

SHARK ATTACK!

With a huge leap, I left the water, just as the enormous creature rose below me, its jaws wide open.

The wave whipped me away but what had happened to my balance? At first, I thought it was panic that was making me fall. I was an expert surfer. Furious with myself (and terrified as I needed to get to the safety of the beach), I went to crouch and toppled into the water. I had no leg. Blood was pouring out of where my calf should have been. Shock and adrenalin was making me oblivious to pain, but not fear ... and I knew the shark would be back for more.



“Get on! NOW!”

Suddenly, Jason was there, pulling me onto his long, slim board and while holding on - lying full length - I was surfed by him back to shore, where arms carried me up the beach.

As I lost consciousness, snippets of conversation made it to my brain:

“Tiger shark . . . four metres at least . . . not a chance . .

“ . . . below the knee . . . lucky to be alive!”

I thought of my brother, my board, my arrogance. What had gone wrong? King of the Ocean? What had happened to my respect for the sea - its power and unpredictability? It would never happen again!

SHARK ATTACK!

It was a boiling hot day; the sun relentless in the sky above, staring down upon us as though determined to scorch the entire Earth. As I ran down the soft, sandy beach, my spirits were high as the colourful kites being flown. The beautiful board I carried had been given to me for Christmas by my brother - a stylish, short board with a concave bottom for speed over the water; the design a sleek, silver shark on the pale-blue background.

Paddling the board hard out to sea, I was helped by the wind which was whipping up waves and promising an exciting day's surfing. Jason, who was a champion surfer and good friend, passed me whooping loudly as he rode a large roller. I felt good - King of the Ocean! What could possibly go wrong? A massive wave was approaching and I held my board in position - poised to leap on and ride the crest. My whole body was concentrated and ready, so it was with something like annoyance that I was distracted by a thump on the leg.

"Driftwood," I told myself and gave it not a second thought.

The wave was close. I crouched in the water. Tensed. Then I heard Jason's shout,

"Behind you!"

He sounded urgent. I flashed a look. A fin. Moving at speed. Towards me!

Bullet points to summarise the text

*

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*

Tiger Sharks

Named for the dark stripes found on juvenile sharks, which fade as they grow to maturity, the Tiger shark is second only to the Great White in the number of attacks on humans.

Size

Tiger sharks can grow up to 6 or 7 metres in length and weigh up to 900 kilograms – that is four times the length of a man and ten times his weight! They take a long time to grow and have low reproduction rates.



Habitat

Tropical or sub-tropical seas

Diet

A carnivore, the Tiger shark, which will eat anything, has been found to have a huge variety of fish in their stomachs and even metal licence plates and tyres!

Their sharp, serrated teeth and powerful jaws allow them to crack shells - allowing them to eat such foods as turtles.



Humans hunt Tiger sharks in order to use their meat, skin and fins. Their livers, which are high in Vitamin A are often used in Vitamin supplements. Finning is when a shark's fins are removed and the body (often still alive) is thrown back into the sea. A shark cannot swim without its fins so will suffocate or be eaten.

Due to humans, the Tiger shark is on the vulnerable list.

SHARK ATTACK QUESTIONS

Who had given him the board? Father? Mother? Friend? Brother?
(1)

Three figures of speech are used in the first paragraph of the story.
What are they? (3)

What does the surfer mean when he says "King of the Ocean."
(2)

What is meant when it says Jason was riding "a large roller"?
(1) machine for rolling? wave? kind of surf-board?

What did the boy think he had been hit by?
(1)

He sounded urgent. I flashed a look. A fin. Moving at speed.
Towards me! These are not all proper sentences with subject and
verb. Why has the author punctuated it like this?
What effect does it have on the reader? (2)

How did he become aware of his injuries? (2)

Why has the author used ellipsis in the conversation the boy heard
before he lost consciousness? (1)

What is meant by 'juvenile sharks'? (1)

Why are there text boxes in the non-fiction piece about Tiger sharks? (2)

How are sharks able to eat turtles?
(2)

Should 'finning' be illegal? Explain what it is and why you think yes
or no. (3)

