



**Autumn**

**Home**

**Learning Year 5**

**Pack F**

**English**



**In this pack, you will find:**

**English**

10 spelling, Punctuation and Grammar activities

10 daily diary writing sheets with guidance

1 speech writing activity

1 review text writing activity

1 descriptive writing activity

A daily reading log

10 reading comprehension activities

**SPaG**

**activities**

# Year 5/6 statutory spelling list

## Year 5 and 6 Statutory Spellings

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

## Spellings

Learn 10 spellings from the Year 5/6 spelling list and write each one in a sentence.

# SPaG activity 1:

## Punctuation



1 Add **brackets** to the sentence below.

She finally came to my party three hours late and gave me the biggest hug!

2 Add a **semi colon** to the sentence below.

I went to the shoe shop today I bought loads of trainers.

3 Add a **dash** to the sentence below.

The chocolate cake was sitting on the counter top yummy!

4 Add a **colon** to the sentence below.

My P.E bag has a pair of trainers, black shorts, warm jogging bottoms and a plain t-shirt.

5 Add **brackets** to the sentence below.

Blue my favourite colour is the colour of our school uniform.

6 Add a **dash** to the sentence below.

I need to pass my test it's worth 90% of my final grade.

## SPaG activity 2: Suffixes

1 Complete the sentence by adding the correct suffix to the word type given.

You need to (pollen) \_\_\_\_\_  
the tomatoes.

2 Complete the sentence by adding the correct suffix to the word type given.

There's no need to (terror)  
\_\_\_\_\_ the poor boy!

3 Complete the sentence by adding the correct suffix to the word type given.

You need to (length) \_\_\_\_\_  
the dress if you don't want it that  
short.

4 Complete the sentence by adding the correct suffix to the word type given.

Why would you (glory) \_\_\_\_\_  
that kind of behaviour?

5 Complete the sentence by adding the correct suffix to the word type given.

You need to (class) \_\_\_\_\_  
these shapes according to their  
properties.

6 Complete the sentence by adding the correct suffix to the word type given.

Those trousers are very tight. You  
need to (elastic) \_\_\_\_\_  
the waist so that they fit!

# SPaG activity 3: Prefixes

1 Draw a line to match the **prefix** to the correct word.

Prefix	Word
dis	play
re	approve
over	behave
mis	charge

2 Draw a line to match the **prefix** to the correct word.

Prefix	Word
de	appear
over	direct
re	take
dis	value

3 Draw a line to match the **prefix** to the correct word.

Prefix	Word
mis	crease
dis	analyse
over	cover
de	judged

4 Draw a line to match the **prefix** to the correct word.

Prefix	Word
ir	tract
de	septic
over	lap
anti	rational

5 Draw a line to match the **prefix** to the correct word.

Prefix	Word
mis	legal
il	mature
im	use
re	laid

6 Draw a line to match the **prefix** to the correct word.

Prefix	Word
over	active
in	appear
de	activate
dis	crowd

## SPaG activity 4: Relative clauses

1 Underline the **relative clause** in each sentence.

The man, who was reading a book, suddenly looked at me.

2 Underline the **relative clause** in each sentence.

The pillow, that was filled with feathers, was very uncomfortable.

3 Underline the **relative clause** in each sentence.

The dress, which was sleeveless, was half price!

4 Underline the **relative clause** in each sentence.

The singer, who was part of a group, decided to set off on her own.

5 Underline the **relative clause** in each sentence.

The boy, whose trousers were far too big, kept following me home.

6 Underline the **relative clause** in each sentence.

The magazine, that was on the table next to me, looked very grubby.

## SPaG activity 5: Contracted forms

do not don't could not couldn't  
he is he's we are we're it is it's  
I will I'll you are you're  
they are they're we will we'll  
cannot can't did not didn't  
has not hasn't is not isn't

### CONTRACTIONS

Turn the words in *italics* into a contraction (shortened form). Remember that the apostrophe is located where letters have been removed. The first one has been done for you.

1. Trudy *does not* understand her homework. *doesn't*
2. Sam rarely laughs while *he is* sleeping.
3. Bill likes chocolate but *he has* stopped eating it.
4. *We have* tried to be fair to everyone.
5. Karen and Sarah think *they are* cuter than you.
6. Maria refused to admit that *she had* put butter in her pocket.
7. Ashley promised that *she would* send us an e-mail.
8. The report will be handed in but *it will* be late.
9. I wonder if *it is* proper to eat soup with a knife and fork.
10. That is the silliest song *they have* ever sung.

## SPaG activity 6: Word classes

### THE CATEGORY GAME

You will need either a mini-whiteboard or a piece of lined paper and a pencil.

Draw six columns with headings as shown below:

ADJECTIVE	NOUN	ADVERB	VERB	ADJECTIVE	NOUN
big	boys	brutally	bash	bald	bullies

Choose four letters and write them in the table. Taking each letter in turn, see if you can make a sentence, each word beginning with the letter given. The sentence must make sense.

The first to do so wins.

An example is given to start you off.

## **SPaG activity 7: Standard English**

The grammar used in some dialects is different from the grammar of Standard English. It isn't wrong, just different. When you talk, especially when you talk to your friends, you use lots of expressions which are not Standard English. This is fine, but when you write, it's important to know what the Standard English grammar is.

All the expressions below use non-Standard English.

Look at these dialect expressions and see if you can give the Standard English equivalent.

- 1. Where be he to?**
- 2. We was blue with cold.**
- 3. He'll be home while four o'clock.**
- 4. I were mad with him, I were.**
- 5. When I gets in I likes a nice cup of tea.**
- 6. I never done it.**
- 7. Me and my mate we sees him everyday.**
- 8. I likes them chocolate cakes.**
- 9. That's the man what I saw.**
- 10. He gets hiself mad.**

## SPaG activity 8: Proof reading practice

There are mistakes in each sentence.  
Write the corrected version of each sentence.  
The first one has been done for you.

