

Matilda Pages pushed open the door of Pages & Co. and breathed in deeply, taking in the familiar scent of just-blown-out candles, dark chocolate and, of course, books. For a second she forgot that she was splattered with muddy water and simply relished the week's holiday that stretched out in front of her like the view from the gate of a fairground. But the bubble of calm popped as the damp seeped through her tights, making her shiver, and she marched through the door connecting the bookshop to the narrow house she lived in with her grandparents. She let the door crash behind her, tossed her school bag on the table – accidentally sending a pile of potatoes flying – and flopped dramatically into a chair.

She paused, waiting for her grandmother to react, and when Grandma finally turned, Tilly flung her head theatrically on to her arms on the table.

'Happy half-term, Tilly,' Grandma said, looking around in confusion. 'What on earth is the matter? And why are you taking it out on the potatoes?'

Tilly blushed and sheepishly started picking them up.

'And you're soaking – it's not still raining, is it?' Grandma said, peering out of the kitchen window. She gave her granddaughter's head an affectionate rub as

she gave her granddaughter's head an affectionate rub as Tilly knelt to rescue a stray potato that had rolled into the cat basket. Tilly sighed and leaned against Grandma's legs.

'Grace went through a puddle on her bike and it splashed all over me.'

'Surely she didn't do it on purpose?' Grandma asked gently.

Tilly harrumphed in disagreement.

'Aren't you two as thick as thieves?'

'That was before, when we were just little. She has new friends now,' Tilly said. 'She got on to the netball team, and only wants to be with those girls now. She sits with Ammara and Poppy every day.'

'Have I met Ammara and Poppy?' Grandma asked.

'No, they went to St Enid's, and they stick together all the time.'

Retrieval questions

1. What was the name of the shop?
2. Who is Grace?
3. What pet did grandma own?

Inference questions.

1. What does the sentence 'Tilly blushed and sheepishly started picking them up' suggest about how Matilda then felt?
2. Why do you think the shop had 'just-blown-out-candles'? What might this suggest?
3. What kind of shop did Matilda's grandparents own?

Choice questions

1. What does the phrase 'as thick as thieves' mean?
2. What does the author mean by 'the bubble of calm popped'?
3. What does the word 'harrumphed' mean?
4. The author uses a simile in paragraph one – why is it effective?
5. What does the word 'seeped' mean? Can you think of another word which could replace it?
6. Can you identify the verbs the author uses to show that Matilda was in a bad mood in paragraph one?

We See Everything by William Sutcliffe

I don't know if I can go through with it.

Pressed against a shrapnel-pitted wall, I stare out over the expanse of collapsed brick, crumpled tarmac, crushed concrete and twisted steel at the blackberry bush I spotted yesterday, a short distance into the exclusion zone.

I could run there in a few seconds. Anywhere else it would be so easy. But anywhere else, the berries would be gone.

A woman with grey-streaked hair, wearing a thick winter coat despite the bright September warmth, emerges from the apartment block behind me. She eyes me warily before shuffling away.

You don't see many people on the streets round here, at the outer edge of London. That's why I come, to look out at the exclusion zone and feel briefly alone, away from the noise and crowds of the city. I don't do it often – it's an eerie place – but there's nowhere else to catch a breath of wind or look at anything further away than the other side of the street.

All night I've been turning over whether I dare risk going out into this lethal, barren area between me and the fence, wavering one way then the other, but even now, having returned with bags to collect the berries, I still can't decide.

Is it really likely that someone is watching this desolate space all the time, alert enough to spot one teenager breaking cover for a few seconds? If they did see me, would they really shoot?

I look beyond the wasteland towards the nearest watch-tower, attempting to gauge the distance, scanning for a flicker of movement or a flash of reflected sunlight, but the concrete and tinted glass give nothing away.

When my eyes fall back to the bush, picking out the glisten of dark, ripe berries, my mouth begins to water, and all the dire warnings I've heard about entering the exclusion zone evaporate from my mind. After a whole night of anxious wavering, my legs rather than my brain seem to make the final decision.

I crouch low and sprint, scurrying like a cockroach out into the troughs and hillocks of rubble, my knees almost knocking my chin with each step. As soon as I'm in motion the distance to the bush seems to stretch. I barely breathe, feeling utterly exposed, braced for the impact of a bullet I wouldn't even hear until it had ripped through my flesh.

While every cell of my body drives me on over the angular, dusty surface, a disembodied voice drifts through my skull, asking, *Why are you doing this? When did you get so dumb? Why would you risk your life for something so small?*

I fling myself to the ground in the shelter of the bush, cutting my knee on a jut of broken concrete, but I feel only a dull echo of pain, even as blood pearls through my jeans. I can barely believe I have come out here, into this vast flattened rectangle of land that surrounds what's left of London.

Words in Context

Find and highlight the following words in the text.

Exclusion

Warily

Barren

Desolate

Gauge

Braced

What do you think they mean?

