

Year 3 and 4 Statutory words

accident	group	regular
accidentally	guard	reign
actual	guide	remember
actually	heard	sentence
address	heart	separate
answer	height	special
appear	history	straight
arrive	imagine	strange
believe	increase	strength
bicycle	important	suppose
breath	interest	surprise
breathe	island	therefore
build	knowledge	though
busy	learn	although
business	length	thought
calendar	library	through
caught	material	various
centre	medicine	weight
century	mention	woman
certain	minute	women
circle	natural	
complete	naughty	
consider	notice	
continue	occasion	
decide	occasionally	
describe	often	
different	opposite	
difficult	ordinary	
disappear	particular	
early	peculiar	
earth	perhaps	
eight	popular	
eighth	position	
enough	possess	
exercise	possession	
experience	possible	
experiment	potatoes	
extreme	pressure	
famous	probably	
favourite	promise	
February	purpose	
forward	quarter	
forwards	question	
fruit	recent	
grammar		

Year 5 and 6 Statutory words

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



In the Light of the Moon

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The Language of Cat

Teach me the language of Cat; the slow-motion blink, that crystal stare, a tight-lipped purr and a wide-mouthed hiss. Let me walk with a saunter, nose in the air.

Teach my ears the way to ignore names that I'm called. May they only twitch to the distant shake of a boxful of biscuits, the clink of a fork on a china dish.

Teach me that vanishing trick where dents in cushions appear, and I'm missed. Show me the high-wire trip along fences to hideaway places, that no-one but me knows exist.

Don't teach me Dog, all eager to please, that slobbers, yaps and begs for a pat, that sits when told by its owner, that's led on a lead. No, not that. Teach me the language of Cat.

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Answer these questions:

1. Cats don't speak, so what do you think the poet means by 'the language of cat'?
2. Would the poet prefer to be like a cat or a dog? Why?
3. What do you think the word 'saunter' means? (if you have a dictionary, look up the meaning)
4. Would you prefer to be a cat or a dog? Why?
5. Which of these adjectives would describe a cat? (a dictionary would be useful)
eager, mysterious, proud, lively, secretive, obedient, self-confident, bouncy, agile, clumsy, graceful
6. If you could speak to animals, which would be your three favourite animals to talk to? Why?

Questions for the cat.

1. What is your name, Cat, and where do you come from?
2. Can you tell me something about yourself and the house you live in?
3. What makes you happy?
4. How do you feel about humans?
5. What are you good at?
6. What do you like to do during the day?
7. What do you like about night-time?
8. I've heard that cats have nine lives. Is that true?
9. How do you feel about dogs?
10. What are you planning to do tonight?

Write the cat's answers in full sentences.

Chapter 7: The key to the garden, from the book 'The Secret Garden' by Frances Hodgson Burnett

Reading Comprehension

When Mary opened her eyes she sat upright in bed immediately, and called to Martha.

"Look at the moor! Look at the moor!"

The rainstorm had ended and the grey mist and clouds had been swept away in the night by the wind. The wind itself had ceased and a brilliant, deep blue sky arched high over the moorland. Never, never had Mary dreamed of a sky so blue. In India, skies were hot and blazing; this was of a deep, cool blue, which almost seemed to sparkle like the waters of some lovely bottomless lake, and here and there, high, high in the arched blueness floated small clouds of snow-white fleece. The far-reaching world of the moor itself looked softly blue instead of gloomy purple-black or awful dreary grey.

"Aye," said Martha with a cheerful grin. "Th' storm's over for a bit. It does like this at this time o' th' year. It goes off in a night like it was pretendin' it had never been here an' never meant to come again. That's because th' springtime's on its way. It's a long way off yet, but it's comin'."

"I thought perhaps it always rained or looked dark in England," Mary said.

"Eh! no!" said Martha, sitting up on her heels among her black lead brushes. "Nowt o' th' soart!"

"What does that mean?" asked Mary seriously. In India, the natives spoke different dialects which only a few people understood, so she was not surprised when Martha used words she did not know.

Martha laughed as she had done the first morning.

Martha laughed as she had done the first morning.

"There now," she said. "I've talked broad Yorkshire again like Mrs. Medlock said I mustn't. 'Nowt o' th' soart' means 'nothin'-of-the-sort,'" slowly and carefully, "but it takes so long to say it. Yorkshire's th' sunniest place on earth when it is sunny. I told thee tha'd like th' moor after a bit. Just you wait till you see th' gold-coloured gorse blossoms an' th' blossoms o' th' broom, an' th' heather flowerin', all purple bells, an' hundreds o' butterflies flutterin' an' bees hummin' an' skylarks soarin' up an' singin'. You'll want to get out on it as sunrise an' live out on it all day like Dickon does."