**Their were ten broken egg's in the carton.**

**There were ten broken eggs in the carton.**

Each of the boys' are writing a different story.

Did Taylor and me borrow the wrong car.

how many people seen the strange object?

Randall said, "Its too late to go out"!

The title of the book is *a piece of Toast*.

I'd like to invite joan to visit us in florida.

We will meet every Friday during the Summer.

## SPaG activity 9: Synonyms and Antonyms

There are two underlined words in each selection. They are either synonyms or antonyms. Put an 'S' for synonym or an 'A' for antonym in the blank after each number to indicate how the words are related.

1. \_\_\_\_\_ I couldn't recall her name and I don't even remember where we met.
2. \_\_\_\_\_ Chris wasn't in his seat when the teacher handed out the morning assignment. He was tardy as usual. Then he missed the bus and was late for supper.
3. \_\_\_\_\_ I thought I had a rare old bicycle that was worth a fortune. It turned out to be a common model that nobody wanted to buy.
4. \_\_\_\_\_ "What is that awful smell?" Troy asked as Melinda entered the room. "That wonderful fragrance is my perfume!" she replied.
5. \_\_\_\_\_ Yes, taking your shoes off as we entered Patrick's house was polite thing to do. However, placing them on his coffee table was rather rude.
6. \_\_\_\_\_ Mr Smith never liked any of his daughter's boyfriends. He claimed that most of them were weird. He was even less comfortable about any that he considered to be normal.
7. \_\_\_\_\_ Miss Snowflake was convinced that George had turned the heat up all the way. She demanded that he confess his guilt. The other kids knew that George would never admit that he had done wrong.
8. \_\_\_\_\_ Drinking the water in that lake is strictly prohibited. It could make you sick. But for some reason, swimming is allowed.

# SPaG activity 10: Active and Passive voice

Active Voice	Passive Voice
<p>Subject      Action      Object</p> <p>Sally drove her car off of the road.</p>	<p>Object      Action      Subject</p> <p>The car was driven off the road by Sally.</p>
<p>Subject      Action      Object</p> <p>The dog bit Timmy on the arm.</p>	<p>Object      Action      Subject</p> <p>Timmy was bitten on the arm by the dog.</p>

**Active voice: Subject, Verb, Object**

**Passive voice: Object, verb subject**

Each of the following sentences uses passive voice.

**The site of the castle was carefully chosen.**

(History textbook)

**Phone numbers plan attacked.**

(Newspaper headline)

**Head suspended.**

(Newspaper headline)

**This notice has been written to help you.**

(Examination notice)

**Now and then you'll have to be reminded it's a diesel.**

(Advertisement)

**Rewrite each sentence in the active voice.**

# Writing activities

## Writing activities: Daily diary entry

### Each day, complete a diary entry

Focus on: Thoughts, feelings and emotions throughout the day.

What you have been doing throughout your day  
A piece of news you have found out.

### Success Criteria

1<sup>st</sup> person

Past tense

A range of sentence types

Thoughts/feelings

**Add a current affair**





















# Writing activity 1: Speech writing

For the following English writing tasks, work in the order of the stages below to write your English pieces.

1) Plan	2) Draft	3) Edit	4) Publish
Plan your work, read the success criteria and use your knowledge of the genre to help you.	Using your plan, note down key ideas and begin your writing.	Read through your work, use the success criteria to check you have included everything	Write your final piece of work in your best handwriting

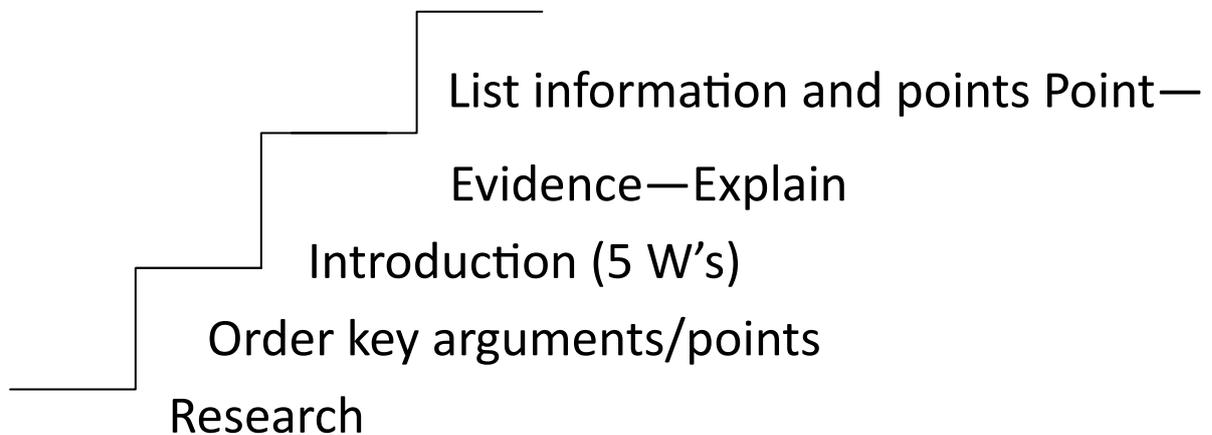
## Task 1: To write a speech

Plastic pollution is a growing problem in today's society.

Research reasons that single use plastics are bad for the environment, and watch videos of environmental activist Greta Thunberg giving her speeches on climate change.