For a moment Peter did not understand. Then, when he saw all the other creatures start forward and heard Aslan say with a wave of his paw, 'Back! Let the Prince win his spurs,' he did understand, and set off running as hard as he could to the pavilion. And there he saw a dreadful sight. The Naiads and Dryads were scattering in every direction. Lucy was running towards him as fast as her short legs would carry her and her face was as white as paper. Then he saw Susan make a dash for a tree, and swing herself up, followed by a huge grey beast. At first Peter thought it was a bear. Then he saw that it looked like an Alsatian, though it was far too big to be a dog. Then he realised that it was a wolf – a wolf standing on its hind legs, with its front paws against the tree-trunk, snapping and snarling. All the hair on its back stood up on end. Susan had not been able to get higher than the second big branch. One of her legs hung down so that her foot was only an inch or two above the snapping teeth. Peter wondered why she did not get higher or at least take a better grip; then he realized that she was just going to faint and that if she fainted she would fall off. Peter did not feel very brave; indeed, he felt he was going to be sick. But that made no difference to what he had to do. He rushed straight up to the monster and aimed a slash of his sword at its side. That stroke never reached the Wolf. Quick as lightning it turned round, its eyes flaming, and its mouth wide open in a howl of anger. If it had not been so angry that it simply had to howl it would have got him by the throat at once. As it was – though all this happened too quickly for Peter to think at all – he had just time to duck down and plunge his sword, as hard as he could, between the brute's forelegs into its heart. Then came a horrible, confused moment like something in a nightmare. He was tugging and pulling and the Wolf seemed neither alive nor dead, and its bared teeth knocked against his forehead, and everything was blood and heat and hair. A moment later he found that the monster lay dead and he had drawn his sword out of it and was straightening his back and rubbing the sweat off his face and out of his eyes. He felt tired all over.

Time yourself – how long to highlight the words below.

| | | | |
|----------|------------|----------|-------|
| snapping | nightmare | Naiads | Wolf |
| Aslan | Prince | Alsatian | bared |
| sweat | scattering | snarling | Susan |

When, suddenly, on an ordinary Wednesday, it seemed to Barney that the world tilted and ran down-hill in all directions, he knew he was about to be haunted again. It had happened when he was younger but he had thought that being haunted was a babyish thing that you grew out of, like crying when you fell over, or not having a bike.

'Remember Barney's imaginary friends, Mantis, Bigbuzz and Ghost?' Claire – his stepmother – sometimes said.' The garden seems empty now that they've gone. I quite miss them.'

But she was really pleased perhaps because, being so very real to Barney, they had become too real for her to laugh over. Barney had been sorry to lose them, but he wanted Claire to feel comfortable living with him. He could not remember his own mother and Claire had come as a wonderful surprise, giving him a hug when he came home from school, asking him about his day, telling him about hers, arranging picnics and unexpected parties and helping him with hard homework. It seemed worth losing Mantis, Bigbuzz and Ghost and the other kind phantoms that had been his friends for so many days before Claire came.

Yet here it was beginning again... the faint dizzy twist in the world around him, the thin singing drone as if some tiny insect were trapped in the curling mazes of his ear. Barney looked up at the sky searching for a ghost but there was only a great blueness like a weight pressing down on him. He looked away quickly, half expecting to be crushed into a sort of rolled-out gingerbread boy in an enormous stretched-out school uniform. Then he saw his ghost on the footpath beside him. A figure was slowly forming out of the air: a child – quite a little one, only about four or five – struggling to be real. A curious pale face grew clearer against a halo of shining hair, silver gold hair that curled and crinkled, fading into the air like bright smoke. The child was smiling. It seemed to be having some difficulty in seeing Barney so that he felt that he might be the one who was not quite real. Well, he was used to feeling that. In the days before Claire he had often felt that he himself couldn't be properly heard or seen. But then Mantis had taken time to become solid and Ghost had always been dim and smoky. So Barney was not too surprised to see the ghost looking like a flat paper doll stuck against the air by some magician's glue. Then it became round and real, looking alive, but old-fashioned and strange, in its blue velvet suit and lace collar. A soft husky voice came out of it.

'Barnaby's dead!' it said.

Time yourself – how long to highlight the words below.

| | | | |
|------------|------------|-------------|----------|
| enormous | velvet | phantoms | crinkled |
| picnics | struggling | curious | dizzy |
| Magician's | Wednesday | gingerbread | husky |

4 Active Voice and Passive Voice

Consider these two reports about the same football match.

1 They decided the semi-final of the Carling Cup at Anfield last night. Howard Webb refereed the match. Liverpool scored a sensational goal in the first minute. Someone brought down Bellamy in the penalty area. Steven Gerrard took the penalty. He calmly slotted it home. Arsenal went on the counter attack. Van Persie scored on half time. Liverpool dominated the second half but the Reds couldn't find a way past the massed Arsenal defence. In the dying seconds, Liverpool grabbed the winner. Gerrard drove home a 30-yard free-kick to put Liverpool in the final which they will play at Wembley on May 15th.

2 The semi-final of the Carling Cup was played at Anfield last night. The match was refereed by Howard Webb. Liverpool scored a sensational goal in the first minute. Bellamy was brought down in the penalty area. The penalty was taken by Steven Gerrard who calmly slotted it home. Arsenal went on the counter attack, Van Persie scoring on half time. The second half was dominated by the Reds who couldn't find a way past the massed Arsenal defence until the dying seconds when Liverpool grabbed the winner. A 30-yard free-kick was driven home by Gerrard to put Liverpool in the final which will be played at Wembley on May 15th.

