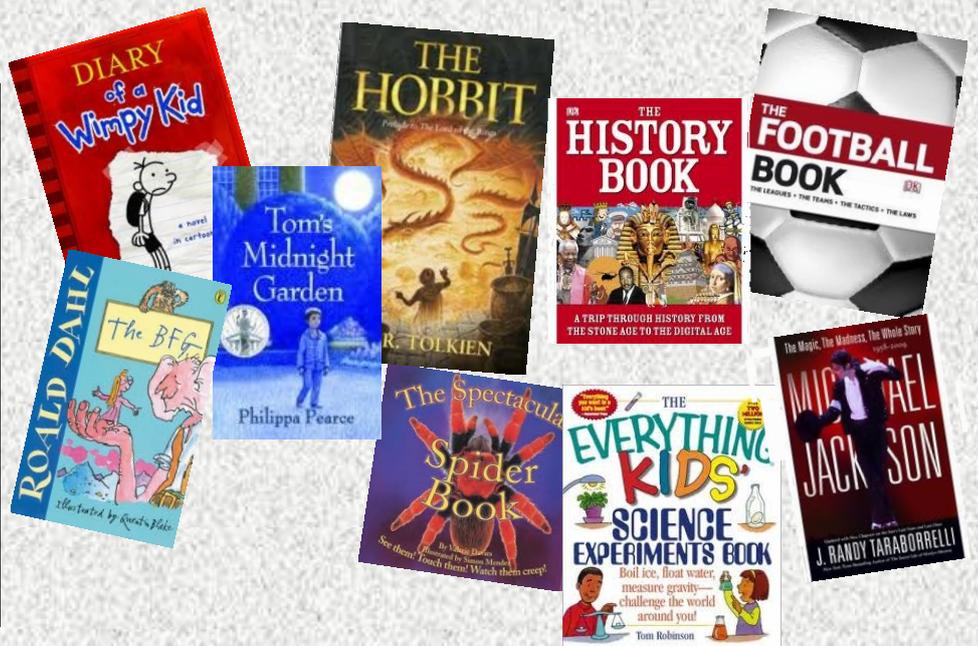


Non Fiction and Fiction

Which are fiction? Which are non fiction?

Simply, **fiction** texts are made up, and **non fiction** texts are factual. A **fiction** text may or may not have real places and characters and may be based partly on facts, however, the story will mostly be the creation of the author and will not necessarily be true. **Non fiction** books normally have a topic that they focus on such as books about science or sports. These are based on facts and real information.



I got his/her FIRST certificate!!!

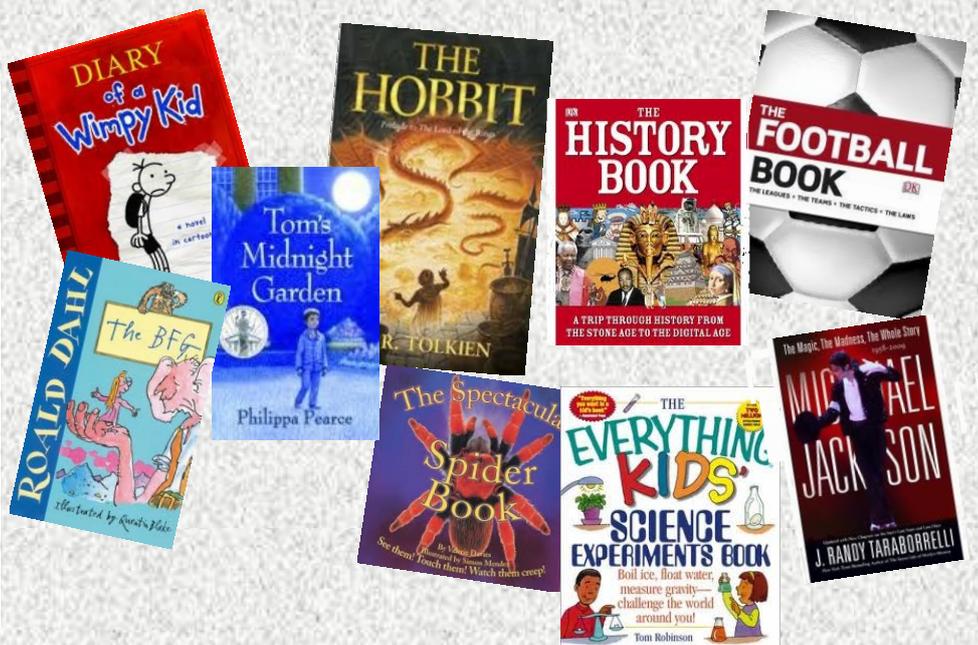
© 2012 primaryClass.CO.UK



Non Fiction and Fiction

Which are fiction? Which are non fiction?

Simply, **fiction** texts are made up, and **non fiction** texts are factual. A **fiction** text may or may not have real places and characters and may be based partly on facts, however, the story will mostly be the creation of the author and will not necessarily be true. **Non fiction** books normally have a topic that they focus on such as books about science or sports. These are based on facts and real information.



I got his/her FIRST certificate!!!

© 2012 primaryClass.CO.UK



Purpose	Gives facts about a topic Also known as non-chronological or report texts
Structure and paragraphs	Often opens with opening statement or definition. Paragraphs often with subheadings, and can often order is not important.
Person	3rd person
Tense	Present (can be written in past for historical report)
Vocabulary	Technical vocabulary. Often passive voice used.
Other features	<ul style="list-style-type: none"> • Tables • Pictures • Captions • Diagrams with labels
Examples	<ul style="list-style-type: none"> • All about spiders • Types of dogs • Where are the highest mountains?

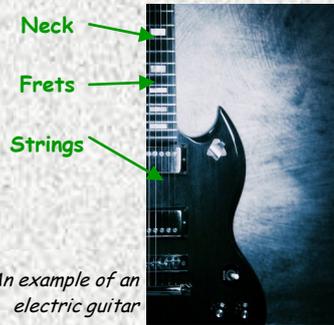
Information Texts

Playing the Guitar

There are many different types of guitar, rhythm, classical, electric, acoustic, bass. They all work the same way by making the strings vibrate.

Vibrating Strings

When the strings are hit, they shake or vibrate. The pitch changes depending on the thickness of the string and the length of the string being vibrated. A thick and longer string will produce a lower note than a



thin shorter one. Fret boards on the neck of the guitar help change the pitch by shortening the length of vibration with your fingers..

Different Styles

With rhythm guitars, you normally play chords where you form a shape with your fingers, and play most of the strings at the same time. For melodic tunes such as bass, classical or lead guitar, one finger is used and one string plucked. Good guitarists can do this very quickly.



2 got his/her SECOND certificate!!!