Write your own speech on why single use plastics should be banned

## Success Criteria



# Writing activity 1: Speech writing

## 9 REASONS TO REFUSE SINGLE-USE PLASTIC



1 Made from fossil fuels



2 Huge carbon footprint



3 Will still be here in hundreds of years



4 Only a tiny percentage is recycled



5 Leaches toxins into food & drink



6 Causes hormone disruption & cancers



7 Pollutes our oceans



8 Kills marine animals and birds



9 Enters our food chain



WWW.LE

### How Long Single Use Plastic Items Will Be Around

 Plastic Bottle 450 Years	 Plastic Bag 20 Years	 Cigarette Filter 10 Years	 Styrofoam Forever
 Coffee Cup 30 Years	 Plastic Straw 200 Years	 Plastic Cutlery 100+ Years	

## SKIP THE STRAW!

Most plastic straws are too small and **CANNOT BE RECYCLED.**

It takes over **200 YEARS** for a plastic straw to begin to break down into smaller "microplastic" pieces, but it never completely biodegrades.

These microplastics are then eaten by marine animals, who mistake the plastic for food.

Americans alone use **500 MILLION** plastic straws a day.

One study suggests there are currently **8.3 BILLION** plastic straws currently polluting the world's beaches.

Every hour, Americans throw away enough straws to completely fill **5 SCHOOL BUSES!**

That's enough straws to circle the earth **2.5 TIMES!**

# Writing activity 2: Write a review

For the following English writing tasks, work in the order of the stages below to write your English pieces.

1) Plan	2) Draft	3) Edit	4) Publish
Plan your work, read the success criteria and use your knowledge of the genre to help you.	Using your plan, note down key ideas and begin your writing.	Read through your work, use the success criteria to check you have included everything	Write your final piece of work in your best handwriting

## Task 2: To write a review

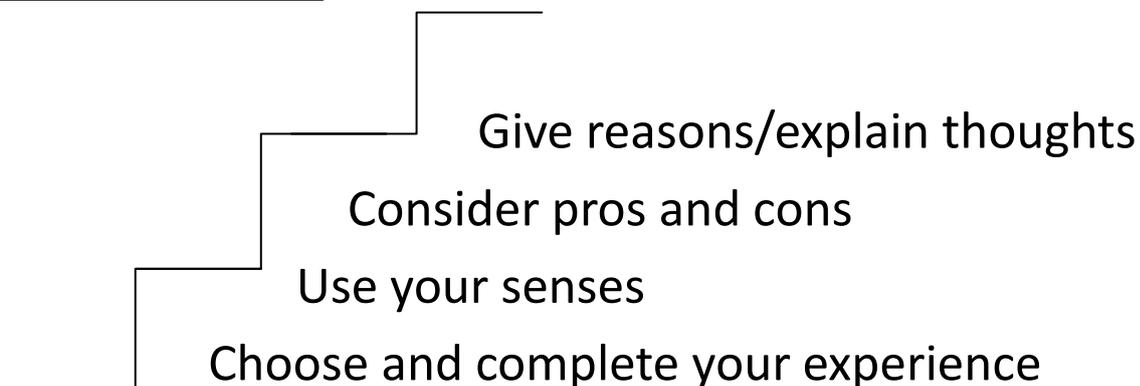
Imagine you are a critic (someone who has an experience and then reviews it—usually in a paper or online)

Choose one (or more!) of the following to write a review on:

- A book
- A movie
- A meal
- A game

Remember that you must remain factual and formal—this about the positives and negatives. Would you recommend your experience to someone else?

## Success Criteria



# Writing activity 3: Descriptive writing

For the following English writing tasks, work in the order of the stages below to write your English pieces.

1) Plan	2) Draft	3) Edit	4) Publish
Plan your work, read the success criteria and use your knowledge of the genre to help you.	Using your plan, note down key ideas and begin your writing.	Read through your work, use the success criteria to check you have included everything	Write your final piece of work in your best handwriting

## Task 3: To write description



Look at the image to the right, study it closely. What do you think is happening? What can you see? Who are the two people in the foreground?

Use your writing skills to write a descriptive piece of work based on this image.

## Success Criteria

M.A.P.O.S

Range of sentence types

Senses

High level punctuation

# Reading activities



## Guided reading text 1

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### Fire And Falling Leaves: Poems for Bonfire Night

Two cloaks;  
A tent and a sheet,  
The great black canopy stretching forever  
And the crispy-crunch of the brown and gold below.  
Fallen leaves dress the ground  
Beneath my feet.

The cloak above strewn with stars,  
Glowing, growing in number the deeper I look;  
My eyes open,  
Taking more in.

Below, too, lie stars without number,  
Fallen from the fingers of trees  
Stretching and grasping for the night sky.  
My sycamore-strewn garden  
Clothed in brilliant red and orange;  
The finest robes of Autumn.

Between the two a great light,  
Orange itself,  
Shooting its own stars up into the sky;  
Sparks and embers dance and pop  
From the great fire we crowd around,  
Snapping toffee from apples with glow-in-the-dark teeth.

# Guided reading text 1—questions

What are the 'two cloaks' in the first poem?

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What are the two types of stars described in the first poem?

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The cloak above strewn with stars,  
Glowing, growing in number the deeper I look;  
My eyes open, Taking more in.  
Below, too, lie stars without number, Fallen from the fingers of trees  
Stretching and grasping for the night sky. My sycamore-strewn garden  
Clothed in brilliant red and orange; The finest robes of Autumn.

Identify words in the text that mean the same as:

shining		extra	
extending		lacking	
gaze		overhead	
most supreme		tumbled	

1. Explain and evaluate the effect of the image 'A tent and a sheet' in the first poem.

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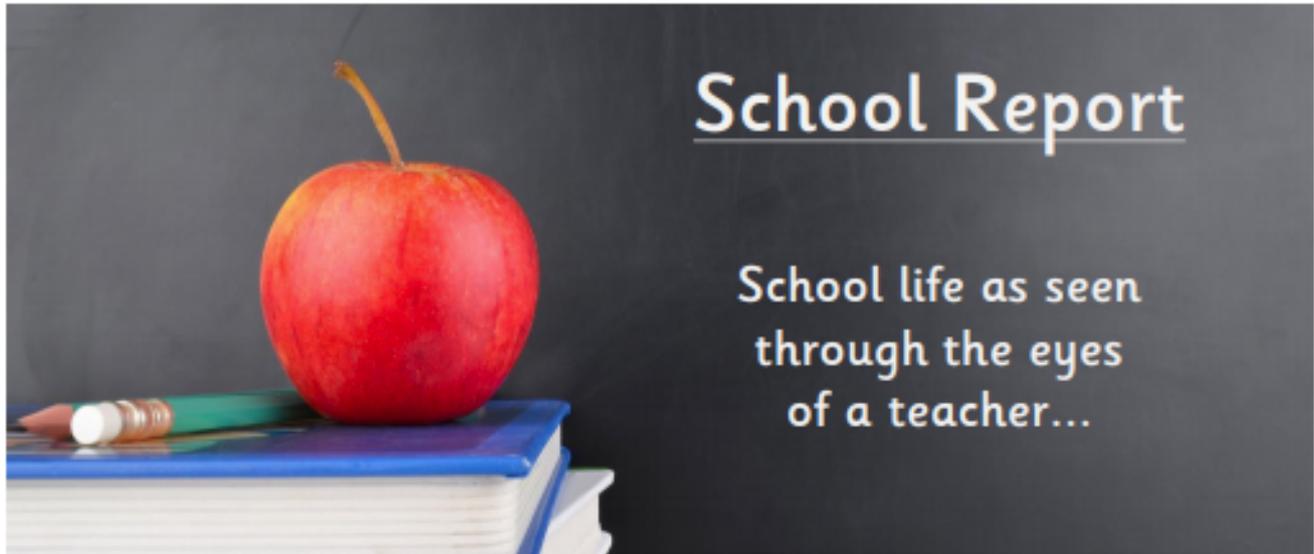
2. There is no regular rhyme or rhythm in the first poem. How might this make the poem seem more 'genuine'?

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# Guided reading text 2

The Secret Life Of A Teacher



## That old feeling...

*3<sup>rd</sup> September 2017*

It's crept up on me, just as it does at the end of every holiday. It builds so slowly that I barely notice it at first. It must have been about Wednesday last week that I first registered that it was coming for me again. That strange, not-quite-melancholy, not-quite-anxiety that I call 'The School Blues'. It's at its peak tonight.

### Recent blogs:

We're all going on a summer holiday!

Reports, reports, reports!

Sports Day: The intensity of eggs and spoons.

My classroom's an oven...

I don't crunch data; data crunches me...

Please don't hear me wrong. I love my job. Of course there are parts of it which irritate me or tire me out (as there are in every job), but I get to work day-in and day-out with remarkable, wonderful, bright-eyed, hope-filled children, which is an amazing privilege. I'm very much looking forward to getting back to work.

But I can't help getting 'The School Blues'. I can remember getting them from the year I started school – no, you can't know what year that was! I will, however, say that it feels such a long time ago now! Whenever we had half-term, or Christmas, or Easter, or Summer, those last few days of a holiday would fill with the odd realisation that it was all coming to an end. Like the first clouds in a sunny sky, they let me know that change was coming!

## Guided reading text 2

These children  
make your heart  
melt...

The moment it  
'clicks': why I love  
teaching children.

'How to carry  
photocopy paper'  
and other INSET  
gems.

I just want to help  
them learn...

New assessment  
system; getting my  
head around it.

The best spelling  
mistake *ever!*

They disappear the minute I'm actually back at work. They're not something which hangs over me; as I said, I love my job. They've just become a part of school life. They're just there.

So as I sit here on a lovely Sunday evening, hurriedly typing this to you all as a break at the end of a long day spent preparing for tomorrow, I'm aware of my School Blues. However, the moment I'm in with the staff tomorrow, they'll vanish, not to be thought of again until they creep back out at the end of next half-term.

Mentioning the staff reminds me; it will be so fun to see everyone again! I do love an INSET day, especially on the first day of a new year. As any of you readers who work in a school will know, it's one of the busiest days of the year, but it is also a great chance to see everyone and ease back into school life. A bit like going into a swimming pool by the steps, rather than diving in at the deep end.

I wonder if the children know that we don't get the extra day off like they do? Do they think about how much work goes into making their new classrooms perfect for their arrival? Or are they oblivious?

I've already been preparing some things over this past week. The holidays are the only real chance I get to catch up or actually spend the time I would always like to spend thinking of great lesson ideas, amazing displays, or how to help a particular child learn something they're stuck on. Once the weekly cycle of lessons kicks in, there will be so much marking and so many databases to fill in (oh, hip hip hooray) that I'll barely have time to get my head around what I'm doing day-to-day, let alone spend time enjoying creating resources and cool lesson plans.

In fact, perhaps parents who read this blog can help me with a little bit of research! I've got a few questions in my mind which I'd like to put to the nation's children. If you feel like it, ask your children the following questions and post their answers in the comments!

## Guided reading text 2

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- When do your children think all their books get marked? Are they aware that their teacher probably stays up beyond the time they go to bed making sure every child has a helpful comment to read?
- Who makes their classroom displays so bright and beautiful?
- How long do they think making one display takes?
- I've always wondered about this last one. It doesn't really have anything to do with going back to school but I'm going to include it anyway: do teachers live at school or do they have real lives? I ask this because if I ever bump into a pupil in the outside world they always look like they've seen a ghost. It's hilarious!

As I said, please feel free to post your children's answers in the comments section below! I'm sure they'll make me giggle when I read them!

Right, I had better wind this up. While I've done my preparations for the children, I've got to lead an INSET session tomorrow on marking procedures. We have some new staff, but most of us oldies don't get the marking system quite right every time! So first thing tomorrow, I'm giving everyone an hour's crash course in the school's way of marking books. Which means I'd better make sure I understand it myself!

Good luck to all of you teachers and support assistants who are back to work tomorrow, and to parents who will be passing their kids on to new teachers and new adventures. Let's all remember just how precious and wonderful those children are. They're the real cure for the School Blues!