You probably found the second report more natural to read because it contained a mixture of **active** and **passive** sentences. A sentence is written in **active voice** when the subject of the sentence performs the action in the sentence: *Steven Gerrard took the penalty.* A sentence is written in **passive voice** when the subject of the sentence has an action done to it by someone or something else: *The penalty was taken by Steven Gerrard.*

Task 4 - Answer these active voice questions in the passive voice.

1. Where did they hold the Olympics in 2012?
2. Which country won most Olympic medals?
3. In what country will they hold the next FIFA World Cup?
4. Who teaches your class Maths?
5. What singer has sold the most Gold music albums?
6. What do they make pasta from?
7. Where might they build a new airport in east Kent?
8. When will pupils take the next SATS tests?
9. Who wrote your favourite novel?
10. Who answered most of these questions correctly?

Division :

1. Write out the table facts to support your accuracy
2. Remember the strategy
3. Check by carrying out the inverse

| | |
|--------------------------|---------------------------|
| $4564 \div 6 =$ _____ | $3231 \div 15 =$ _____ |
| $8234 \div 4 =$ _____ | $3681 \div 21 =$ _____ |
| $1223 \div 6 =$ _____ | $2356 \div 13 =$ _____ |
| $1602 \div 4 =$ _____ | $2644 \div 14 =$ _____ |
| $7926 \div 4 =$ _____ | $3448 \div 14 =$ _____ |
| $5621 \div 3 =$ _____ | $8752 \div 15 =$ _____ |
| $9831 \div 5 =$ _____ | $5436 \div 13 =$ _____ |

Challenge Yourself!

What tips to success do you need?

| | |
|---------------------------|---------------------------|
| $4564 \div 24 =$ _____ | $3231 \div 11 =$ _____ |
| $8234 \div 24 =$ _____ | $3681 \div 12 =$ _____ |
| $1223 \div 21 =$ _____ | $6340 \div 13 =$ _____ |
| $1602 \div 14 =$ _____ | $2644 \div 14 =$ _____ |
| $7926 \div 41 =$ _____ | $3448 \div 14 =$ _____ |
| $5621 \div 23 =$ _____ | $8752 \div 15 =$ _____ |
| $9831 \div 51 =$ _____ | $5436 \div 23 =$ _____ |

Year 3/year 4 statutory word list grouped by area

| suffix -ly, -ally | -ible words | split digraph – long vowel sounds | Other words |
|--|--|--|---|
| accidentally actually occasion(ally) probably | possible | Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1) | answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit |
| 'n' spelt as 'kn' | -ough letter strings enough though/although thought through (currently taught in Years 5/6) | | |
| knowledge knowledgeable | Words from other countries | cross-curricular words earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length | heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women |
| -tion and -sion words mention occasion position possess(ion) question | bicycle (cycle - from the Greek for <i>wheel</i>) (bi-meaning 'two') | | |
| 'or' sound spelt 'ough' caught naughty (regional pronunciation) | 'i' sound spelt as 'u' busy/business | 's' sound spelt as 'c' before 'e', 'i' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2) | |
| 'el', 'ey' and 'elgh' sounds eight/eighth reign weight height (exception) | adding prefixes (dis)appear (dis)believe (re)build (re)position | | |
| adverbials therefore | unstressed vowels different favourite February interest library ordinary separate | | |
| -ous words famous various | double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose | | |

Spelling Champion 3/4 words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.

Year 5/year 6 statutory word list grouped by area

| Unstressed vowels | Other words | ie are adjacent | -ous words |
|---|--|---|--|
| accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable | amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht | soldier sufficient variety ancient foreign (exception to the pattern) | disastrous marvellous mischievous |
| | | Double consonants | Words originating from other countries |
| | | accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest | conscience conscious desperate yacht |
| Unstressed consonants | | | Cross-curricular words |
| government | | | forty temperature twelfth |
| Suffixes and prefixes | | | -le words |
| according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly) | | | available vegetable vehicle muscle |
| 'i' before 'e' except after 'c' when the sound is 'ee' | -tion words | Word families | 'c' makes 's' sound before 'l', 'e' and 'y' |
| achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound) | competition explanation profession pronunciation | familiar identity signature symbol (this is revision from year 3/year 4) | cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice |
| | -ough letter strings | 'y' makes the 'i' as in 'bin' sound | |
| | thorough | physical symbol system (this is revision from year 3/year 4) | |

Year 6

CHALLENGE!!!

Who out of Year 6 can find more words which are not on this list but follow the spelling rules? Tweet your responses.



Spelling Champion 5/6 spelling words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.