     |
| smouldering   | On fire and smoking. If describing a person, suggests they are angry but trying to control their feelings.           |