**FOLLOW --- SHARE --- COMMENT**

## Guided reading text 2—questions

1. What does it mean that the writer is the 'anonymous' teacher?

2. Explain why two different versions of the word 'its' ('it's' and 'its') are used in the same sentence to describe the same thing.

3. Explain the uses of 'they're' and 'there' in the final sentence of paragraph four.

4. Which question do you think is the most interesting? Why?

5. Why has the writer capitalised the words 'School Blues'?

6. Before you read the questions asked by the blogger, stop and come up with two questions you think will be asked.

7. Explain each of the three larger words at the end of the blog.

8. What effect is created by the writer's use of the 'made-up' words 'not-quite-melancholy' and 'not-quite-anxiety'?

# Guided reading text 3

## The Mystery of the Colour Thief

by Ewa Jozefkowicz

He came out of nowhere, a man in the smoke. He was nothing more than a shadow at first, a smudge of black in the grey. But as he loomed closer, he grew bigger, became more solid. My heart was a drum. He was shouting at me, but the sound bounced off my ears in eerie echoes. His long arms reached out. He was so close that I could smell him – a mix of sweat and burning rubber. He leaned in...

3.05 a.m.



The luminous figures stared back at me in the dark. The glow of a street lamp seeped through the wooden slats of my blinds. It was quiet. The man had gone. A nightmare. Though somewhere in the depths of my mind I knew that it was more than a nightmare.

That morning I was late getting ready because Milo wouldn't come in from the garden. He'd been leaping around like a maniac, chasing a tiny vole that he'd found. Eventually I managed to get him indoors and I waited for my best friend, Lou, while grabbing scraps of breakfast. Dad had gone to work already, leaving me a note on the kitchen table:

*Diz, see you after school. Have a good day x.*

Lou usually arrived at 8.45 a.m. on the dot, so we didn't have to rush, but it was almost 8.50 a.m., and she wasn't here. She must have been running late herself and decided to go in on her own. I couldn't wait any longer.

I broke into a run as soon as I was outside. My feet hit the pavement in sync with the beating of my heart. The houses on either side of Gulliver Avenue shifted and swayed, and my ears ached inside from the sharp nip in the early autumn air. Clusters of people huddled at the bus stop passed me in a burst of charcoal greys, the white and black of offices and banks and traffic merged into a single, moving stream.

I ran and ran until I reached the finish line of the school gates, my arms propped against the railings, my chest ready to burst. The bell had gone. Even the usual crowds of sixth formers with their slouchy rucksacks and rolled-up blazer sleeves had disappeared inside. I walked into the empty entrance hall.

### Retrieval questions

1. What time of year was it?
2. Is Lou a boy or a girl?
3. Who was 'a smudge of black in the grey'?

### Inference questions.

1. Who was Milo? – Support your answer with evidence from the text.
2. Was the narrator late for school? – Support your answer with evidence from the text.
3. Is it a cold day? – Support your answer with evidence from the text.

### Choice questions

1. Which word in the text means 'radiating light'?
2. Which word in the text means 'to gather in a close group'?
3. What does the phrase 'in sync' mean?
4. What does the author mean in the line 'the finishing line of the school gates'?
5. The author uses a metaphor in paragraph one can you identify it?
6. The author uses short sentences in paragraph two – what effect does this have on the reader?

### Challenge question

Write your own description of a mysterious figure. Use paragraph one to help you.

# Guided reading text 4

Crafty was listening to the whispering from his brothers' graves.

He sat at the three-legged table, watching the shadows slither slowly towards him and staring at the far wall of the darkening cellar. Leaning against that far wall was a tall, decrepit, narrow cupboard, which without the wall's support would long ago have collapsed. Once it had been well stocked with food. Now the cupboard was bare.

Crafty had checked it every hour or so, but whenever he'd carefully pulled back the wooden doors, groaning in agony upon their rusty hinges, it was empty. He'd left the cupboard doors open now to save himself the trouble of checking, but he was sure it would never fill itself again. The magic controlling it – a porter spell that instantly sent objects over long distances – had finally faded and died. Benien

Fey magic never lasted long here within the Shore; here, it was malevolent magic that ruled.

Crafty shuddered just to think of what lay outside the cellar walls, and then hunger made his stomach rumble. At least there was a fire to keep him warm and fend off a little of the cold and damp. All that remained now were glowing embers, the last of the wood from the beds of his dead brothers.

Taking his eyes off the cupboard for a moment, he glanced round at the large wooden bookcase on the other wall. One of the shelves was sagging under the weight of the books that were so precious to him. He'd read them over and over again to keep at bay the tedium of life in the cellar. Although many were gone now, fed to the fire to keep it burning, there were some he couldn't bear to sacrifice. These were the gardening books that had belonged to his mother.

A lump came to his throat as he thought of her. She'd been dead for almost a year now, but the pain of her loss was still there. He missed her badly, and the happy home she'd made for him and his brothers. But now he had to leave everything behind. He had to leave this refuge. He had to leave it or starve.

Crafty didn't want to go. He wanted to stay here, with the memories of his mother and his two dead brothers.

Brock and Ben had been twins, two years older than him. They had been good to him; looked after him – so it didn't scare him when they whispered to him. Sometimes he would kneel on the earthen floor and place his left ear close to their gravestones, listening carefully, trying to hear what they said. Sometimes he heard them calling his name.

*'Crafty! Crafty! Crafty!'* they whispered.

Aberrations – The Beast Awakens  
by Joseph Delaney.

## Words in Context

Find and highlight the following words in the text.

- **Decrepit**
- **Benign**
- **Malevolent**

What do you think they mean?

What words could you replace them with?

## Retrieval questions

- 1 Where is Crafty?
- 2 How long had his mother been dead?
- 3 Did Crafty want to leave the cellar?