© 2012 primaryClass.co.uk

Purpose	Gives facts about a topic Also known as non-chronological or report texts
Structure and paragraphs	Often opens with opening statement or definition. Paragraphs often with subheadings, and can often order is not important.
Person	3rd person
Tense	Present (can be written in past for historical report)
Vocabulary	Technical vocabulary. Often passive voice used.
Other features	<ul style="list-style-type: none"> • Tables • Pictures • Captions • Diagrams with labels
Examples	<ul style="list-style-type: none"> • All about spiders • Types of dogs • Where are the highest mountains?

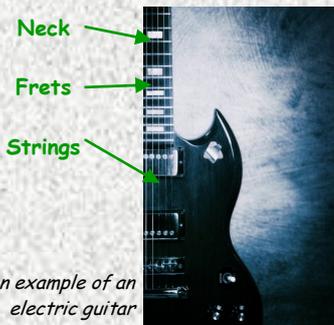
Information Texts

Playing the Guitar

There are many different types of guitar, rhythm, classical, electric, acoustic, bass. They all work the same way by making the strings vibrate.

Vibrating Strings

When the strings are hit, they shake or vibrate. The pitch changes depending on the thickness of the string and the length of the string being vibrated. A thick and longer string will produce a lower note than a



thin shorter one. Fret boards on the neck of the guitar help change the pitch by shortening the length of vibration with your fingers..

Different Styles

With rhythm guitars, you normally play chords where you form a shape with your fingers, and play most of the strings at the same time. For melodic tunes such as bass, classical or lead guitar, one finger is used and one string plucked. Good guitarists can do this very quickly.



2 got his/her SECOND certificate!!!

© 2012 primaryClass.co.uk

Instruction Texts

How to make Rocky Road Bars

By the end of this, you will be able to make delicious Rocky Road bars. Be careful when chopping with a knife, and melting the chocolate. Make sure you do it with an adult.

Ingredients:

- 500g chocolate
- 100g of marshmallows
- 2 chocolate bars of your choice
- 50g of raisins

Instructions:

- 1) Break up chocolate and melt in a pan on medium heat.
- 2) Carefully chop up the chocolate bars.
- 3) Mix the bars, raisins and marshmallows in a bowl.
- 4) When melted, pour in chocolate and mix all together.
- 5) Place in chunks or in a tray.
- 6) Leave to cool in the fridge.
- 7) Enjoy!



Purpose	Give step by step details on how something needs to be done
Structure and paragraphs	Starts with stating aim. List resources. Must be in order. Normally numbered steps.
Person	2nd person
Tense	Present
Vocabulary	Simple, clear vocabulary. Imperative verbs often start sentences
Other features	<ul style="list-style-type: none"> • Bullet points (numbered) • Diagrams • Labels • photos
Examples	<ul style="list-style-type: none"> • Recipes • Rules for a game • Directions • How to make something

3 got his/her **THIRD** certificate!!!

© 2012 primaryClass.co.uk

Instruction Texts

How to make Rocky Road Bars

By the end of this, you will be able to make delicious Rocky Road bars. Be careful when chopping with a knife, and melting the chocolate. Make sure you do it with an adult.

Ingredients:

- 500g chocolate
- 100g of marshmallows
- 2 chocolate bars of your choice
- 50g of raisins

Instructions:

- 1) Break up chocolate and melt in a pan on medium heat.
- 2) Carefully chop up the chocolate bars.
- 3) Mix the bars, raisins and marshmallows in a bowl.
- 4) When melted, pour in chocolate and mix all together.
- 5) Place in chunks or in a tray.
- 6) Leave to cool in the fridge.
- 7) Enjoy!



Purpose	Give step by step details on how something needs to be done
Structure and paragraphs	Starts with stating aim. List resources. Must be in order. Normally numbered steps.
Person	2nd person
Tense	Present
Vocabulary	Simple, clear vocabulary. Imperative verbs often start sentences
Other features	<ul style="list-style-type: none"> • Bullet points (numbered) • Diagrams • Labels • photos
Examples	<ul style="list-style-type: none"> • Recipes • Rules for a game • Directions • How to make something

3 got his/her **THIRD** certificate!!!

© 2012 primaryClass.co.uk

Recount Texts

Visit to the Tower of London

Purpose	Tells us about something that has happened in order of events
Structure and paragraphs	Start by introducing where and when event occurs. Paragraphs In order that the events happened.
Person	1st or 3rd
Tense	Past Tense
Vocabulary	Time openers/connectives Detailed writing and description (adjectives) Feelings/opinions
Other features	Can be formal or informal depending on who you are writing for
Examples	<ul style="list-style-type: none"> • Newspapers • Diaries • Report or review of an event

Last Thursday we went to visit The Tower of London to learn more about Tudor times.

We set off in the morning and took the Underground to Tower Hill. It was quite busy when we got there. There were many tourists, but it was exciting to see The Tower.

Firstly we had to queue for a while to get inside. When we were in, we had to wait again for a toilet stop! But after this we met a guide who gave us a really interesting talk about Henry VIII and his wives. Some of us had to act the characters!

Then we had lunch near the ravens. They looked scary and I think they wanted to eat our food.

After this, we had the chance to visit some of the buildings including the White Tower and The Jewel House where the Crown Jewels are kept and guarded by Yeomen.

By the end of the day, we were really tired after all the walking, but it was well worth the visit.



4 got his/her FOURTH certificate!!!



© 2012 primaryClass.co.uk

Recount Texts

Visit to the Tower of London

Purpose	Tells us about something that has happened in order of events
Structure and paragraphs	Start by introducing where and when event occurs. Paragraphs In order that the events happened.
Person	1st or 3rd
Tense	Past Tense
Vocabulary	Time openers/connectives Detailed writing and description (adjectives) Feelings/opinions
Other features	Can be formal or informal depending on who you are writing for
Examples	<ul style="list-style-type: none"> • Newspapers • Diaries • Report or review of an event

Last Thursday we went to visit The Tower of London to learn more about Tudor times.

We set off in the morning and took the Underground to Tower Hill. It was quite busy when we got there. There were many tourists, but it was exciting to see The Tower.

Firstly we had to queue for a while to get inside. When we were in, we had to wait again for a toilet stop! But after this we met a guide who gave us a really interesting talk about Henry VIII and his wives. Some of us had to act the characters!

Then we had lunch near the ravens. They looked scary and I think they wanted to eat our food.

After this, we had the chance to visit some of the buildings including the White Tower and The Jewel House where the Crown Jewels are kept and guarded by Yeomen.

By the end of the day, we were really tired after all the walking, but it was well worth the visit.



4 got his/her FOURTH certificate!!!



© 2012 primaryClass.co.uk

Purpose	Explains how something happens, or why something is the way it is.
Structure and paragraphs	An introduction to the topic, then paragraphs. These must be in order if explaining a process. End with summary.
Person	3rd person
Tense	Present
Vocabulary	Time connectives Causal connectives
Other features	<ul style="list-style-type: none"> Title may be a question. Diagrams and labels, Pictures and captions. Lists. Glossary.
Examples	How do circuits work? What causes rain? How do plants grow?

