

Year 4
(Entry into Year 5)
25 Hour Revision Booklet
English



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ANGLIA
EDUCATION

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Summary

The activities for English are intended to provide scaffolding and support for pupils, developing knowledge, understanding, and skills as they progress through the booklets. While the activities are indeed labelled as 'comprehension' or 'composition' tasks, these vary significantly as they progress, and build upon knowledge and skills conveyed in earlier stages of each booklet.

All booklets have been developed in line with curriculum content from the 'Department of Education English Programme of Study for Key Stage 1 and 2 of the National Curriculum in England'.

In all cases the work has been structured to build upon what has been addressed in previous sections of each booklet, ensuring that pupils develop both skills and understanding as they progress.

Where tasks have been repeated, the content has been changed to ensure on-going interest, while reinforcing knowledge and skills.

The initial comprehension exercises focus on developing pupils' reading skills, specifically: word reading; and comprehension. These seek to expose pupils to a wide range of writing, including: 'fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum' (National Curriculum).

Specifically pupils are made familiar with different genres: children's literature, moral tales, historical novels, American literature, political biography, fairy tale, fables, anthropomorphic writing, and nonsense stories.

Reading comprehension exercises seek to “increase pupils’ vocabulary” as well as fostering creativity, imagination and a love of reading.

The use of English section seeks to develop pupils writing skills, focussing in the two following skills, as set out within the national curriculum: transcription (spelling and handwriting); and composition (articulating ideas and structuring them in writing).

This focuses on a range of activities including: problem solving, identifying word meaning, use of new vocabulary, prefixes (dis, mis, un, re, anti, auto), identifying prefixes, planning, plot development, character development, location, introductions, use of apostrophes in contraction and possessive contexts, and active and passive voice.

Composition exercises seek to build on the skills developed within the use of English, and draw on the knowledge gained within the composition exercises:

Empathetic writing skills are also developed, including: life writing, dialogue and interviews, structuring prose - continuation, letter writing, biography, horror, anthropomorphic writing, descriptive writing, autobiography, and practical writing. All of these exercises are in keeping with the requirements of the National Curriculum.

Comprehension and Composition 1

Learning Objective

The initial comprehension exercises focus on developing pupils' reading skills, specifically: word reading; and comprehension. These seek to expose pupils to a wide range of writing, including: 'fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum' (National Curriculum). Additional lessons are given in the identification of nouns, verbs, and adjectives, and their use in the English language.

Comprehension Task – 1 Hour

Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lighted and the shop windows blazed with gas as they do at night, an odd-looking little girl sat in a cab with her father and was driven rather slowly through the big thoroughfares.

She sat with her feet tucked under her, and leaned against her father, who held her in his arm, as she stared out of the window at the passing people with a peculiar old-fashioned thoughtfulness in her big eyes.

She was such a little girl that one did not expect to see such a look on her small face. It would have been an old look for a child of twelve, and Sara Crewe was only seven. The fact was, however, that she was always dreaming and thinking odd things and could not herself remember any time when she had not been thinking things about grown-up people and the world they belonged to. She felt as if she had lived a long, long time.

At this moment she was remembering the voyage she had just made from Bombay with her father, Captain Crewe. She was thinking of the big ship, of the Lascars passing

Read the extract from *A Little Princess* below, and answer the questions.

silently to and fro on it, of the children playing about on the hot deck, and of some young officers' wives who used to try to make her talk to them and laugh at the things she said.

Principally, she was thinking of what a peculiar thing it was that at one time one was in India in the blazing sun, and then in the middle of the ocean, and then driving in a strange vehicle through strange streets where the day was as dark as the night. She found this so **puzzling** that she moved closer to her father.

‘Papa,’ she said in a low, mysterious little voice which was almost a whisper, ‘papa.’

‘What is it, darling?’ Captain Crewe answered, holding her closer and looking down into her face. ‘What is Sara thinking of?’

A Little Princess, Frances Hodgson Burnett

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What is the weather like in London?	3
2. How old is Sara Crewe?	1
3. Who is travelling with her?	1
4. What does Sara Crewe look like?	3
5. What does the word 'puzzling' mean? Look at the word in the text to help you.	1
6. Did Sara Crewe live in India? Use words from the text to support your answer.	1
7. Why does Sara 'move closer to her father'?	3
8. What is Captain Crewe like as a person? Look at the way he speaks to Sara.	4
9. 'What is Sara thinking of?' Write down what Sara must be thinking and feeling. Use your imagination to help you.	8

Total 25 marks

Write your answers in the space below:

A series of 20 horizontal dashed lines spanning the width of the page, intended for handwriting practice.