## Inference questions

- 1 Has Crafty been in the cellar a long time? Support your answer with evidence from the text.
- 2 Find three pieces of evidence which suggests this a fantasy story.
- 3 Find evidence to suggest the cupboard had previously been magical.
- 4 What time of day is it? Support your answer with evidence from the text.

## Choice questions

- 1 What word in the text mean 'a place of safety'.
- 2 The author uses personification in the 2<sup>nd</sup> paragraph – can you identify it? What effect does it have?

## Challenge question

What effect does the first line of the extract have on the reader?

# Guided reading text 5

William Wenton and the Secret Portal  
by Bobby Peers

Pontus Dippel positioned his forehead against the scanner next to the lift. He was on his way to do one last pass before he left for the night. The items downstairs, collected from all corners of the globe, were some of the rarest and most valuable artefacts in the world. Now they were safely stored in the Depository for Impossible Archaeology – a secured room beneath the Institute for Post-Human Research.

A green beam flashed across Pontus' forehead and the lift opened with a *ding*. He entered and two guard-bots wheeled in behind him as the doors closed. When the lift opened again, Pontus proceeded down a long hallway and stopped in front of a steel-clad security door. Neither Pontus nor the guard-bots noticed a dark figure materializing behind them.

Pontus placed his forehead on another scanner.

"Welcome," a computerized voice said.

The door slid open with a quiet *swish*, and light spilled into the dark hallway. He was about to continue into the room when one of the guard-bots behind him said, "HALT!"

Pontus whipped around and spotted a figure coming towards them. A woman slowly stepped into the light. She had black, uncombed hair that draped like tentacles over her face, and rows of yellow teeth that snarled inside her grinning mouth. Something on the woman's left hand glinted in the dim light.

"HALT!" the guard-bot said again.

With one swift movement, the woman raised her metal hand and a beam shot out – vaporizing the two robots.

"No, it—it can't be..." Pontus said, holding up his hands in defence and backing away. "It's not possible. You're supposed to be ... dead!"

The woman followed him into the room, closing the door behind them.

## Words in Context

Find and highlight the following words in the text.

- **Artefacts**
- **Materializing**
- **Proceeded**

What do you think they mean?  
What word or phrase could you replace them with?

## Retrieval questions

- 1 Where is Pontus?
- 2 Where is the Depository for Impossible Archaeology?
- 3 How does the author describe the woman's hair?

## Inference questions

- 1 What do you think Pontus Dippel's job was? Support your answer with evidence from the text.
- 2 Find three pieces of evidence which suggests this a fantasy story.
- 3 What do you think the name 'Post-human' suggests about the story?
- 4 What do you think the guard bots look like? Support your answer with evidence from the text.

## Choice questions

- 1 What word in the text mean 'turned quickly'.
- 2 Why is the word 'swish' in an italic font?

## Challenge question

Who do you think the woman is and how do you think Pontus Dippel knows her?

# Guided reading text 6

## Spirit

By Sally Christie

'I saw a real live fairy,' he said, 'and I took it home in a bag.'

Well, what would you think if someone said that? If it was someone you knew – a friend – you might say they were joking. But nobody knew Matt Barker. No one could guess why he'd said what he'd said. Was he attention-seeking? Was he a show-off? He didn't look the type.

They wanted to laugh, but that was against the rules. You had to respect what anyone said. And yet they felt *he* was laughing at *them*. Was he trying to make them look stupid? Taking advantage?

The one thing they knew for certain was he wasn't telling the truth.

And that was the problem. In the Truth Game, you had to. If you chose to open your mouth (and you might well not, but if you did) the rule was that any words that came out of it had to be true. If people broke that, then they'd better not play. As Mr McGann was fond of saying, he could equally well have called it the Trust Game – because truth and trust are so closely connected.

When Mikey Maloney had told them last term he'd done seventy-nine keepy-uppies, round the back of his house, they'd all had to trust that he really had (he had) because no one – not even Dip Jay or Joe Black – had been there. And when Angela Poole had chosen to say that she'd watched her grandpa actually die, she was trusting them to be understanding and ask only sensitive questions. They did, but even so Ange started crying and Mr McGann stopped the game.

He had a right to do that. He could do that now. But he didn't want the new boy to think that that was all there was to it. He could feel the anger around him, and several people had put up their hands.

Joe Black, a nice enough lad, thought Mr McGann, but sparky: what would he ask? Something challenging. Something to show he was nobody's fool. *This fairy, where did you find it, then? How did you catch it?*

### Retrieval questions

1. Who was Matt Barker?
2. What had Mikey Maloney told them last term?
3. Who asked the first question?

### Inference questions

1. Who do you think Mr McGann is? Support your answer with evidence from the text.
2. Why do you think Mr McGann said that truth and trust were closely connected?
3. How do you know the 'Truth Game' had been played before?
4. Are Mikey Maloney and Joe Black friends? Support your answer with evidence from the text.
5. How old do you think Mikey Maloney is? Support your answer with evidence from the text.

### Choice questions

1. Mr McGann describes Joe Black as 'sparky' what do you think this means?
2. Why is the word 'he' and 'them' in an italic font?

### Challenge question

What do you think will happen next in the story?

# Guided reading text 7

## Celebrating the NHS

### What Is the NHS?

The initialism NHS stands for National Health Service: a group of organisations that provide medical care for people living in the UK. Staff working for the NHS support the health and wellbeing of the population.

An estimated 1.5 million people work for the NHS including: cleaners, cooks, doctors, nurses, midwives, office staff and paramedics. Every single person's role is important for the NHS to work effectively as a health system for the country.