Explanation Texts

Why do Earthquakes Happen?

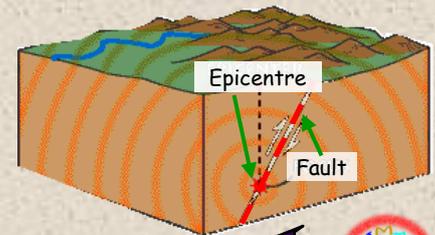
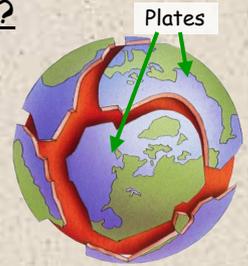
Earthquakes can be very destructive, and geologists spend a lot of time and money trying to understand how they happen so they can warn people.

Firstly we need to know that the Earth's surface is split into different moving parts called plates. As a result of anything that moves, sometimes they can crash into each other, and in this case cause an earthquake.

When one plate moves against another, because they are rocky, they stick due to friction. After some time, the pressure and need to move builds up.

Eventually, the plates overcome the friction and suddenly move causing what feels like powerful shaking - an earthquake. The centre of an earthquake is known as the epicentre, and the large cracks that form are called faults.

The shaking can cause buildings to fall and large waves (Tsunamis) to form causing massive damage, that is why it is important to give people as much warning as possible.



5 got his/her **FIFTH** certificate!!!

© 2012 primaryClass.co.uk



Purpose	Explains how something happens, or why something is the way it is.
Structure and paragraphs	An introduction to the topic, then paragraphs. These must be in order if explaining a process. End with summary.
Person	3rd person
Tense	Present
Vocabulary	Time connectives Causal connectives
Other features	<ul style="list-style-type: none"> Title may be a question. Diagrams and labels, Pictures and captions. Lists. Glossary.
Examples	How do circuits work? What causes rain? How do plants grow?

Explanation Texts

Why do Earthquakes Happen?

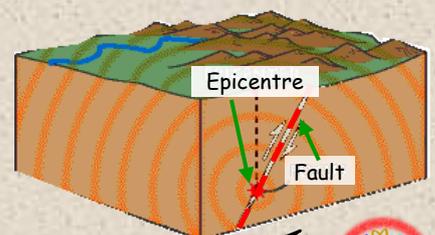
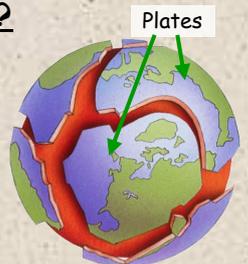
Earthquakes can be very destructive, and geologists spend a lot of time and money trying to understand how they happen so they can warn people.

Firstly we need to know that the Earth's surface is split into different moving parts called plates. As a result of anything that moves, sometimes they can crash into each other, and in this case cause an earthquake.

When one plate moves against another, because they are rocky, they stick due to friction. After some time, the pressure and need to move builds up.

Eventually, the plates overcome the friction and suddenly move causing what feels like powerful shaking - an earthquake. The centre of an earthquake is known as the epicentre, and the large cracks that form are called faults.

The shaking can cause buildings to fall and large waves (Tsunamis) to form causing massive damage, that is why it is important to give people as much warning as possible.



5 got his/her **FIFTH** certificate!!!

© 2012 primaryClass.co.uk

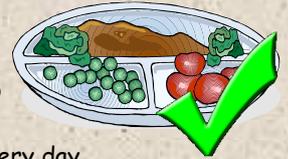


Purpose	To get someone to take your point of view
Structure and paragraphs	Introduce topic and state your position. Then give one reason per paragraph why you think this right. Finish by highlighting main points.
Person	1st, 2nd or 3rd
Tense	Present
Vocabulary	<ul style="list-style-type: none"> • Strong and emotional words • Time openers • Rhetorical questions
Other features	<ul style="list-style-type: none"> • Emotive pictures • Facts/evidence • Catchy phrases
Examples	<ul style="list-style-type: none"> • Adverts • Politics • Social issues

Persuasive Texts

Free School Lunches for ALL Children!

Only 20% of children are entitled to free school meals. Many children come to school feeling hungry because they have not had a proper breakfast. This is damaging to them and their education. Here are the reasons why all children should be able to have a healthy school dinner every day.



Firstly, not all families can afford the money to buy a school lunch. Busy parents may not have time to make a healthy and sufficient packed lunch, so some children just come to school with unhealthy snacks. As a result they are harming their bodies by not having a balanced diet.

Secondly, if children are feeling hungry, then they will not be able to concentrate on their work. They may feel sleepy or be thinking about their next meal.

Finally, some children may feel embarrassed about having a free school meal. If everyone is the same and has free school meals, then they will not need to worry about this anymore.



To conclude, everyone should be able to have a healthy school dinner everyday for their health and education.

6 got his/her **SIXTH** certificate!!!



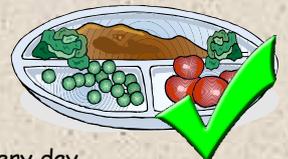
© 2012 primaryClass.co.uk

Purpose	To get someone to take your point of view
Structure and paragraphs	Introduce topic and state your position. Then give one reason per paragraph why you think this right. Finish by highlighting main points.
Person	1st, 2nd or 3rd
Tense	Present
Vocabulary	<ul style="list-style-type: none"> • Strong and emotional words • Time openers • Rhetorical questions
Other features	<ul style="list-style-type: none"> • Emotive pictures • Facts/evidence • Catchy phrases
Examples	<ul style="list-style-type: none"> • Adverts • Politics • Social issues

Persuasive Texts

Free School Lunches for ALL Children!

Only 20% of children are entitled to free school meals. Many children come to school feeling hungry because they have not had a proper breakfast. This is damaging to them and their education. Here are the reasons why all children should be able to have a healthy school dinner every day.



Firstly, not all families can afford the money to buy a school lunch. Busy parents may not have time to make a healthy and sufficient packed lunch, so some children just come to school with unhealthy snacks. As a result they are harming their bodies by not having a balanced diet.

Secondly, if children are feeling hungry, then they will not be able to concentrate on their work. They may feel sleepy or be thinking about their next meal.

Finally, some children may feel embarrassed about having a free school meal. If everyone is the same and has free school meals, then they will not need to worry about this anymore.



To conclude, everyone should be able to have a healthy school dinner everyday for their health and education.

6 got his/her **SIXTH** certificate!!!



© 2012 primaryClass.co.uk

Purpose	Different from persuasion as you write about both sides of the argument.
Structure and paragraphs	Starts by introducing topic. Then write arguments for/ against. May use a paragraph or bullet points. Repeat for opposite viewpoint. End with a recommendation .
Person	3 rd person
Tense	Present or past
Vocabulary	<ul style="list-style-type: none"> Point matched with examples, evidence or statistics Formal language
Other features	<ul style="list-style-type: none"> Labelled diagrams Pictures
Examples	<ul style="list-style-type: none"> Debates Should children wear school uniform?