What words could you replace them with?

Retrieval questions

1. Why is the narrator desperate to cross the exclusion zone?
2. Why was the narrator surprised by what the woman was wearing?
3. What city is the story set?

Inference questions.

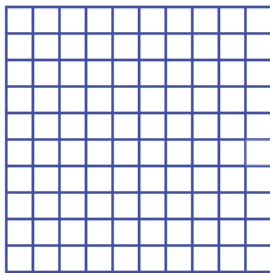
1. How old is the narrator? Support your answer with evidence from the text.
2. What phrase tells the reader that the narrator likes blackberries?
3. What has happened in the city? Support your answer with evidence from the text.
4. What kind of person is the narrator? Support your answer with evidence from the text.

Choice questions

1. The author uses a simile to show how the narrator moves – what is it?
2. Who is the disembodied voice?
3. The author uses a number of questions in the extract – why do you think this is?

Quick Start Date _____

1. $3.6 \div 6 = \underline{\hspace{2cm}}$
2. $12.26 \div 4 = \underline{\hspace{2cm}}$
3. $12 \frac{1}{3} \times 4 = \underline{\hspace{2cm}}$
4. $5.15 + 9071 + 8956 = \underline{\hspace{2cm}}$
5. $14 \times \underline{\hspace{2cm}} = 14000$
6. $\underline{\hspace{2cm}} \times 20 = 2600$
7. $80 \times \underline{\hspace{2cm}} = 6400$
8. $11 \times 4 \frac{2}{3} = \underline{\hspace{2cm}}$
9. Colour in 30% in blue.



What is this as a fraction?

10. Colour in 12% in red.
What is this as a fraction?

9. For every 6 apples there are 4 oranges. If a box contains 12 apples, how many oranges will there be? _____
10. A class contains 60 pupils, for every 9 boys there are 1 girl. How many boys are there in total? _____ How many girls? _____
11. A square has a perimeter of 32m. What is the length of each side?
12. Convert the following:
 $156\text{m} = \underline{\hspace{2cm}} \text{ cm}$ $18\text{L} = \underline{\hspace{2cm}} \text{ ml}$
 $12\text{m} = \underline{\hspace{2cm}} \text{ cm}$ $6000\text{g} = \underline{\hspace{2cm}} \text{ kg}$
 $180\text{mm} = \underline{\hspace{2cm}} \text{ cm}$ $9\text{km} = \underline{\hspace{2cm}} \text{ m}$

Quick Start Date _____

1. Which is bigger?
 $\frac{4}{5}$ or $\frac{5}{7}$
 $1 \frac{2}{3}$ or $\frac{2}{4}$
50% or $\frac{1}{4}$
2. $5.15 + 9071 + 8956 =$
3. $\frac{1}{6} \times \frac{5}{7} = \underline{\hspace{2cm}}$
4. $\frac{1}{3} + \frac{4}{9} = \underline{\hspace{2cm}}$
5. 25% of £80.00 = _____
6. 50 % of 40m = _____
7. 10% of 920kg = _____
8. Order the fractions
 $\frac{1}{2}$ $\frac{5}{6}$ $\frac{2}{3}$ $\frac{5}{12}$

9. For every 2 apples there are 20 oranges. If a box contains 5 apples, how many oranges will there be? _____
10. A class contains 30 pupils, for every 9 boys there are 1 girl. How many boys are there in total? _____ How many girls? _____
11. A square has a perimeter of 16m. What is the length of each side?
12. Convert the following:
 $150\text{m} = \underline{\hspace{2cm}} \text{ cm}$ $19\text{L} = \underline{\hspace{2cm}} \text{ ml}$
 $102\text{m} = \underline{\hspace{2cm}} \text{ cm}$ $8000\text{g} = \underline{\hspace{2cm}} \text{ kg}$
 $18\text{mm} = \underline{\hspace{2cm}} \text{ cm}$ $8\text{km} = \underline{\hspace{2cm}} \text{ m}$

SPAG - accurate use of speech punctuation

Q1. Why is the *comma* used in the sentence below?

Her mum said that the ducklings were cute, fluffy and very small.

Tick *one*.

to introduce a piece of speech

to mark the clauses in the sentence

to divide the two halves of the sentence

to separate items in a list

Q2. Which sentence uses *inverted commas* correctly?

Tick *one*.

"Follow me! shouted the tour leader."

"Follow me! "shouted the tour leader."

"Follow me!" shouted the tour leader.

"Follow me"! shouted the tour leader.

Q3. Which sentence uses *inverted commas* correctly?

Tick *one*.

FACT FINDING!

Now research something from the past which happened in WW2 and write a news report on it.

You should be amazing at this because you did one last week on events in Hull.