"Could I ever get there?" asked Mary wistfully, looking through her window at the far-off blue. It was so new and big and wonderful and such a heavenly colour.

"I don't know," answered Martha. "Tha's never used tha' legs since tha' was born, it seems to me. Tha' couldn't walk five mile. It's five mile to our cottage."

"I should like to see your cottage."

Martha stared at her a moment curiously before she took up her polishing brush and began to rub the grate again. She was thinking that the small plain face did not look quite as sour at this moment as it had done the first morning she saw it. It looked just a trifle like little Susan Ann's when she wanted something very much.

QUESTIONS

1. What do you notice about how the two young girls speak to each other?

2. In the third paragraph, find three examples where Martha speaks with a Yorkshire dialect.

1.

2.

3.

3. What job do you think Martha has? How do you know?

4. Where did Mary used to live? How do you know this? Give evidence from the text to support your answer.

5. Which words and phrases in the following quote give us an insight into how Mary is feeling?

*When Mary opened her eyes she sat upright in bed immediately, and called to Martha.
"Look at the moor! Look at the moor!"*

6. Complete the table by adding detail about Indian and English skies. Give two examples from the text for each country.

India	England
1. 	1.
2. 	2.

7. Why do you think Mrs Medlock not want Martha talking in 'broad Yorkshire'?

8. According to the text, circle which of the following you would expect to see on a sunny Yorkshire day?

gold-coloured
gorse

boats on
the lake

heather
flowering

the moor
singing

butterflies
fluttering

9. "'Could I ever get there?'" asked Mary wistfully, looking through her window at the far-off blue."

Which word do you think has the closest meaning to wistfully. Tick the correct answer.

wisely ☐

carefully ☐

longing ☐

10. What do you think tha' means?

11. Find and copy the phrase in the final paragraph that tells us Mary really wants to go out onto the moors.

12. This book was published in 1911. Explain how this text reads differently to a modern text. (3 marks)

ANSWERS

1. What do you notice about how the two young girls speak to each other?

Children make one of the following, or similar, points:

They speak like they know each other, but they are not good or close friends.

Mary speaks in standard English, whereas Martha speaks with a Yorkshire dialect.

Martha appears to be teaching Mary things she does not know about England/Yorkshire.

Mary doesn't always understand everything that Martha says.

2. In the third paragraph, find three examples where Martha speaks with a Yorkshire dialect.

Children pick any 3 words/phrases from the following:

"Aye,"

"Th' storm's over for a bit."

"It does like this at this time o' th' year."

"It goes off in a night like it was pretendin' it had never been here an' never meant to come again."

"That's because th' springtime's on its way."

"It's a long way off yet, but it's comin'."

"Eh! no!"

"Nowt o' th' soart!"

3. What job do you think Martha has? How do you know?

Children infer that Martha is a servant/helper to Mary.

They may use evidence from the text such as:

Mary "called to Martha" from her bed

Martha "sits up on her heels among her black lead brushes" – She is kneeling and working/cleaning whilst having this conversation with Mary.

"She took up her polishing brush and began to rub the grate again" – Martha is polishing whilst talking to Mary, who is lying in bed.

4. Where did Mary used to live? How do you know this? Give evidence from the text to support your answer.

Mary used to live in India as she references Indian skies and how in India she didn't always understand what people were saying as they spoke with different dialects.



5. Which words and phrases in the following quote give us an insight into how Mary is feeling?

When Mary opened her eyes she sat upright in bed immediately, and called to Martha.
"Look at the moor! Look at the moor!"

Children write something similar to the following:

The words "she sat upright in bed immediately" tell us when she wakes up, she is surprised and shocked by what she can see out of her window.

She calls out to Martha and exclaims "Look at the moor!" – This is repeated twice, which tells the reader it is being uttered in shock and is repeated for effect. Mary is excited by what she can see as it has changed from what she has seen before.

6. Complete the table by adding detail about Indian and English skies. Give two examples from the text for each country.

India	England (any two from the following)
1. hot	1. deep blue sky
	2. sparkle like the waters of some lovely bottomless lake
1. blazing	3. high in the arched blueness floated small clouds of snow-white fleece

7. Why do you think Mrs Medlock not want Martha talking in 'broad Yorkshire'?

Mrs Medlock does not like Martha's accent/dialect as it is hard to understand and common. Mrs Medlock is upper class, rich and speaks Standard English, and she wishes Martha would do the same. She does not like how Martha sounds.