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Use of English

Spelling – 1 hour

Look at the following sentences. In each sentence one word is scrambled.

Unscramble the word and write it in its correct form in the space provided. In each case the first letter is in the correct place.

- Ex. I don't want to go to bed now, it's too **elray**. early
1. I didn't eat the whole cake I only ate one. **qteruar**. _____
2. The **eahtr** is the third planet from the sun. _____
3. Tomorrow is my birthday; I will be **ehtig** years old. _____
4. I like to cycle; I ride my **bciycle** everywhere. _____
5. Everyone knows that actor; he's very **fmousa**. _____
6. The month after January is called **Fberuray**. _____
7. I like to stay healthy by eating lots of **furit** and vegetables. _____
8. I want to **biuld** a sandcastle on the beach. _____
9. My teacher gave me an answer to my **qeustoin**. _____
10. In science we do **exepirmnets** _____

Now use these ten unscrambled words to make sentences of your own. Make sure you are spelling every word correctly. Check words in a dictionary if you are unsure.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Look at the following words taken from 'A Little Princess' and select their correct meaning from the list of options.

Circle the correct option.

Key: (n) = noun
(v) = verb
(adj) = adjective

1. Voyage (n)

- a) An old person
- b) A long trip by the sea
- c) A planet

2. Peculiar (adj)

- a) Strange
- b) Tall
- c) Pretty

3. Fog (n)

- a) A storm
- b) A thick cloud
- c) A fire

4. Vehicle (n)

- a) A type of drink
- b) An old shoe
- c) A thing used for transport

Check your answers in a dictionary.

Now write four sentences that include these four new words.

1.

2.

3.

4.

Task: Choose eight of the words you have just learnt how to spell and include them in a short story. The title of this story is 'Moving House'. Write between 150 and 200 words.

Write your answer on the lines below.

A series of 20 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

Composition Task – 1 Hour

Sara Crewe is being sent to a girls' boarding school in London. She will no longer be able to live with her father but will instead be living with the other girls at the school.

Imagine you are Sara Crewe on the day that your father has said goodbye and left you at your new school. First, write down your thoughts and feelings as bullet points in the space below.

Now write down notes about the good points and bad points of going to a boarding school.

A series of horizontal dashed lines for writing notes.

Now, writing as Sara Crewe, give a full account of your first day at the new school. Try to include some of the new spellings you learnt in the 'Use of English' section.

----- 25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation.

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Comprehension and Composition 2

Learning Objective

Building on previous lessons, pupils are asked to practice their comprehension and composition skills in an engaging way, and in different formats. Additional lessons are given in the identification and use of common prefixes in the English language.

Comprehension Task – 1 Hour

Read the extract from *The Happy Prince* below, and answer the questions.

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. ‘He is as beautiful as a weathercock,’ remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes; ‘only not quite so useful,’ he added, fearing lest people should think him unpractical, which he really was not.

‘Why can’t you be like the Happy Prince?’ asked a sensible mother of her little boy who was crying for the moon. ‘The Happy Prince never dreams of crying for anything.’

‘I am glad there is someone in the world who is quite happy,’ muttered a disappointed man as he gazed at the wonderful statue.

‘He looks just like an angel,’ said the Charity Children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

‘How do you know?’ said the Mathematical Master, ‘you have never seen one.’

‘Ah! but we have, in our dreams,’ answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.

The Happy Prince, Oscar Wilde

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What does the Happy Prince look like?	3
2. Where does the Happy Prince stand?	1
3. Why does the mother want her son to be like the Happy Prince?	1
4. What do the people of the city think of the Happy Prince?	3
5. What are the 'Charity children' wearing?	1
6. Why do you think the 'Mathematical Master' does not 'approve of children dreaming'?	3
7. What things can the Happy Prince see as he stands on his tall column overlooking the city? Use your imagination to help you.	3
8. Do you think the 'Happy Prince' is happy? Why? Why not?	4
9. Imagine that you are a statue. Where would you like to stand? Overlooking a park, a city or somewhere else? Would you enjoy being a statue? Why? Why not?	6

Total 25 marks

Write your answers in the space below:

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Use of English

Prefixes – 1 hour

Most prefixes are added to the start of words without any change to the meaning. 'dis', 'mis' and 'un' are added to words to give a negative meaning, though there are some exceptions.