* Informal / Formal language

* Quotes

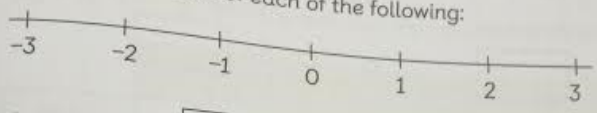
* Caption and byline

A vertical rectangular box with a red border, containing 25 horizontal black lines for writing.

A vertical rectangular box with a red border, containing 25 horizontal black lines for writing.

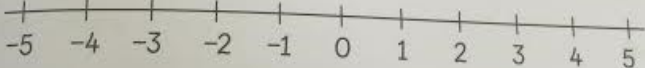
Subtracting Negative Numbers

1 Calculate the value of each of the following:



(a) $2 - 3 = \square$ (b) $2 - 4 = \square$
 (c) $3 - 5 = \square$ (d) $1 - 4 = \square$
 (e) $-3 + 4 = \square$ (f) $-1 - 2 = \square$







2 Find the value of:











(a) $5 - 6 = \square$ (b) $3 - 7 = \square$
 (c) $-2 - 3 = \square$ (d) $-4 + 9 = \square$
 (e) $-5 + 7 = \square$ (f) $0 - 3 = \square$



3 Find the value of the following:

(a) $-2 + 9 = \square$ (b) $7 - 9 = \square$
 (c) $-4 + 5 = \square$ (d) $-1 - 7 = \square$
 (e) $0 - 6 = \square$ (f) $4 - 10 = \square$
 (g) $1 - 8 = \square$ (h) $-6 + 6 = \square$
 (i) $-6 + 16 = \square$ (j) $-12 - 8 = \square$

4  -  = -8
 Given that  and  represent 1-digit positive numbers, what could  and  be?







5  +  = -8
 Given that  is a negative 1-digit number and  is a positive whole number, what could  and  be?

Using Negative Numbers

1 In a 5-question Science quiz, 4 marks are awarded for each correct answer and 2 marks are deducted for each incorrect answer. No mark is awarded or deducted for questions which are not attempted.

,  and  took the quiz and the results are shown in this table.

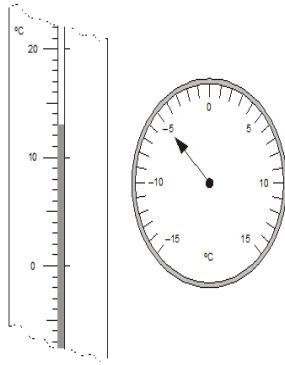
| | Number of correct answers | Number of incorrect answers | Not attempted |
|---------|---------------------------|-----------------------------|---------------|
| Ruby | 2 | 2 | 1 |
| Lulu | 1 | 3 | 1 |
| Charles | 4 | 1 | 0 |
| Ravi | 2 | 3 | 0 |
| Emma | 1 | 4 | 0 |

Calculate the score of each student.

(a) Ruby
 (b) Lulu
 (c) Charles
 (d) Ravi
 (e) Emma

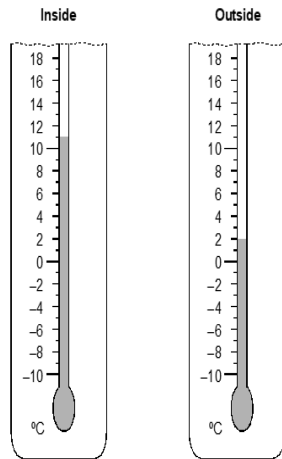
Challenge

1. Here are two thermometers.
They show two different temperatures.



What is the **difference between**
the two temperatures?
.....degrees

2. Two thermometers show the temperature
inside and outside a greenhouse on a day in January.



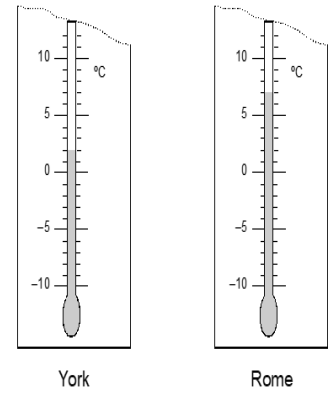
How many degrees **warmer** was it inside the
greenhouse than outside?
.....°C

Later the temperatures were

| inside | outside |
|--------|---------|
| -1°C | -8°C |

What is the difference between these two temperatures?
.....°C

3. These are the temperatures in York
and Rome on a day in winter.



How **many degrees colder** is it in
York than in Rome?

.....°C

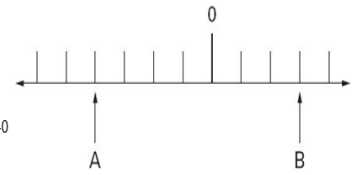
On another day, the temperature
in York is **4°C**

Rome is **7 degrees colder** than York.

What is the temperature in Rome?

.....°C

4. **A** and **B** are two numbers
on the number line below.



The **difference** between **A** and **B** is 140

Write the values of **A** and **B**.

Show
your
working.
You may get
a mark.

A = B =

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.