8. According to the text, circle which of the following you would expect to see on a sunny Yorkshire day?

gold-coloured
gorse

boats on
the lake

heather
flowering

the moor
singing

butterflies
fluttering

9. "'Could I ever get there?'" asked Mary wistfully, looking through her window at the far-off blue."

Which word do you think has the closest meaning to wistfully. Tick the correct answer.

wisely ☐

carefully ☐

longing ☒

10. What do you think tha' means?

you (also accept yours)

11. Find and copy the phrase in the final paragraph that tells us Mary really wants to go out onto the moors.

It looked just a trifle like little Susan Ann's when she wanted something very much.

12. This book was published in 1911. Explain how this text reads differently to a modern text. (3 marks)

Children expand on some of the following points. They may include some of their own, plausible inferences also:

- The main character has a servant, who has to carry on working whilst they have a conversation
- The main character grew up in India and now lives in England
- Martha speaks with a broad Yorkshire dialect/accent and uses words and phrases that are not used anymore e.g. tha
- Mary and Martha are old-fashioned names
- Martha refers to another character in the story as Mrs. Medlock, which is very formal as mostly these days we call people by their first name (unless we are in a formal setting like a school or a court)

Perfecting Parenthesis

Difficulty: 

Within sentences, it is possible to add extra information to give more detail or as an afterthought. If this extra information was left out (because it's extra) the rest of the sentence would still make sense. **Notice the use of parenthesis in the last sentence!**

This extra information is called **parenthesis** and can be punctuated using a **pair of commas**, **dashes or brackets**. Try to use a variety in your writing to keep it interesting for your reader!

Example

The Tyrannosaurus Rex is a huge dinosaur.

- The Tyrannosaurus Rex, **which is a carnivore**, is a huge dinosaur. (clue: carnivore)
- The Tyrannosaurus Rex **(40 feet tall)** is a huge dinosaur. (clue: height)
- The Tyrannosaurus Rex **- or just T-Rex -** is a huge dinosaur. (clue: nickname)
- The Tyrannosaurus Rex **(one of the most feared creatures to ever live)** is a huge dinosaur. (clue: feared creature)

Have a go at putting some extra information in to the sentences below.

Think about the punctuation you will use to show the parenthesis - don't use the same one in each sentence.

- My friend _____ is a huge fan of dinosaurs.
(clue: their name)

- A famous Hollywood Blockbuster _____ features a storyline involving dinosaurs. (clue: film name)

- Dinosaurs _____ are closely related to birds.
(clue: linked to reptiles)

- Palaeontologists _____ believe dinosaurs aren't fully extinct. (clue: study dinosaurs)

Perfecting Parenthesis

Difficulty: 

- Some dinosaurs were carnivores _____ whereas some ate plants.

(clue: what does carnivore' mean?)

- There were some dinosaurs _____ that were able to reach in to the tallest trees for their food. (clue: what would allow them to reach in to the tall trees?)

- The meat-eating dinosaurs were predators _____ and were feared by other dinosaurs. (clue: what is a predator?)

- A Triceratops _____ was a plant-eating dinosaur. (clue: feature of a Triceratops)

- Predator dinosaurs _____ were able to rip and tear meat for their diet. (clue: what do they use to rip and tear meat?)

- A long time ago _____ the dinosaurs became extinct. (clue: 65 million years ago)

Now write **3 sentences** of your own that include extra information using parenthesis. Attempt to use a variety of punctuation (commas, dashes or brackets).

- _____

- _____

- _____



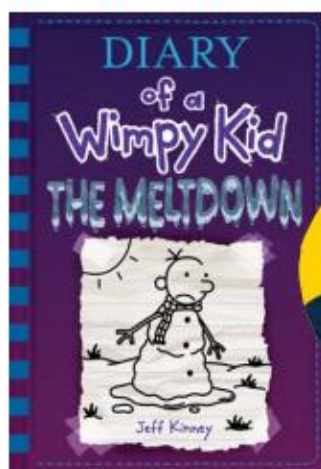
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IN PARTNERSHIP WITH

AUTHORFY

SHAPES
for schoolsJEFF KINNEY:
TELLING FUNNY STORIESBEFORE WATCHING THE VIDEO AND
READING THE EXTRACT:

GET IN THE ZONE!