E.g., **dis**agree, **mis**use and **un**fair.

Add either 'mis', 'dis' or 'un' to the following words

- | | |
|--------------------|------------------|
| 1. _____ use | 6. _____ agree |
| 2. _____ appoint | 7. _____ selfish |
| 3. _____ wise | 8. _____ trust |
| 4. _____ calculate | 9. _____ appear |
| 5. _____ spell | 10. _____ taken |

Use a dictionary to find three more words with each prefix

dis	mis	un
_____	_____	_____
_____	_____	_____
_____	_____	_____

More prefixes

re – means 'again', e.g., *reappear*

anti - means 'against', e.g., *antisocial*

auto – means 'self', e.g., *autobiography*

Add 're', 'anti', and 'auto' to the following words.

- | | | | |
|----------|--------|-----------|--------|
| 1. _____ | adjust | 6. _____ | climax |
| 2. _____ | social | 7. _____ | septic |
| 3. _____ | matic | 8. _____ | build |
| 4. _____ | live | 9. _____ | call |
| 5. _____ | maton | 10. _____ | ageing |

If you are not sure of the meanings of any of these words look them up in a dictionary.

Task: Write ten sentences. Each sentence must include one of the prefixed words from above:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Re-read the Happy Prince. Can you spot any prefixed words? Write down a list of the prefixed words you find on the lines below.

Composition Task – 1 Hour

Imagine meeting the 'Happy Prince' and having a conversation with him about his life on top of the column, overlooking the city. What questions would you like to ask him?

Write down six questions on the lines below:

1.

2.

3.

4.

5.

6.

Now use these questions to write an interview between you and the 'Happy Prince.' Try to include some of the prefixed word from the 'Use of English' section.

E.g., Interviewer: So what do you look at all day, when you're standing on top of that column?

Happy Prince: I watch the birds flying around my head and the people walking on the streets below.

Write your interview on the lines below.

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation.

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Comprehension and Composition 3

Learning Objective

Comprehension and composition tasks in this section are designed to challenge pupils, with lessons given in the proper structuring of prose in storytelling, as well as the use and description of setting.

Comprehension Task – 1 Hour

Read the extract from *The Railway Children* below, and answer the questions.

They were not railway children to begin with. They were just ordinary suburban children, and they lived with their Father and Mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and 'every modern convenience', as the house-agents say.

There were three of them. Roberta was the eldest. Of course, Mothers never have favourites, but if their Mother HAD had a favourite, it might have been Roberta. Next came Peter, who wished to be an Engineer when he grew up; and the youngest was Phyllis, who meant extremely well.

Mother did not spend all her time in paying **dull** calls to dull ladies, and sitting dully at home waiting for dull ladies to pay calls to her. She was almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their

birthdays and for other great occasions, such as the christening of the new kittens, or the refurnishing of the doll's house, or the time when they were getting over the mumps.

These three lucky children always had everything they needed: pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wall-paper. They had a kind and merry nursemaid, and a dog who was called James, and who was their very own. They also had a Father who was just perfect—never cross, never unjust, and always ready for a game—at least, if at any time he was NOT ready, he always had an excellent reason for it, and explained the reason to the children so interestingly and funnily that they felt sure he couldn't help himself.

You will think that they ought to have been very happy. And so they were, but they did not know HOW happy till the pretty life in the Red Villa was over and done with, and they had to live a very different life indeed.

The Railway Children, E. Nesbit

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What does the children's house 'The Red Villa' look like? Use words from the text to support your answer.	4
2. Who is the eldest of the children?	1
3. Who would be mother's favourite if she had a favourite?	1
4. . What does Peter want to be when he grows up?	1
5. Describe the children's mother. What is she like? Use your own words.	4
6. What is the meaning of the word 'dull'? Read the word in the text to help you.	1
7. Why are they described as 'lucky' children? Do you think they are 'lucky'?	4
8. What is their dog called?	1
9. How would you describe your house and family? Try to write a detailed description about your family life like the one you have just read.	8

Total 25 marks

Write your answers in the space below:

A series of 25 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

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Use of English

Story writing – 1 hour

Sometimes it is useful to begin with a story 'skeleton' before you write a story. A story 'skeleton' is a basic outline of what is going to happen in your story.

E.g. A mouse called Tom gets lost in an underground tunnel. He gets chased by a huge rat but manages to escape. Later, he meets a black beetle who tells him the way out of the tunnel.