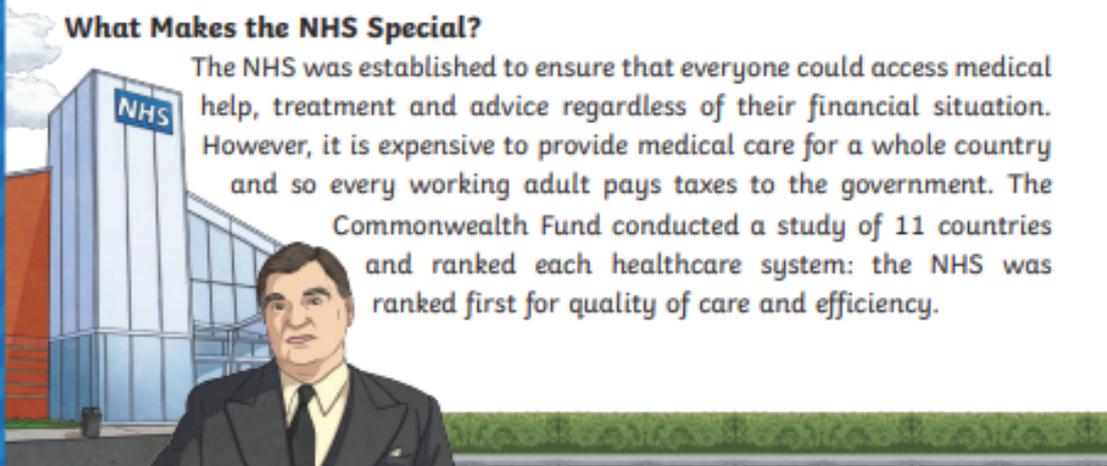
### When Was the NHS Founded?

Before the founding of the NHS, only affluent people could afford to access hospital care or seek medical help; every visit to a healthcare professional would cost money. Therefore, many people did not have access to the medical care that they needed.

After the Second World War, Aneurin Bevan became the Minister of Health in the Labour government. He started the National Health Service on 5<sup>th</sup> July 1948. Mr Bevan wanted a system which provided medical care that was free for everyone to access within the UK.

### What Makes the NHS Special?

The NHS was established to ensure that everyone could access medical help, treatment and advice regardless of their financial situation. However, it is expensive to provide medical care for a whole country and so every working adult pays taxes to the government. The Commonwealth Fund conducted a study of 11 countries and ranked each healthcare system: the NHS was ranked first for quality of care and efficiency.



# Guided reading text 7

## Celebrating the NHS

Many people consider themselves lucky to have access to the NHS in the UK. While there are some countries which have government-funded healthcare, other nations operate very differently. In some parts of the world, people without insurance (or who can't afford treatment) would not be able to access medical care. There are also places where the quality of care you receive will be dependent on what you can afford.

### **How Did the NHS Respond to the Coronavirus Pandemic?**

During the global coronavirus (COVID-19) pandemic, NHS staff were praised for their bravery and self-sacrifice. Doctors, nurses and other healthcare workers have risked their own lives to care for other people.

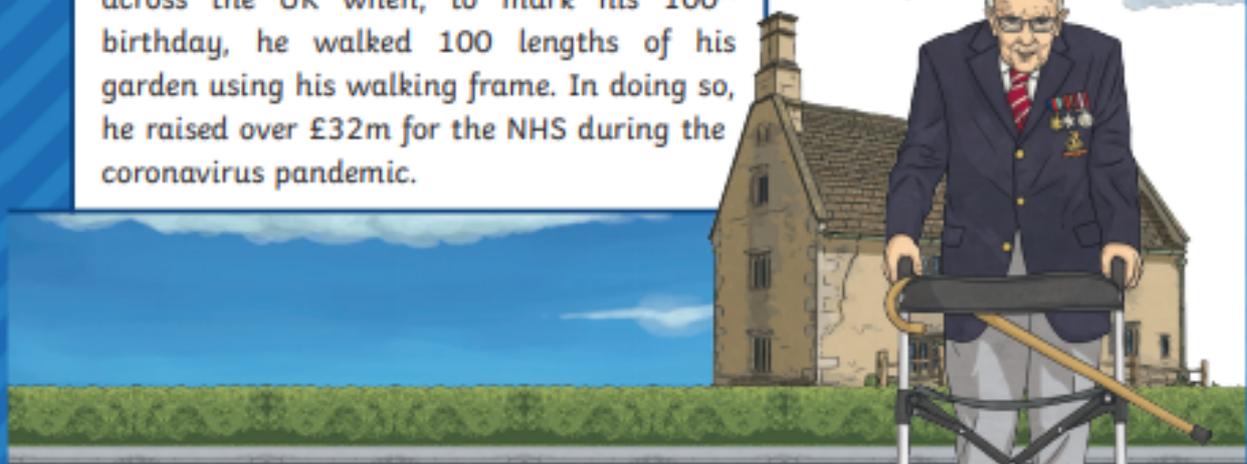
A total of 17 buildings around the UK were converted into hospital facilities to deal with the pandemic. Many professionals (who had left or retired from the NHS) were asked to return to help.

### **How Have We Been Celebrating Our NHS?**

During the coronavirus pandemic, the British people showed their gratitude towards NHS staff in several ways:



Sir Captain Tom Moore became renowned across the UK when, to mark his 100<sup>th</sup> birthday, he walked 100 lengths of his garden using his walking frame. In doing so, he raised over £32m for the NHS during the coronavirus pandemic.



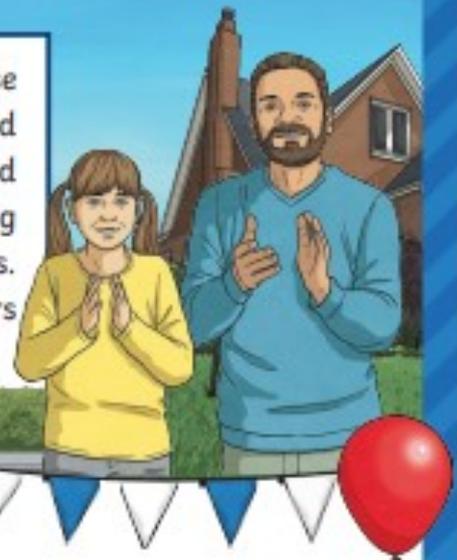
## Guided reading text 7

### Celebrating the NHS



During what was referred to as 'lockdown', families were advised to stay home to prevent the spread of the virus. People could only leave their homes once a day for exercise and were instructed not to meet with anyone from outside their own household. Children and their families made and displayed rainbows in their homes as a way of spreading hope and thanking the NHS for their amazing work.