The *Diary of a Wimpy Kid* series by Jeff Kinney is well-known for its humour and ability to make people laugh.

A good way to get students in the right frame of mind for telling funny stories is to get them thinking about laughter. Ask them to consider the following questions in pairs: What is laughter? When do we laugh? Why is it important? When was the last time you really laughed?

Then, ask students to list as many types of laughs as they can. For example, can they explain the differences between a belly laugh, a snigger, a giggle or a snort? To really get students in the mood for humour, encourage them to draw each

type of laugh that they list – or, better still, they might act them out, or even create scenarios for the different types of laughter.

Ask students to share their different types of laughter with their classmates. Are they ready to snigger, giggle or snort when they watch Jeff's video?

AFTER WATCHING THE VIDEO
AND READING THE EXTRACT:

DISCUSSION QUESTIONS

1. Do you think the series title *Diary of a Wimpy Kid* is a funny title? Why?
2. What is effective about using the form of a **diary** to document Greg's adventures? Do you like this format? Why? How does it change the experience of reading?
3. Jeff Kinney often uses words made up of capital letters in his writing. Can you find any examples of this in the extract? What is the effect of using capital letters? What do they show?
4. Can you find an example of **onomatopoeia** in the extract? Why is this an effective technique for creating comedy?
5. How does Jeff Kinney present the relationship between Greg and his parents in the extract from *Diary of a Wimpy Kid: The Meltdown*? Why is this funny?
6. How do the illustrations complement the text? For example, in the extract from *Diary of a Wimpy Kid: The Meltdown*, why is it funny when Greg says: 'Manny was already in the front yard making snowmen, or WHATEVER you'd call those things'?

ACTIVITY 1: GETTING TO GRIPS WITH GREG

The Diary of a Wimpy Kid series invites readers into a world that is full of humour. It is so popular amongst children because Greg Heffley, the main character, makes us all laugh!

- In pairs, re-read the extract from *Diary of a Wimpy Kid: The Meltdown*. Find examples in the extract that show that Greg is: YOUNG, FUNNY, FRUSTRATED (with his parents!), and CHEEKY! Can you think of any more words to describe Greg?
- If Greg Heffley was interviewed on the television, what do you think he'd be like in real-life? Jot down your ideas using the following headings: voice, body language and facial expressions.
- Carry out interviews with Greg, asking him all about his experiences outside in the snow, and why he'd rather be inside, playing video games! Remember: try to make it as funny as you can!

ACTIVITY 2: COMIC DEVICES

Jeff Kinney is inspired by things in everyday life that make him laugh. He loves listening to and telling jokes. In fact, his ideas for Diary of a Wimpy Kid often start with a list of jokes... it's how you tell 'em!

- In pairs, consider how Jeff Kinney makes jokes funny in his stories. How does he tell them?
- Jeff Kinney uses lots of comic devices in his writing to make it funny. Looking back at the extract from *Diary of a Wimpy Kid: The Meltdown*, find examples in the extract of the following comic devices: USE OF CAPITAL LETTERS, INFORMAL WORDS, ONOMATOPOEIA, USE OF CARTOON, REPETITION, FUNNY SCENARIOS.
- For each comic device listed, think about how it helps to make the story funny. Can you use one of these devices in your own writing to tell a funny story?

Jeff explains that he always wanted to be a comic book writer. As inspiration for Diary of a Wimpy Kid, he came up with the idea that he would write as a kid writing his diary – and that way he could sneak his hilarious cartoons in too!

- Using some of the comic devices from Activity 2, create a six-panel comic book of your own.
- Your comic book story should be based on a something funny that has happened to you recently in your everyday life – either at home, or at school. Remember to write a list of jokes or funny things before you begin. Share your comics with your classmates in Comic Book Club!

SHARE A STORY

Think of a story you read recently that tickled your funny bone. It doesn't have to be a whole book; it might just have been just one particular passage, or section of dialogue, or even a character description! Find an example that you can show to someone else to spread the laughter. Spend ten minutes sharing it with your friends, family and classmates. Can you make them laugh when you read it out loud? Remember, it's how you tell 'em!

SPARK YOUR IMAGINATION...

AN INSPIRING SHARE A STORY CHALLENGE FOR YOU:

Including a quick recap of the expert advice from Jeff:

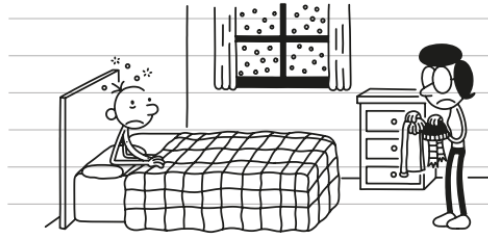
Write your own diary entry, making it as funny as you can. Start by thinking about things that have happened recently that made you laugh – have you had a funny moment at school, at home or on holiday that you remember?