Here you are given the main characters in the story (Tom, a rat, a beetle), the location (an underground tunnel) and what happens (getting lost, getting chased, and escaping).

Try to write story skeletons these story ideas:

1. A giant, an ant, a castle, making friends.

2. A leopard, a sheep, an island, being scared.

3. A boy, a bear, a forest, hunting.

4. An old woman, a cat, a cottage, something magical.

Now you are going to invent your own story. First you need to decide on the characters: what they look like and how they behave.

Character 1:

Character 2:

Character 3:

Location – Where is the story set? Try to describe it in as much detail as possible

What happens? What are the main events in the story? Try to include no more than three events.

Now write the first few paragraphs of your story. Write between 150 and 200 words.

A series of horizontal dashed lines for writing.

A series of 20 horizontal dashed lines spanning the width of the page, intended for writing or drawing.

Composition Task – 1 Hour

At the end of the passage it says:

'they did not know HOW happy till the pretty life in the Red Villa was over and done with, and they had to live a very different life indeed.'

Think about how the family's life might change and what might cause the change.

Write bullet points on the lines below:

Do you think the children will be happy when their lives change? Why? Why not? Imagine their thoughts and feelings at being told they are no longer able to live in the Red Villa.

Write them down on the lines below.

Now that you know that something changes for the children write down the next part of the story. Use your bullet points and your imagination to help you. Refer back to the 'Use of English' section on 'story writing' if you get stuck.

Write your answer in the space below:

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation.

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Comprehension and Composition 4

Learning Objective

Further reinforcement and practice of comprehension, composition, and creative writing skills are given, in addition to lessons on the proper use of apostrophes for both contractions and possessives.

Comprehension Task – 1 Hour

Read the extract from *Little Men*, below, and answer the questions.

When Nat went into school on Monday morning, he quaked inwardly, for now he thought he should have to display his ignorance before them all. But Mr. Bhaer gave him a seat in the deep window, where he could turn his back on the others, and Franz heard him say his lessons there, so no one could hear his blunders or see how he blotted his copybook. He was truly grateful for this, and toiled away so diligently that Mr. Bhaer said, smiling, when he saw his hot face and inky fingers:

‘Don't work so hard, my boy; you will tire yourself out, and there is time enough.’

‘But I must work hard, or I can't catch up with the others. They know heaps, and I don't know anything,’ said Nat, who had been reduced to a state of despair by hearing the boys recite their grammar, history, and geography with what he thought amazing ease and accuracy.

‘You know a good many things which they don't,’ said Mr. Bhaer, sitting down beside him, while Franz led a class of small students through the intricacies of the multiplication table.

‘Do I?’ and Nat looked utterly incredulous.

‘Yes; for one thing, you can keep your temper, and Jack, who is quick at numbers, cannot; that is an excellent lesson, and I think you have learned it well. Then, you can play the violin, and not one of the lads can, though they want to do it very much. But, best of all, Nat, you really care to learn something, and that is half the battle. It seems hard at first, and you will feel discouraged, but plod away, and things will get easier and easier as you go on.’

Little Men, Louisa May Alcott

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Does 'ignorance' mean being: a) tired b) uninformed or c) sad?	1
2. Where is Nat allowed to sit in the classroom?	2
3. Why does Nat feel that he must work hard?	4
4. According to Mr Bhaer what does Nat know that the other pupils don't? Use words from the text to support your answer.	4
5. What encouragement does Mr Bhaer give Nat? Do you think it is good advice?	3
6. Look at the second word in bold in the text. Does 'incredulous' mean a) disbelieving, b) nervous c) frightened.	1
7. Describe Nat's character using three adjectives. Try to use your own words.	4
8. What advice would you give Nat to help him improve at his school work? Write down three pieces of advice.	1
9. Imagine you are Nat's teacher, write a school report about his work and behaviour during the year.	5

Total 25 marks

Write your answers in the space below:

A series of 25 horizontal dashed lines for writing answers.

A series of 25 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

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Use of English – Apostrophes

Write the following words out as contractions with the use of apostrophes.

- | | |
|---------------------|---------|
| Ex. I will not | I won't |
| 1. I do not | _____ |
| 2. I should not. | _____ |
| 3. I must not | _____ |
| 4. I have | _____ |
| 5. I am | _____ |
| 6. I was not | _____ |
| 7. I did not. | _____ |
| 8. I could not | _____ |
| 9. I am not | _____ |
| 10. . I should have | _____ |
| 11. You are not. | _____ |
| 12. You did not | _____ |
| 13. You could not. | _____ |
| 14. You are | _____ |
| 15. You were not | _____ |
| 16. She does not. | _____ |

17. . He is not. -----
18. They are not. -----
19. He was not -----
20. We are not -----

Apostrophes can also be used to show possession.