Discussion Texts

Should children have more play time?

Most children would love to have more play time. But would this be good for them?

For

- Play time is a lot of fun and it gives children a chance to talk with friends and learn to mix with other children.
- Many children play games and sports during play time. Therefore they are able to exercise and become more healthy.
- Having a chance to take a break from sitting in the classroom helps children be fresh and ready for their learning afterwards.

Against

- There is plenty of time to play after school. Time playing is not time learning and after all, this is why children go to school.
- Sometimes there can be injuries and arguments which stop children being able to learn afterwards.
- Allowing more play time would mean making the school day longer.

After considering both points of views, I would say that having more play time would be a good thing for children as it is part of learning.



7 got his/her **SEVENTH** certificate!!!

© 2012 primaryClass.co.uk

Purpose	Different from persuasion as you write about both sides of the argument.
Structure and paragraphs	Starts by introducing topic. Then write arguments for/ against. May use a paragraph or bullet points. Repeat for opposite viewpoint. End with a recommendation .
Person	3 rd person
Tense	Present or past
Vocabulary	<ul style="list-style-type: none"> Point matched with examples, evidence or statistics Formal language
Other features	<ul style="list-style-type: none"> Labelled diagrams Pictures
Examples	<ul style="list-style-type: none"> Debates Should children wear school uniform?

Discussion Texts

Should children have more play time?

Most children would love to have more play time. But would this be good for them?

For

- Play time is a lot of fun and it gives children a chance to talk with friends and learn to mix with other children.
- Many children play games and sports during play time. Therefore they are able to exercise and become more healthy.
- Having a chance to take a break from sitting in the classroom helps children be fresh and ready for their learning afterwards.

Against

- There is plenty of time to play after school. Time playing is not time learning and after all, this is why children go to school.
- Sometimes there can be injuries and arguments which stop children being able to learn afterwards.
- Allowing more play time would mean making the school day longer.

After considering both points of views, I would say that having more play time would be a good thing for children as it is part of learning.



7 got his/her **SEVENTH** certificate!!!

© 2012 primaryClass.co.uk

Purpose	To give your opinion on something you have experienced.
Structure and paragraphs	Introduce the review topic. Write what you liked/didn't like, separating points into paragraphs with evidence. End with a recommendation.
Person	1 st person
Tense	Past or present
Vocabulary	<ul style="list-style-type: none"> •Emotional opinionated vocabulary. •Sometimes exaggeration and superlatives used to strengthen a point.
Other features	Photos of event Often language is informal
Examples	<ul style="list-style-type: none"> •Book review •Film review •Event review

Review Texts

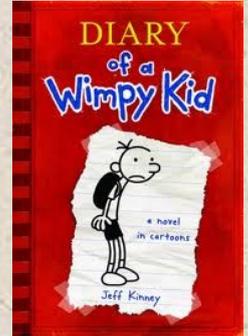
Review of 'Diary of a Wimpy Kid' by Jeff Kinney

Diary of a Wimpy Kid is a funny book told from the point of view of Greg Heffley and how he deals with life at home and at school. Greg is just starting middle school in America and he struggles to become the most popular person in the school. He thinks he is better than his friends and often finds that this is not true! He can be really horrible to his best friend Rowley, but they do have lots of fun together playing games and going on mini adventures such as trick or treating at Halloween.

The book is really funny and I really enjoyed the disgusting parts. For example, there is an old piece of cheese on the basketball court, and anyone who touches it gets 'The Cheese Touch'.

The book is filled with comic illustrations which help explain how Greg is thinking and feeling.

I would really recommend this book to all boys and girls about 9 to 11 years old. My only criticism is that it was not longer, and would advise reading the book before watching the film. Score: 5/5 ★★★★★



8 got his/her **EIGHTH** certificate!!!

© 2012 primaryClass.co.uk



Purpose	To give your opinion on something you have experienced.
Structure and paragraphs	Introduce the review topic. Write what you liked/didn't like, separating points into paragraphs with evidence. End with a recommendation.
Person	1 st person
Tense	Past or present
Vocabulary	<ul style="list-style-type: none"> •Emotional opinionated vocabulary. •Sometimes exaggeration and superlatives used to strengthen a point.
Other features	Photos of event Often language is informal
Examples	<ul style="list-style-type: none"> •Book review •Film review •Event review

Review Texts

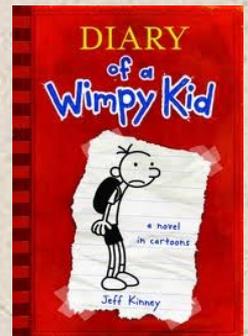
Review of 'Diary of a Wimpy Kid' by Jeff Kinney

Diary of a Wimpy Kid is a funny book told from the point of view of Greg Heffley and how he deals with life at home and at school. Greg is just starting middle school in America and he struggles to become the most popular person in the school. He thinks he is better than his friends and often finds that this is not true! He can be really horrible to his best friend Rowley, but they do have lots of fun together playing games and going on mini adventures such as trick or treating at Halloween.

The book is really funny and I really enjoyed the disgusting parts. For example, there is an old piece of cheese on the basketball court, and anyone who touches it gets 'The Cheese Touch'.

The book is filled with comic illustrations which help explain how Greg is thinking and feeling.

I would really recommend this book to all boys and girls about 9 to 11 years old. My only criticism is that it was not longer, and would advise reading the book before watching the film. Score: 5/5 ★★★★★



8 got his/her **EIGHTH** certificate!!!

© 2012 primaryClass.co.uk



Letters

Purpose	Letters can be written for many different reasons and language will vary although they should always be polite.
Structure and paragraphs	Contact details and date. First paragraph should explain why you are writing. Then paragraphs give details. Finish letter with your name.
Person	1 st person
Tense	Present
Vocabulary	Depends on purpose. It will either be formal or informal.
Other features	Greeting (dear...) Closing (yours...) Formal letters may have a title beneath the greeting.
Examples	<ul style="list-style-type: none"> • Thank you letters • A letter just to say hello • A complaint, or a request • To inform about something.

The Cottage
Mancunia
M25 3RT
18th April 2011

Dear Mayor,
Playground Facilities in Roberts Park
I am writing to complain about the current playground facilities at Roberts Park.
There are currently not enough climbing frames at the park, and the one that is present is partly broken.
The children are dangerously climbing trees instead and one child was recently hurt because of this.
Please make this a priority to fix. I look forward to your reply,
Yours faithfully,
Josh Cameron

12 Abtham Crescent
Brumaria
B19 4PR
18th April 2011

Dear Auntie Jean,
I hope you are well! I would like to thank you for the recent art set you bought me for my 10th birthday.
I love it! So far I have painted 2 pictures that I am very proud of.
The one of the park landscape I made for you. I hope you like it!
I had a fabulous birthday and a wonderful party with my friends.
There was lots of delicious cake and we went bowling in the afternoon.
Unfortunately my dad won, but we all had a good time anyway.
I hope to see you soon,
Yours truly,
Katie

9 got his/her NINTH certificate!!!