At 8 p.m. on Thursday evenings, a round of applause could be heard across the nation as people clapped and cheered for the NHS from their doorsteps. Some found other creative ways of making noise such as banging saucepans, beeping car horns and playing instruments. This was to show their appreciation for the key workers who were going to work to keep everyone safe.



### What Might the Future Hold for the NHS?

The NHS costs the country around £153 bn every year. Over recent years, there has been a lot of debate amongst politicians as to whether or not the NHS should be privatised. Privatisation is when a service is no longer run by the government but by private companies (the rail service has been privatised). Those in favour of privatisation argue that people are now living around 13 years longer than they did when the NHS was established: the NHS is becoming more expensive to operate.



# Guided reading text 7—questions

1. What was Aneurin Bevan's job title? Tick one.

- politician
- Minister for the NHS
- doctor
- Minister for Health

2. Draw **four** lines and match each word to its definition.

health insurance ●

pandemic ●

privatisation ●

National Health Service ●

● When a service is no longer run by the government but by private companies.

● A disease which has spread to lots of countries.

● The government-funded healthcare system for people in the UK.

● The money people pay to companies to cover the cost of medical care.

3. Who has the author written this text for?

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4. Find and copy one word which shows that the NHS staff put the needs of others before their own.

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5. Who conducted the study in which the NHS ranked the highest for quality of care?

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## Guided reading text 7—questions

6. How is healthcare different in the UK compared to other countries?

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7. Which is the most important section in the text? Justify your choice.

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8. Summarise how the NHS dealt with the coronavirus pandemic in 25 words or fewer.

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9. Why do you think so many people helped Sir Captain Tom Moore to raise over £32m for NHS charities?

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10. Explain in no more than 50 words what makes the NHS worth celebrating.

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## Guided reading text 8

# FATHER

EBBA ROSE WAS THE NAME of our last-born child. Except it was a lie. Her name should have been Nyamh Rose. But everyone called her Rose rather than Ebba, so the lie didn't matter. At least, that is what I told myself.

The Rose part of her name came from the symbol that lies at the centre of the wind rose – which is fitting because she was lodged at the very centre of my heart.

I loved each of her seven brothers and sisters, but I will admit there was always something that set Rose apart from the others. And it wasn't just the way she looked.

She was the hardest to know of my children, and that was because she would not stay still. Every time I held her as a babe, she would look up at me, intent, smiling with her bright purple eyes. But soon, and always, those eyes would stray past my shoulder, seeking the window and what lay beyond.

Rose's first gift was a small pair of soft boots made of reindeer hide. They were brought by Torsk, a neighbour, and as he fastened them on Rose's tiny feet with his large

North Child by Edith Pattou.

- 1) How many children were there?
- 2) Who do you think the narrator is?
- 3) Why does 'stray' mean?
- 4) Select the word that means the same as 'embedded'
- 5) Do you think the story is set in England?

## Guided reading text 9

I disappeared on the night before my twelfth birthday. July 28 1988. Only now can I at last tell the whole extraordinary story, the true story. Kensuke made me promise that I would say nothing, nothing at all, until at least ten years had passed. It was almost the last thing he said to me. I promised, and because of that I have had to live out a lie. I could let sleeping lies sleep on, but more than ten years have passed now. I have done school, done college, and had time to think. I owe it to my family and to my friends, all of whom I have deceived for so long, to tell the truth about my long disappearance, about how I lived to come back from the dead.

But there is another reason for speaking out now, a far, far better reason. Kensuke was a great man, a good man, and he was my friend. I want the world to know him as I knew him.

Until I was nearly eleven, until the letter came, life was just normal. There were the four of us in the house: my mother, my father, me and Stella – Stella Artois, that is, my-one-ear up and one-ear-down black and white sheepdog, who always seemed to know what was about to happen before it did. But even she could not have foreseen how that letter was going to change our lives for ever.

### **Kensuke's Kingdom**

**by Michael Morpurgo**

- 1) How old was the narrator when they disappeared?**
- 2) What year do you think it is now? Why?**
- 3) What does the word 'foreseen' mean?**
- 4) Why do you think the narrator is speaking out now?**
- 5) Write the next three sentences to the story.**

# Guided reading text 10

## INTRODUCTION

**When: 9th October 2012**

**Where: Mingora, Swat Valley, Pakistan**

Malala was in a good mood travelling home from school. She was pretty sure she'd aced the morning's exam and was looking forward to a chilled-out afternoon at home.

She was having a giggle with her best friend, Moniba, when **the school bus stopped suddenly**. A young man was standing in the road in front of it. He wore long white robes and a baseball cap. 'Is this the Khushal School bus?' he asked.

Another young man jumped onto the back of the bus and leaned in. A hush fell over the girls as both men glared at them. Her heart hammering in her chest, Malala found Moniba's hand and gave it a squeeze. Around twenty girls were crammed onto the hard plastic benches and they stared back, stunned, as the men scanned the bus.

'Who is Malala?' the second man asked gruffly. No one answered his question, but a few of the girls glanced in Malala's direction before they could stop themselves. Then the same man **raised a pistol** for all the girls to see.

Malala froze with fear.

Malala Yousafzai by Lisa Williamson

- 1) Where is Malala from?
- 2) "...she was pretty sure she'd aced the morning exam". What does this mean?
- 3) How was Malala feeling? Explain and justify
- 4) "A hush fell over the girls..." what atmosphere is created here?
- 5) Find a synonym in the text for 'searched'