E.g., That girl owns a bike =that is the girl's bike.

Read the following sentences and then write them out again using an apostrophe which indicates possession.

- | | | |
|-----|-------------------------------------|--------------------|
| Ex. | The leaves of the tree. | The tree's leaves. |
| 1. | The bicycle of the boy | _____ |
| 2. | The house of the family | _____ |
| 3. | The car of the man. | _____ |
| 4. | The club of the women. | _____ |
| 5. | The team of the footballers. | _____ |
| 6. | The schools of the children. | _____ |
| 7. | The petals of the flowers. | _____ |
| 8. | The chair of Chris. | _____ |
| 9. | The computers of the
classrooms. | _____ |
| 10. | . The ideas of the girl. | _____ |

A series of 25 horizontal dashed lines spanning the width of the page, providing a template for writing.

Composition Task – 1 Hour

What are your favourite subjects at school?

Write them down on the lines below.

Write in detail about what you do on a normal school day. Start with what time you arrive, what subjects you are taught, what time you go for lunch etc.

Use the table below to help organise your ideas.

Before school I

When I arrive at school I

In the morning we learn

We have lunch at

In the afternoon we study

School ends at

Now write a letter to a new pupil who is just about to start at your school telling them what your timetable is like and what subjects they can expect to study. Make sure your use of apostrophes is correct. Refer to the 'Use of English' section on 'apostrophes' to make sure.

Write your letter on the lines below:

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation.

A series of 25 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

Comprehension and Composition 5

Learning Objective

Comprehension and composition tasks in this section are designed to challenge previously-taught skills to ensure skill development, and an additional section is included on the identification and use of the active and passive voices in composition.

Comprehension Task – 1 Hour

Read the extract from *The Child's Book of American Biography*, below, and answer the questions.

Abraham was born in Kentucky and lived in that State with his parents and his one sister until he was eight years old.

The Lincolns were very, very poor. They lived in a small log cabin on the banks of a winding creek. They need not have been quite so poor, but the truth of the matter is that Mr. Thomas Lincoln, Abraham's father, was *lazy*. To be sure he fastened a few logs together for shelter, cut a little wood, and dug up some ground for a garden. But after the corn and potatoes were planted, they never received any care, and there is no doubt the family would have gone hungry many a day if Abraham had not hurried home with fish which he caught in a near-by stream, or if Mrs. Lincoln had not taken her rifle into the woods and shot a deer or a bear. The meat from these would last for weeks, and the skins of animals Mrs. Lincoln always saved to make into clothes for the children.

Thomas Lincoln could not read or spell, and as near as I can find out, was not a bit ashamed of it, either. But his wife, Nancy Hanks Lincoln, was a fair scholar and taught Abraham and his sister, Sarah, to read and spell.

There was no floor to the Lincoln's log cabin and no furnishings but a few three-legged stools and a bed made of wooden slats fastened together with pegs. Abraham and Sarah slept on piles of leaves or brush.

Slates and pencils were scarce, and Abraham used to lie before the fire when he was seven or eight years old, with a flat slab of wood and a stick which he burned at one end till it was charred; then he formed letters with it on the wood. In that way he taught himself to write.

The Child's Book of American Biography, Mary Stoyell Stimpson

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Where was Abraham Lincoln born?	1
2. Why were the family so poor?	1
3. How would you describe Abraham's father? Use your own words to answer this question.	1
4. Why did the family not go hungry?	2
5. Could Abraham's father read and write? Use words from the text to support your answer.	4
6. Who taught Abraham to read and write? What did he use instead of slates and pencils?	1
7. What were the children's clothes made out of?	4
8. Did Abraham have a difficult childhood? Write down reasons why he did and reasons why he didn't. You can use evidence from the text to support your ideas.	3
9. Write about your life so far. Try to remember precise details as in the extract you have just read.	8

Total 25 marks

Write your answers in the space below:

Ruled lines for writing answers.

A series of 20 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

A series of 20 horizontal dashed lines spanning the width of the page, providing a template for writing.

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Use of English

The Active and Passive Voice – 1 hour

The active voice is created with subject, verb, and object.

E.g. Lions eat antelope.