© 2012 primaryClass.co.uk

Letters

Purpose	Letters can be written for many different reasons and language will vary although they should always be polite.
Structure and paragraphs	Contact details and date. First paragraph should explain why you are writing. Then paragraphs give details. Finish letter with your name.
Person	1 st person
Tense	Present
Vocabulary	Depends on purpose. It will either be formal or informal.
Other features	Greeting (dear...) Closing (yours...) Formal letters may have a title beneath the greeting.
Examples	<ul style="list-style-type: none"> • Thank you letters • A letter just to say hello • A complaint, or a request • To inform about something.

The Cottage
Mancunia
M25 3RT
18th April 2011

Dear Mayor,
Playground Facilities in Roberts Park
I am writing to complain about the current playground facilities at Roberts Park.
There are currently not enough climbing frames at the park, and the one that is present is partly broken.
The children are dangerously climbing trees instead and one child was recently hurt because of this.
Please make this a priority to fix. I look forward to your reply,
Yours faithfully,
Josh Cameron

12 Abtham Crescent
Brumaria
B19 4PR
18th April 2011

Dear Auntie Jean,
I hope you are well! I would like to thank you for the recent art set you bought me for my 10th birthday.
I love it! So far I have painted 2 pictures that I am very proud of.
The one of the park landscape I made for you. I hope you like it!
I had a fabulous birthday and a wonderful party with my friends.
There was lots of delicious cake and we went bowling in the afternoon.
Unfortunately my dad won, but we all had a good time anyway.
I hope to see you soon,
Yours truly,
Katie

9 got his/her NINTH certificate!!!



© 2012 primaryClass.co.uk

Purpose	To report on an event that has happened.
Structure and paragraphs	Similar to persuasion texts. Needs to be presented in an eye catching, appealing way. Short text is effective.
Person	2nd person
Tense	Present
Vocabulary	<ul style="list-style-type: none"> • Quotes, Statistics • Only the main details • Exaggerated language • Strong vocabulary
Other features	<ul style="list-style-type: none"> • Pictures/colour/font • Space used effectively • Catchy phrases / slogans
Examples	<ul style="list-style-type: none"> • Adverts • Events

Leaflets and Adverts

**Dare you ride...
The Chiller?**

“Terrifying!”
Daily News

“Unforgettable Experience!”
Fairground Magazine

**Last year's
number 1
attraction**

**95% of riders
would dare
again!**

- 1 mile of twisting turbulent track
- 2 loops
- Max speed 70 mph
- **Not for chickens!**

Fear Fun Park
Chillingford
Hertfordshire
Open 9am - 7pm
April to October

10 got his/her TENTH certificate!!!



© 2012 primaryClass.co.uk

Purpose	To report on an event that has happened.
Structure and paragraphs	Similar to persuasion texts. Needs to be presented in an eye catching, appealing way. Short text is effective.
Person	2nd person
Tense	Present
Vocabulary	<ul style="list-style-type: none"> • Quotes, Statistics • Only the main details • Exaggerated language • Strong vocabulary
Other features	<ul style="list-style-type: none"> • Pictures/colour/font • Space used effectively • Catchy phrases / slogans
Examples	<ul style="list-style-type: none"> • Adverts • Events

Leaflets and Adverts

**Dare you ride...
The Chiller?**

“Terrifying!”
Daily News

“Unforgettable Experience!”
Fairground Magazine

**Last year's
number 1
attraction**

**95% of riders
would dare
again!**

- 1 mile of twisting turbulent track
- 2 loops
- Max speed 70 mph
- **Not for chickens!**

Fear Fun Park
Chillingford
Hertfordshire
Open 9am - 7pm
April to October

10 got his/her TENTH certificate!!!



© 2012 primaryClass.co.uk

News Reports

ROMANS BACK IN LONDON

After more than 1900 years, Roman artefacts have been returned to be displayed in the London Museum.

They were found 6 months ago after an excavation of what was thought to be a burial site for Roman soldiers who had been fighting with the famous Emperor Hadrian.

Archaeologists have been carefully removing the finds from a dig site near the Scottish border and restoring them.

Now they are ready to be shared with the public. But why are they to be displayed in London? Chief archaeologist Greg Hornsby explains:

“Amongst the treasures found, were

coins with the name ‘Londinium’ on them, the Roman name for London. We think the soldiers were marching from London at the time.”

Amongst the items discovered are swords, helmets and jewellery. Greg Hornsby is very excited but he also says that more help is needed. “The is one of

the most interesting finds for years, and we are learning a lot from it. However, without more funds, we will be unable to find out all we can.”

The display will open this August ready for the new school year.



One of the treasures found at the site

Purpose	To make someone interested in something
Structure and paragraphs	There should be an attention grabbing headline, then leading sentence to explain it. Paragraphs follow for each point.
Person	3rd person
Tense	Present/past
Vocabulary	<ul style="list-style-type: none"> • Quotes and opinions, but not from the writer. • Facts. • Headline should be in capitals and short without articles (a/the)
Other features	<ul style="list-style-type: none"> • Pictures with captions • Written in columns
Examples	<ul style="list-style-type: none"> • Superman Saves the Day! • School To Close Down

11 got his/her **ELEVENTH** certificate!!!

© 2012 primaryClass.co.uk



News Reports

ROMANS BACK IN LONDON

After more than 1900 years, Roman artefacts have been returned to be displayed in the London Museum.

They were found 6 months ago after an excavation of what was thought to be a burial site for Roman soldiers who had been fighting with the famous Emperor Hadrian.

Archaeologists have been carefully removing the finds from a dig site near the Scottish border and restoring them.

Now they are ready to be shared with the public. But why are they to be displayed in London? Chief archaeologist Greg Hornsby explains:

“Amongst the treasures found, were

coins with the name ‘Londinium’ on them, the Roman name for London. We think the soldiers were marching from London at the time.”

Amongst the items discovered are swords, helmets and jewellery. Greg Hornsby is very excited but he also says that more help is needed. “The is one of

the most interesting finds for years, and we are learning a lot from it. However, without more funds, we will be unable to find out all we can.”

The display will open this August ready for the new school year.



One of the treasures found at the site

Purpose	To make someone interested in something
Structure and paragraphs	There should be an attention grabbing headline, then leading sentence to explain it. Paragraphs follow for each point.
Person	3rd person
Tense	Present/past
Vocabulary	<ul style="list-style-type: none"> • Quotes and opinions, but not from the writer. • Facts. • Headline should be in capitals and short without articles (a/the)
Other features	<ul style="list-style-type: none"> • Pictures with captions • Written in columns
Examples	<ul style="list-style-type: none"> • Superman Saves the Day! • School To Close Down

11 got his/her **ELEVENTH** certificate!!!