DID YOU KNOW?

There are more fascinating Masterclass films and resources featuring amazing authors and illustrators over at worldbookday.com/online-masterclasses. Don't miss out, download them today!

Saturday

I usually sleep IN at weekends, but this morning Mom had OTHER plans for me.



She said I was going to spend the whole day OUTSIDE. I told her I'd go out in the snow after I'd played some video games, but she reminded me about Screen-Free Weekends, and I knew she wasn't gonna budge.

When I was younger, I could spend HOURS playing in the snow. But, nowadays, after about ten minutes I'm ready to come inside.

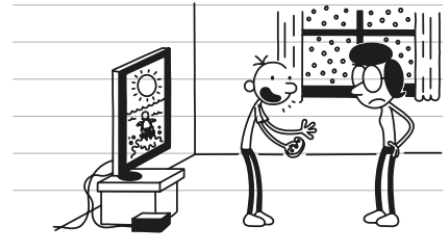
Grown-ups act like being in the snow is the most fun you can ever have. But you never see THEM out there rolling around in it.

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I can only remember one time Dad played with us out in the snow. But THAT ended the second Rodrick dumped snow down the back of Dad's NECK.

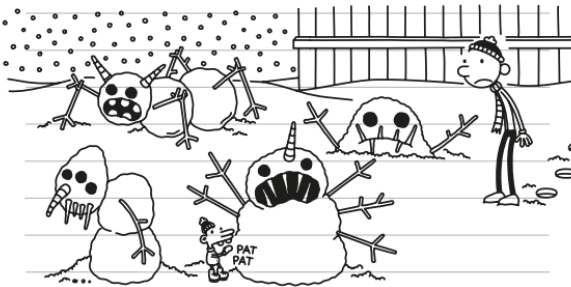


Mom's ALWAYS making us kids go outside because she says we need our vitamin D, which you get from the sun. I tell Mom I get PLENTY of vitamin D from the sun in my video games, but that kind of reasoning never works on her.



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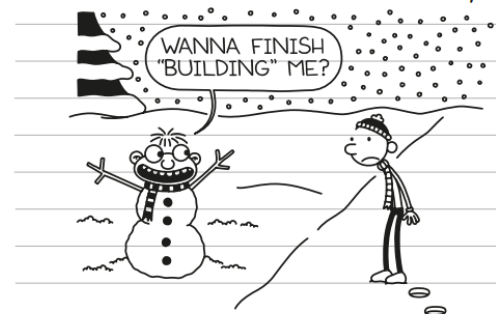
When I went outside today, Manny was already in the front yard making snowmen, or WHATEVER you'd call those things.



We never finished raking the lawn in the autumn, so Manny used the leaves we hadn't picked up to decorate his snow friends.



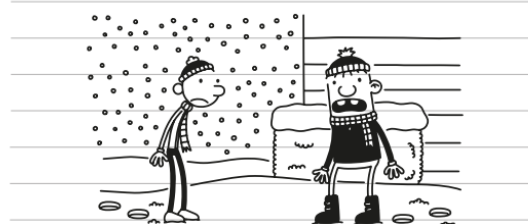
Manny had used up most of the snow in the yard, so there wasn't a whole lot I could even DO outside. I decided to head up to Rowley's, which meant I had to pass by FREGLEY'S house. And, sure enough, he was out in his front yard.



The reason I went to Rowley's was because his family just got heated floors. So on cold days I try to spend as much time at his house as POSSIBLE.



But Mom must've KNOWN I was gonna go to Rowley's because she called his parents and he was outside when I got there.



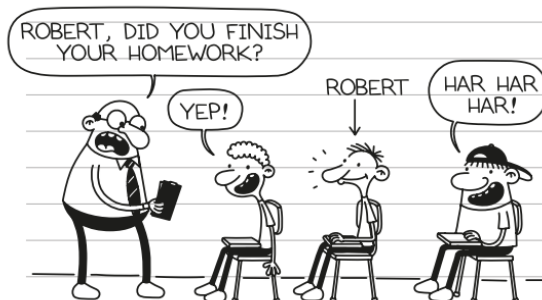
As long as we both had to be outdoors, I figured we should make the most of it. Since I'd already done all the hard work getting up the hill, I told Rowley we should get in a little sledging.