In the passive voice the subject becomes the object and receives the action of the verb.

E.g. Antelopes are eaten by lions.

The passive voice is used when we want to make the object more important and when we do not necessarily want to know who is performing the action (the subject).

These sentences are written in the active voice. Change these sentences to the passive.

1. The fireman put out the fire.

2. The river flooded the village.

3. The men chased the dogs away.

4. The criminals threatened an old lady.

5. The team won the championship.

6. Thieves stoles my handbag

7. Artists painted the city centre.

8. Gangs vandalised the park.

Now turn these passive sentences into active sentences. In some cases you may need to add a subject.

1. The orchestra was praised by the teacher.

2. A cat was found in the sewer.

3. A child was rescued from the burning building.

4. An alarm was raised when it was discovered that the jewels had been taken

5. The post was delivered late.

6. The elephant was captured.

Now write a newspaper report about an accident that has happened on the motorway or in another location. Try to write this report in the passive voice. Write between 150 and 200 words.

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Composition Task – 1 Hour

The passage on Abraham Lincoln's early life is called a biography. A biography is a piece of writing about someone else. Biographies have been written about politicians, singers, actors and sport's personalities. Think about someone you admire, it could be an actor a singer or a member of your family.

Write down six adjectives that describe him/her on the lines below.

1.

2.

3.

4.

5.

6.

Now write bullet point about six interesting things that have happened in the life of your chosen person.

1.

2.

3.

4.

5.

6..

Task: Write your biography out in full. Remember to make use of the adjectives and bullet points that you have written in the two previous tasks.

Write your answers in the space below:

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Comprehension and Composition 6

Learning Objective

Comprehension and composition skills, building on previous lessons, are further developed here in a challenging and engaging way, giving pupils the chance to develop their creative and autobiographical writing skills.

Comprehension Task – 1 Hour

Read the extract from *The Princess and Curdie* below, and answer the questions.

Curdie was the son of Peter the miner. He lived with his father and mother in a cottage built on a mountain, and he worked with his father inside the mountain.

A mountain is a strange and awful thing. In old times, without knowing so much of their strangeness and awfulness as we do, people were yet more afraid of mountains. But then somehow they had not come to see how beautiful they are as well as awful, and they hated them,—and what people hate they must fear. Now that we have learned to look at them with admiration, perhaps we do not always feel quite awe enough of them. To me they are beautiful terrors.

I will try to tell you what they are. They are portions of the heart of the earth that have escaped from the dungeon down below, and rushed up and out. For the heart of the earth is a great wallowing mass, not of blood, as in the hearts of men and animals, but of glowing hot melted metals and stones. And as our hearts keep us alive, so that great lump of heat keeps the earth alive: it is a huge power of buried sunlight—that is what it is. Now think out of that cauldron,

where all the bubbles would be as big as the Alps if it could get room for its boiling, certain bubbles have bubbled out and escaped—up and away, and there they stand in the cool, cold sky—mountains.

The Princess and Curdie, George Macdonald

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What does a 'miner' do?	4
2. Where does Curdie live?	1
3. Why were people afraid of mountains? Use words from the text to support your answer.	2
4. Why does the narrator describe mountains as 'beautiful terrors'?	2
5. According to the narrator, what is the 'heart of the earth' made of? Use words from the text to support your answer.	3
6. Why does the narrator compare the middle of the earth to a human heart?	1
7. What is a 'cauldron'? What is a 'cauldron' used for?	1
8. Write down three adjectives that you would use to describe mountains.	3
9. Think of something in the natural world, e.g. An ocean, a rainforest or a waterfall. Describe it in detail and try to make it sound human as the narrator of this piece of writing has done.	8

Total 25 marks

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A series of 25 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

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Composition Task – 1 Hour

Write down five things you are scared of. Use the lines below.

1.

2.

3.

4.

5.

Write a story about something that you find frightening. Before you write your story, plan it on the lines below.

Now write your story. Remember to include a title.

Write your answers in the space below:

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation.

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Comprehension and Composition 7

Learning Objective

Comprehension and composition skills, building on previous lessons, are further developed here in a challenging and engaging way, giving pupils the chance to develop their creative, empathetic, and anthropomorphic writing skills.

Comprehension Task – 1 Hour

Read the extract from *Just So Stories* below, and answer the questions.