© 2012 primaryClass.co.uk



There are many different narrative types: adventures, myths, science fiction, fairy tales, mystery, are just a few. Although the style can change with the different genres, the main structure is often the same: opening → problem → solving the problem → ending.

You should always plan your story first so you know how it will end, but make sure it is believable, and all the events lead to a realistic ending.

Opening:

Your opening should include the following:

- Who is in the story?
- Where and when is it set?

Problem

The problem should set up the rest of the story:

- Does the character have an important decision to make?
- Is there something stopping the character achieving something?

Narrative Openers

"This is our new house?" asked Danny as his family pulled up in the car. Danny did not want to move house. He would miss all his friends and was really worried about starting at a new school. "Yes, it needs a bit of work, but you'll be fine" his mum reassured him.

The wooden house looked grey and run down. Nobody had lived there for years. A couple had moved in, but moved out again after only a week because they claimed 'it was too noisy'. Danny could not see why. It was miles from anywhere!

Though he felt quite miserable about moving, being the adventurous type, he could not help but feel curious about this new place.

It took him an age to unpack all his stuff into his new bedroom. It was at the top of the house, right in the attic. It felt as cold as ice, but it was really quiet, not as the couple had described. Feeling tired after the day's journey he set off to bed. That is when the noise began.

He woke up with a start. He thought he heard a knocking on the wall. But how? There were no rooms next to him. Maybe he was dreaming.

Tap, tap, TAP! No. It was real! He froze - scared stiff.

(to be continued...)

12 got his/her TWELFTH certificate!!!



There are many different narrative types: adventures, myths, science fiction, fairy tales, mystery, are just a few. Although the style can change with the different genres, the main structure is often the same: opening → problem → solving the problem → ending.

You should always plan your story first so you know how it will end, but make sure it is believable, and all the events lead to a realistic ending.

Opening:

Your opening should include the following:

- Who is in the story?
- Where and when is it set?

Problem

The problem should set up the rest of the story:

- Does the character have an important decision to make?
- Is there something stopping the character achieving something?

Narrative Openers

"This is our new house?" asked Danny as his family pulled up in the car. Danny did not want to move house. He would miss all his friends and was really worried about starting at a new school. "Yes, it needs a bit of work, but you'll be fine" his mum reassured him.

The wooden house looked grey and run down. Nobody had lived there for years. A couple had moved in, but moved out again after only a week because they claimed 'it was too noisy'. Danny could not see why. It was miles from anywhere!

Though he felt quite miserable about moving, being the adventurous type, he could not help but feel curious about this new place.

It took him an age to unpack all his stuff into his new bedroom. It was at the top of the house, right in the attic. It felt as cold as ice, but it was really quiet, not as the couple had described. Feeling tired after the day's journey he set off to bed. That is when the noise began.

He woke up with a start. He thought he heard a knocking on the wall. But how? There were no rooms next to him. Maybe he was dreaming.

Tap, tap, TAP! No. It was real! He froze - scared stiff.

(to be continued...)

12 got his/her TWELFTH certificate!!!



Problem Solving:

This is the main part of the story

- What happens to the character?
- How do they overcome the problem?

Ending

After the problem is resolved, the ending should in some way link back to the beginning. Try not to leave any parts of the story unfinished. Stories nearly always finish with a positive ending, even though a good piece of writing will make you think that it was going to end badly!



Narrative Endings

The noise was coming from the corner behind the wardrobe. It was getting louder, and he thought he could also hear crying.

Cautiously, and in the dark he crept over to the corner. He was shaking, but the crying disturbed him, and this made him want to help.

After waiting for minutes to raise his courage, he used all his strength to move the furniture.

To his surprise, he found a small door, no higher than his knee behind the wardrobe. Before he could reach and open it, the door shot open!

He jumped back in fright, his heart beating like a train. As it was dark he could not see well, so his horror exploded as a dark creature jumped on him, pinning him to the floor. He could feel the disgusting breath of the creature near his face.

Just as he thought he was going to get eaten alive, a sloppy, wet tongue began licking his face all over. He reached up and felt the soft fur of the creature. It was just a dog! How did it get there? He would never know, but he had made his first new friend of his new life. "I'll call you

Tommy after my old best friend" he said. He began to feel that he was going to be ok.

13 got his/her **THIRTEENTH** certificate!!!



© 2012 primaryclass.co.uk

Problem Solving:

This is the main part of the story

- What happens to the character?
- How do they overcome the problem?

Ending

After the problem is resolved, the ending should in some way link back to the beginning. Try not to leave any parts of the story unfinished. Stories nearly always finish with a positive ending, even though a good piece of writing will make you think that it was going to end badly!



Narrative Endings

The noise was coming from the corner behind the wardrobe. It was getting louder, and he thought he could also hear crying.

Cautiously, and in the dark he crept over to the corner. He was shaking, but the crying disturbed him, and this made him want to help.

After waiting for minutes to raise his courage, he used all his strength to move the furniture.

To his surprise, he found a small door, no higher than his knee behind the wardrobe. Before he could reach and open it, the door shot open!

He jumped back in fright, his heart beating like a train. As it was dark he could not see well, so his horror exploded as a dark creature jumped on him, pinning him to the floor. He could feel the disgusting breath of the creature near his face.

Just as he thought he was going to get eaten alive, a sloppy, wet tongue began licking his face all over. He reached up and felt the soft fur of the creature. It was just a dog! How did it get there? He would never know, but he had made his first new friend of his new life. "I'll call you

Tommy after my old best friend" he said. He began to feel that he was going to be ok.

13 got his/her **THIRTEENTH** certificate!!!



© 2012 primaryclass.co.uk

Here are some ideas to make your writing better. Do not try to use them all at once, or you might feel that writing is not much fun...and it is! Just try one or two, then try others next time you write.

The best tips are...

- Have fun writing and be creative.
- Make up your own rules for writing. Break the rules! But...
- Remember to explain and describe through writing what is in your head.
- Make sure it is believable.
- Get someone else to read your writing to check it makes sense.
- Don't worry about making mistakes, you will always have a chance to fix them next time.

Openers/connectives:
There are lots of these, and can be used for opening or connecting.

Narrative Tips

Try different sentence/story openings:

- (subject) He crept over to the door.
- (adverb) Cautiously, he crept over to the door.
- (adjective) Scared, he crept over to the door.
- (participle) Creeping, he went over to the door.
- (opener) Eventually, he crept over to the door.
- (simile) Like a mouse, he crept over to the door.
- (speech) "Here I go!", he whispered, creeping over to the door.

Paragraphs:
When you move to a new idea, event or point, start on a new line.