The plough usually comes through by late morning, so we can only get in a few good runs before the street is cleared. But the regular plough guy was on HOLIDAY, and the kids at the top of the hill told the SUBSTITUTE driver that Surrey Street was two miles down the road. So that bought us some extra time.

...



I don't actually think it's a good idea to mess around with substitutes because it ALWAYS comes back to bite you. Last year we had a long-term supply teacher in Algebra, and on his first day me and my classmates all switched seats with each other because we knew the sub would be relying on the seating chart.



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How to train a dragon

Have you found yourself in charge of a dragon egg with no idea how to look after it? Dragons are famously tricky animals to control so you must follow these instructions carefully! However, be warned, if the training does not start when the dragon is young, then it will be even more of a challenge to tame.

You will need the following equipment:

- Small pen made from metal, wood or concrete
- A back scratching stick
- Fish heads
- A clear, confident voice.



A suitable dragon's pen

Method:

1. Firstly, it is important that, when the dragon is very young, you handle the hatchling every day as soon as it is born so that it becomes used to human contact.
2. As soon as the young dragon is calm, place four or five handfuls of smelly fish heads, which must be either salmon or haddock's heads, on the ground near you so that the dragon will eventually associate the delicious food with you.
3. After this, you'll need to teach the dragon to fly. To do this, you will need to be able to pick the young reptile up from behind, making sure you place your legs either side of the animal. Use a clear, confident voice to state "Stay" repetitively.
4. Once you are able to handle the dragon in a secure manner, you must now hold the beast up in the air and again say in your clear, confident voice, "Fly". It is important that you don't use a weak voice.
5. Next, make sure that you have built a strong and secure cage or pen for the dragon to sleep in during the day. As everyone knows, dragons are nocturnal (they sleep in the day and are awake at night) so they need somewhere safe to sleep in during the day. They normally sleep between 10 and 12 hours.
6. Finally, it is essential that you have a back-scratching stick available at all times! Any sudden movements might scare the animals! Use the stick to gently scratch the top of the dragon's head, using a horizontal motion but never a vertical one or your arm might not survive!

Remember that all of these steps must be completed when the dragon is young or they may not work! These instructions can be followed by one person because the dragon is small.

Questions

1. Why must you follow the instructions carefully? (1 mark)

2. When must the training be carried out? Why? (2 marks)

3. Circle the equipment which is required. (1 mark)

big pen, stomach-scratching stick, fish heads	small pen, a back scratching stick, fish heads	straw pen, back scratching stick, fish bones	metal, wood or concrete pen, leg scratching stick, fish heads
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4. Order these statements (1-6) according to the order they need to be carried out. (6 marks)

Hold the dragon in the air.	
Place fish heads on the ground.	
Build a strong cage.	
Handle the hatchling every day.	
Have a back-scratching stick available.	
Pick up the reptile.	

5. Why must you handle the dragon every day? (1 mark)

6. Why might you need to speak in a clear and confident voice when speaking to the dragon? (2 marks)

7. What does the term 'nocturnal' mean? (1 mark)

8. What direction must you scratch the dragon? Why? (2 marks)

Answers

1. Why must you follow the instructions carefully? (1 mark)

Because dragons are famously tricky animals to control.

2. When must the training be carried out? Why? (2 marks)

When the dragon is young or it will be more of a challenge to tame.

3. Circle the equipment which is required. (1 mark)

big pen, stomach-scratching stick, fish heads	small pen, a back scratching stick, fish heads	straw pen, back scratching stick, fish bones	metal, wood or concrete pen, leg scratching stick, fish heads
---	--	--	---

4. Order these statements (1-6) according to the order they need to be carried out. (6 marks)

Hold the dragon in the air.	4
Place fish heads on the ground.	2
Build a strong cage.	5
Handle the hatchling every day.	1
Have a back-scratching stick available.	6
Pick up the reptile.	3

5. Why must you handle the dragon every day? (1 mark)

So it becomes used to human contact.

6. Why might you need to speak in a clear and confident voice when speaking to the dragon? (2 marks)

Choose two: so it knows that it is a command / to show that you are not afraid of it / so that it can hear clearly / to show who is in charge

7. What does the term 'nocturnal' mean? (1 mark)

sleep in the day and are awake at night

8. What direction must you scratch the dragon? Why? (2 marks)

In a horizontal motion because if you do it in a vertical one, the dragon might bite your arm off.