On the sea, once upon a time, O my Best Beloved, there was a Whale, and he ate fishes. He ate the starfish and the garfish, and the crab and the dab, and the plaice and the dace, and the skate and his mate, and the mackereel and the pickereel, and the really truly twirly-whirly eel. All the fishes he could find in all the sea he ate with his mouth—so! Till at last there was only one small fish left in all the sea, and he was a small 'Stute Fish, and he swam a little behind the Whale's right ear, so as to be out of harm's way. Then the Whale stood up on his tail and said, 'I'm hungry.' And the small 'Stute Fish said in a small 'stute voice, 'Noble and generous Cetacean, have you ever tasted Man?'

'No,' said the Whale. 'What is it like?'

'Nice,' said the small 'Stute Fish. 'Nice but nubbly.'

'Then fetch me some,' said the Whale, and he made the sea froth up with his tail.

'One at a time is enough,' said the 'Stute Fish. 'If you swim to latitude Fifty North, longitude Forty West (that is magic), you will find, sitting *on* a raft, *in* the middle of the

pair of suspenders (you must *not* forget the suspenders, Best Beloved), and a jack-knife, one shipwrecked Mariner, who, it is only fair to tell you, is a man of infinite-resource-and-sagacity.

Just So Stories Rudyard Kipling

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What did the whale eat?	2
2. What was the name of the fish that was left uneaten?	1
3. What question does the fish ask the whale?	1
4. Where must the whale go to find a man?	1
5. What are we told not to forget? Use words from the text to support your answer.	4
6. What is a Mariner? What does a mariner do?	1
7. Does sagacity mean a) stupidity b)wisdom or c) anger	4
8. How would you describe the stute fish? Think of three adjectives to describe him and write them down.	3
9. What is your favourite wild animal and why? Write a detailed description of your chosen animal.	8

Total 25 marks

Write your answers in the space below:

A series of horizontal dashed lines providing space for writing answers.

A series of 20 horizontal dashed lines spanning the width of the page, intended for writing or drawing.

A series of 20 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

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A series of 25 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

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Composition Task – 1 Hour

Imagine you live in the ocean, what type of fish or sea creature would you be?

Write down your answer and why you have chosen this type of fish/sea creature.

Write a story from the point of view of a fish or sea creature. First, spend five minutes planning your story on the lines below.

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Comprehension and Composition 8

Learning Objective

Comprehension and composition skills, building on previous lessons, are further developed here in a challenging and engaging way, giving pupils the chance to develop their creative, and imaginative writing skills.

Comprehension Task – 1 Hour

Read the extract from *The Secret Garden*, below, and answer the questions.

It was the sweetest, most mysterious-looking place any one could imagine. The high walls which shut it in were covered with the leafless stems of climbing roses which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India.

All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes which were surely rose-bushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the things which made the place look strangest and loveliest was that climbing roses had run all over them and swung down long tendrils which made light swaying curtains, and here and there they had caught at each other or at a far-reaching branch and had crept from one tree to another and made lovely bridges of themselves.

There were neither leaves nor roses on them now and Mary did not know whether they were dead or alive, but their thin gray or brown and trees, and even brown grass,

the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had branches and sprays looked like a sort of hazy mantle spreading over everything, walls, thought it must be different from other gardens which had not been left all by themselves so long; and indeed it was different from any other place she had ever seen in her life.

‘How still it is!’ she whispered. ‘How still!’

Then she waited a moment and listened at the stillness. The robin, who had flown to his tree-top, was still as all the rest. He did not even flutter his wings; he sat without stirring, and looked at Mary.

‘No wonder it is still,’ she whispered again. ‘I am the first person who has spoken in here for ten years.’

The Secret Garden, Frances Hodgson Burnett

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. Where is Mary Lennox?	1
2. What types of flowers grow in the garden?	1
3. What colours are visible in the garden?	2
4. Which adjectives are used to describe the garden?	1
5. Why is the garden so still? Use words from the text to support your answer.	2
6. How does Mary feel about the garden? Use your own words to answer this question.	4
7. How old is Mary? Try to guess her age by reading what she says and how she reacts to the garden.	3
8. Would you like to visit this garden? Why? Why not?	5
9. Describe a garden or park that you know well. Include descriptions about the flowers and trees as well as the colours.	6

Total 25 marks

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Composition Task – 1 Hour

Imagine that you have just discovered a secret garden that nobody has entered for over ten years.

Who would you want to tell about it?

What would be this person's reaction? Would they be surprised or excited?

Write your answer on the lines below.

Write a story where you tell someone, e.g., a friend or relative, about the secret garden. Don't forget to include their reaction to the news and what you decide to do next.