Short sentences:
Good to make an impact.
It was real!
He froze.

Adjectives:
Use one or two to describe a person, place or thing.

Use questions:
How did it get there?
Was he dreaming?

Try some different punctuation:



Adverbs:

Adverbs describe how a verb is done:
Danny **crept** **cautiously**.

Feelings:
Describe how a character is feeling.

- Don't:**
- Write about things that don't matter to the story.
 - Write too much speech.
 - Only describe action
 - Repeat words again and again

14 got his/her **FOURTEENTH** certificate!!!



Here are some ideas to make your writing better. Do not try to use them all at once, or you might feel that writing is not much fun...and it is! Just try one or two, then try others next time you write.

The best tips are...

- Have fun writing and be creative.
- Make up your own rules for writing. Break the rules! But...
- Remember to explain and describe through writing what is in your head.
- Make sure it is believable.
- Get someone else to read your writing to check it makes sense.
- Don't worry about making mistakes, you will always have a chance to fix them next time.

Openers/connectives:
There are lots of these, and can be used for opening or connecting.

Narrative Tips

Try different sentence/story openings:

- (subject) He crept over to the door.
- (adverb) Cautiously, he crept over to the door.
- (adjective) Scared, he crept over to the door.
- (participle) Creeping, he went over to the door.
- (opener) Eventually, he crept over to the door.
- (simile) Like a mouse, he crept over to the door.
- (speech) "Here I go!", he whispered, creeping over to the door.

Paragraphs:
When you move to a new idea, event or point, start on a new line.

Short sentences:
Good to make an impact.
It was real!
He froze.

Adjectives:
Use one or two to describe a person, place or thing.

Use questions:
How did it get there?
Was he dreaming?

Try some different punctuation:



Adverbs:

Adverbs describe how a verb is done:
Danny **crept** **cautiously**.

Feelings:
Describe how a character is feeling.

- Don't:**
- Write about things that don't matter to the story.
 - Write too much speech.
 - Only describe action
 - Repeat words again and again

14 got his/her **FOURTEENTH** certificate!!!



Play scripts have the following features:

- List of characters
- Acts and Scenes (like chapters in a book)
- Written in present tense
- Character name on the left followed by the speech (do not need words like said or speech marks)
- New speech starts on a new line
- Narrator (optional): can be used to describe what is happening
- Stage directions (usually in brackets) to help the actor know what to do, or how to say something
- Punctuation also helps the actor know how to say something



Play Scripts

The Tempest by William Shakespeare

Characters:

Prospero the Wizard, Ariel the Fairy, Caliban the Slave, Ferdinand the Prince, Miranda the daughter of Prospero

Act 1 Scene 3

Narrator: Prospero then talks to his helper, Ariel.

Prospero: What happened to the ship?

Ariel: (*flying*) The magic is done. The ship has been sunk in the storm.

Ferdinand: (*swims out of the sea exhausted*) The ship...it has gone! I am lucky to be alive!

Narrator: Ferdinand sees Miranda and they look lovingly at each other.

Ferdinand: (*stunned*) You are beautiful!

Act 1 Scene 4

Narrator: Prospero knows there is more work to be done.

Prospero: (*angrily*) Caliban, you ugly slave. Go fetch me more wood.

Caliban: (*miserable and clumsy*) Go fetch your own wood! This should be my island!

15 got his/her FIFTEENTH certificate!!!

© 2012 PrimaryClass.co.uk



Play scripts have the following features:

- List of characters
- Acts and Scenes (like chapters in a book)
- Written in present tense
- Character name on the left followed by the speech (do not need words like said or speech marks)
- New speech starts on a new line
- Narrator (optional): can be used to describe what is happening
- Stage directions (usually in brackets) to help the actor know what to do, or how to say something
- Punctuation also helps the actor know how to say something



Play Scripts

The Tempest by William Shakespeare

Characters:

Prospero the Wizard, Ariel the Fairy, Caliban the Slave, Ferdinand the Prince, Miranda the daughter of Prospero

Act 1 Scene 3

Narrator: Prospero then talks to his helper, Ariel.

Prospero: What happened to the ship?

Ariel: (*flying*) The magic is done. The ship has been sunk in the storm.

Ferdinand: (*swims out of the sea exhausted*) The ship...it has gone! I am lucky to be alive!

Narrator: Ferdinand sees Miranda and they look lovingly at each other.

Ferdinand: (*stunned*) You are beautiful!

Act 1 Scene 4

Narrator: Prospero knows there is more work to be done.

Prospero: (*angrily*) Caliban, you ugly slave. Go fetch me more wood.

Caliban: (*miserable and clumsy*) Go fetch your own wood! This should be my island!

15 got his/her FIFTEENTH certificate!!!

© 2012 PrimaryClass.co.uk



Poetry come in many shapes and forms.
There are rules for some, but you can
make up your own rules too!

Poems give you

- A chance to be creative by playing with words
- A challenge to make you think of different ways to describe something

Poems can:

- Tell a story
- Be funny
- Reflect on something
- Share knowledge
- Share culture

Some types of poems:

- Acrostic
- Couplets
- Limericks
- Rhyming
- Haiku
- Shape (calligrams)

Poetry

Acrostic Poem

Playtime - yeah!
Let's play a game together
All together, no one left out
Your turn!
Try to catch me if you can
I'm IT - oh no!
Me and my friends chatting away

Nursery Rhyme

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses, And all the King's men
Couldn't put Humpty together again!

Ballad Poem - The Mermaid
author unknown

Oh the ocean waves may roll,
And the stormy winds may blow,
While we poor sailors go skipping aloft
And the land lubbers lay down below, below, below
And the land lubbers lay down below.

Tongue Twister

She sells seashells by the seashore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

Alliteration Poem

One wonderful winking weasel
Two terrifying terrible tigers
Three thirsty thin thrushes
Four fantastic fancy fish
Five flabby fat frogs

16 got his/her **SIXTEENTH** certificate!!!

© 2012 PrimaryClass.co.uk



Poetry come in many shapes and forms.
There are rules for some, but you can
make up your own rules too!

Poems give you

- A chance to be creative by playing with words
- A challenge to make you think of different ways to describe something

Poems can:

- Tell a story
- Be funny
- Reflect on something
- Share knowledge
- Share culture

Some types of poems:

- Acrostic
- Couplets
- Limericks
- Rhyming
- Haiku
- Shape (calligrams)

Poetry

Acrostic Poem

Playtime - yeah!
Let's play a game together
All together, no one left out
Your turn!
Try to catch me if you can
I'm IT - oh no!
Me and my friends chatting away

Nursery Rhyme

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses, And all the King's men
Couldn't put Humpty together again!

Ballad Poem - The Mermaid
author unknown

Oh the ocean waves may roll,
And the stormy winds may blow,
While we poor sailors go skipping aloft
And the land lubbers lay down below, below, below
And the land lubbers lay down below.