Write your answers in the space below:

25 marks are available for each answer and an additional 10 marks for the quality of vocabulary, syntax, spelling and punctuation.

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Comprehension and Composition 9

Learning Objective

Comprehension and composition skills, building on previous lessons, are further developed here in a challenging and engaging way, giving pupils the chance to develop their creative, autobiographical, and story-telling skills.

Comprehension Task – 1 Hour

Read the extract from *Black Beauty*, below, and answer the questions.

The first place that I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a nice warm shed near the grove.

As soon as I was old enough to eat grass my mother used to go out to work in the daytime, and come back in the evening.

There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great

fun; we used to gallop all together round and round the field as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said:

‘I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well-born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good, and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play.’

I have never forgotten my mother's advice; I knew she was a wise old horse, and our master thought a great

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. What type of animal is a colt?	1
2. How many other colts besides Black Beauty are there in the meadow?	1
3. Describe the games the young colts play in the meadow. Use words from the text to support your answer.	2
4. Why is Black Beauty's mother unhappy with him?	3
5. According to his mother how should Black Beauty behave?	3
6. What is Black Beauty's mother's name?	2
7. Does Black Beauty like his life in the meadow? How do you know? Use words from the text to support your answer.	2
8. Read the first paragraph again, name three things Black Beauty can see from the meadow.	3
9. Imagine you are an animal, either wild or domesticated. Write down all the things that happen in a day in the life of that animal.	8

Total 25 marks

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Composition Task – 1 Hour

What is your earliest memory? Write it down on the lines below.

Who else is in your earliest memory? Is it your mother, father or grandparent?

Write it down on the lines below.

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Comprehension and Composition 10

Learning Objective

Comprehension and composition skills, building on previous lessons, are further developed here in a challenging and engaging way, giving pupils the chance to develop their creative, planning, and list-making skills.

Comprehension Task – 1 Hour

Read the extract from *Through the Looking-Glass* and answer the questions below.

One thing was certain, that the WHITE kitten had had nothing to do with it:—it was the black kitten's fault entirely. For the white kitten had been having its face washed by the old cat for the last quarter of an hour (and bearing it pretty well, considering); so you see that it COULDN'T have had any hand in the mischief.

The way Dinah washed her children's faces was this: first she held the poor thing down by its ear with one paw, and then with the other paw she rubbed its face all over, the wrong way, beginning at the nose: and just now, as I said, she was hard at work on the white kitten, which was lying quite still and trying to purr—no doubt feeling that it was all meant for its good.

But the black kitten had been finished with earlier in the afternoon, and so, while Alice was sitting curled up in a corner of the great arm-chair, half talking to herself and half asleep, the kitten had been having a grand game of romps with the ball of worsted Alice had been trying to wind up, and had been rolling it up and down till it had all come undone again; and there it was, spread over the

all knots and tangles, with the kitten running after its own tail in the middle.

'Oh, you wicked little thing!' cried Alice, catching up the kitten, and giving it a little kiss to make it understand that it was in disgrace. 'Really, Dinah ought to have taught you better manners! You OUGHT', Dinah, you know you ought!' she added, looking reproachfully at the old cat, and speaking in as cross a voice as she could manage—and then she scrambled back into the arm-chair, taking the kitten and the worsted with her, and began winding up the ball again. But she didn't get on very fast, as she was talking all the time, sometimes to the kitten, and sometimes to herself. Kitty sat very demurely on her knee, pretending to watch the progress of the winding, and now and then putting out one paw and gently touching the ball, as if it would be glad to help, if it might.

Through the Looking Glass, Lewis Carroll.

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

<u>Questions</u>	<u>Marks</u>
1. How many kittens are there?	1
2. Describe how Dinah washes her children's faces. You can use words from the text to support your answer.	4
3. What naughty thing did the black kitten do?	2
4. What does Alice say to the black kitten?	2
5. . How does Alice feel about the actions of the black kitten?	3
6. Does Alice like cats? Use words from the text to support your answer.	5
7. What is Alice doing while the kitten is making mischief?	2
8. Do you have mischievous pets? If so describe the naughty things they do. If not imagine what they might do.	6
Total 25 marks	

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Composition Task – 1 Hour

What are your hobbies? What activities do you particularly like doing?

Write a list on the lines below.

What would be your perfect day? Imagine you have been given one day to do as many of the activities listed above as you like.

Plan the day on the lines below.

Morning:

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