Tongue Twister

She sells seashells by the seashore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

Alliteration Poem

One wonderful winking weasel
Two terrifying terrible tigers
Three thirsty thin thrushes
Four fantastic fancy fish
Five flabby fat frogs

16 got his/her **SIXTEENTH** certificate!!!

© 2012 PrimaryClass.co.uk



Calligrams (shape poems) are made of words that describe something. But the shape of the words and the poem also make up the shape. The snake also has examples of onomatopoeia, words which match its sound.

Calligrams

Handwriting practice line with cursive letters



Scary

SLIME

Water

Tiger

FUN!

FIRES!



Sither Side Sipp

17 got his/her SEVENTEENTH certificate!!



© 2012 primaryclass.co.uk

Calligrams (shape poems) are made of words that describe something. But the shape of the words and the poem also make up the shape. The snake also has examples of onomatopoeia, words which match its sound.

Calligrams

Handwriting practice line with cursive letters



Scary

SLIME

Water

Tiger

FUN!

FIRES!



Sither Side Sipp

17 got his/her SEVENTEENTH certificate!!



© 2012 primaryclass.co.uk

Couplets are simple two lined poems.
Each line's last words rhyme.

A Kenning is a like a list of clues.
What the poem is about is never
mentioned, so it is a bit like a
puzzle. Kennings come from ancient
Norse language.

A sandwich full of jam
Doesn't need a piece of ham.

I really love ice-cream
So much, I want to scream!

The lights at night
Fill me with delight!

Couplets and Kennings

For a wash I have no time
But leaves me covered in grime.

Tells stories
Lights up the room
Controlled by buttons
Entertains but
Stops us talking



Gives us warmth
Burns our skin
Grows the flowers
Hides at night
Throws us light

Bounces up and down
Round like an orange
Looks for the goal
Dirties the shoes
No use when popped



Kenning answers:
Sun, TV, football

18 got his/her **EIGHTEENTH** certificate!!!



© 2012 PrimaryClass.co.uk

Couplets are simple two lined poems.
Each line's last words rhyme.

A Kenning is a like a list of clues.
What the poem is about is never
mentioned, so it is a bit like a
puzzle. Kennings come from ancient
Norse language.

A sandwich full of jam
Doesn't need a piece of ham.

I really love ice-cream
So much, I want to scream!

The lights at night
Fill me with delight!

Couplets and Kennings

For a wash I have no time
But leaves me covered in grime.

Tells stories
Lights up the room
Controlled by buttons
Entertains but
Stops us talking



Gives us warmth
Burns our skin
Grows the flowers
Hides at night
Throws us light

Bounces up and down
Round like an orange
Looks for the goal
Dirties the shoes
No use when popped



Kenning answers:
Sun, TV, football

18 got his/her **EIGHTEENTH** certificate!!!



© 2012 PrimaryClass.co.uk

Haiku and Tanka poems are both styles that come from Japan.

They have a very strict structure.

Haiku have only 3 lines. Line 1 and 3 have 5 syllables, and line 2 7 syllables. They re normally about something natural.

Tanka have 5 lines. Again, line 1 and 3 have 5 syllables, and the rest have 7. They are normally about something natural, or relationships of people.

Use your senses to help you write these, but remember to check you have not broken the rules.

Haiku and Tanka Poems

Autumn leaves crunching
Under my big wrapped up feet
Crisp cracks and snappy



The sound of water
Falling down the rocky side
Lands soft and safely

Blue sky high above
Puffy clouds that pass on by
Sun that warms my face



Rainbow reaching high
Bridging the left to the right
There at the ending,
Is it really there to see?
A pot of gold for sharing

Sadness takes my hand
Its time for you to go now
When will we meet next?
It will seem like forever
But wait is all I can do

19 got his/her **NINETEENTH** certificate!!!

© 2012 primaryClass.co.uk



Haiku and Tanka poems are both styles that come from Japan.

They have a very strict structure.

Haiku have only 3 lines. Line 1 and 3 have 5 syllables, and line 2 7 syllables. They re normally about something natural.

Tanka have 5 lines. Again, line 1 and 3 have 5 syllables, and the rest have 7. They are normally about something natural, or relationships of people.

Use your senses to help you write these, but remember to check you have not broken the rules.

Haiku and Tanka Poems

Autumn leaves crunching
Under my big wrapped up feet
Crisp cracks and snappy



The sound of water
Falling down the rocky side
Lands soft and safely

Blue sky high above
Puffy clouds that pass on by
Sun that warms my face



Rainbow reaching high
Bridging the left to the right
There at the ending,
Is it really there to see?
A pot of gold for sharing

Sadness takes my hand
Its time for you to go now
When will we meet next?
It will seem like forever
But wait is all I can do

19 got his/her **NINETEENTH** certificate!!!

© 2012 primaryClass.co.uk



Limericks also have strict structure. There are 5 lines, with line 1, 2 and 5 having the same rhyme, and line 3 and 4 having the same rhyme. The first line is usually 'There was a ___ from ___' and they are normally humorous.

Raps are modern poetry, normally about social situations. They tend to match a rhythmic background and this will determine the structure.

There was an old woman from Leeds,
Who loved to eat lots of cheese,
So she went to the hives,
To get fromage with chives,
But ran when she angered the bees!

Limericks and Raps

There was a man from Chester,
Who thought he would be a good wrestler,
But when in the ring,
He was found not to be king,
And ended up being a jester!



There once was a boy from Dundee,
Who wanted to see the sea,
So he climbed to a place,
But fell flat on his face,
And also injured his knee!

The angle rap, the angle rap
Can be handy, using a map
North, south, east and west
Read it right, to pass the test



Turning here, turning there
90° will help prepare
A quarter turn is what it is
Now you can get there with a whizz

20 got his/her **TWENTIETH** certificate!!!



© 2012 PrimaryClass.co.uk

Limericks also have strict structure. There are 5 lines, with line 1, 2 and 5 having the same rhyme, and line 3 and 4 having the same rhyme. The first line is usually 'There was a ___ from ___' and they are normally humorous.

Raps are modern poetry, normally about social situations. They tend to match a rhythmic background and this will determine the structure.

There was an old woman from Leeds,
Who loved to eat lots of cheese,
So she went to the hives,
To get fromage with chives,
But ran when she angered the bees!

Limericks and Raps

There was a man from Chester,
Who thought he would be a good wrestler,
But when in the ring,
He was found not to be king,
And ended up being a jester!



There once was a boy from Dundee,
Who wanted to see the sea,
So he climbed to a place,
But fell flat on his face,
And also injured his knee!

The angle rap, the angle rap
Can be handy, using a map
North, south, east and west
Read it right, to pass the test



Turning here, turning there
90° will help prepare
A quarter turn is what it is
Now you can get there with a whizz

20 got his/her **TWENTIETH** certificate!!!



© 2012 PrimaryClass.co.uk

