

Section	Question	Answer / calculations
Day 1 Arithmetic	1	816
	2	846
	3	80
	4	690
	5	158
	6	78,400
Day 1 Reasoning	1	109 or 118
	2	$180 \div 12 = 15$ trays
	3	10% of 30 = 3 (3 squares shaded in)
	4	$3 \frac{3}{4}$ and $1 \frac{1}{4}$ or $1 \frac{1}{2}$ and $3 \frac{1}{2}$
	5	(Needs diagram) -1.5 In between -1 and - 2 on the mid height line. 0.45 in between the 4th and 5th line to the right of zero
Day 2 Arithmetic	1	7.7
	2	219
	3	15.9
	4	$\frac{4}{6}$
	5	408
	6	334,796
Day 2 Reasoning	1	a) $6 < 14$ b) $27 > 17$ c) $20 = 20$
	2	a) 3h 50 mins so she pays £1.70 b) Mark stayed for 2 hours and Dan stayed for 2 hours and 10 minutes
	3	$18 \times 5 = 90\text{cm}$
	4	0.098, 0.607, 0.78, 4.003, 5.6
	5	20,900, 2,100, 200
Day 3 Arithmetic	1	1380
	2	7
	3	16,595
	4	1654
	5	$29 \frac{1}{4}$
	6	195
Day 3 Reasoning	1	( 4 , 3 )
	2	Triangle: $96 \div 3 = 32$ Circle: $(100-64) \div 2 = 18$
	3	a) 27 or 72 b) 25 c) 12
	4	10.8 , 17.3
Day 4 Arithmetic	1	658
	2	7.708
	3	4.94
	4	576
	5	$2 \frac{11}{30}$

	6	120
Day 4 Reasoning	1	a) $60 \times 60 = 3600$ seconds b) $60 \times 24 = 1,440$ minutes
	2	$(4.5 \times 3 - 6) \times 2 = 15$ (working backwards)
	3	24 and 48
	4	(Needs diagram)
	5	a) 1200 b) 0.25 c) 30
Day 5 Arithmetic	1	360
	2	1
	3	34.21
	4	180
	5	289,489
	6	$\frac{2}{9}$
Day 5 Reasoning	1	20
	2	$342 \times 6 = 2052$
	3	a) $29 + 17 = 46$ mins b) 10:44
	4	a) blank b) 17 c) 20 d) 9
	5	$\pounds 2.00 - 80p = \pounds 1.20$ so $\pounds 1.20 \div 3 = 40p$
Day 6 Arithmetic	1	270
	2	81,000
	3	$\frac{6}{6} = 1$
	4	208,185
	5	276
	6	$\frac{1}{30}$
Day 6 Reasoning	1	a) 9 degrees b) -6 degrees
	2	(Needs diagram)
	3	$1500 \div 50 = 30$ days
	4	$6 \times 45 \times 11 = 2970$ marbles
Day 7 Arithmetic	1	22
	2	49,200
	3	334,796
	4	13
	5	154
	6	32,336
Day 7 Reasoning	1	Top left and bottom left
	2	Because: odd + odd = even , then: even + odd = odd (and 50 is even)
	3	half way between 20 and 30 so also half way between 68 and 86 = 77
	4	(5,2)
Day 8 Arithmetic	1	500
	2	3,896

	3	238
	4	$12/15 + 5/15 = 17/15 = 1 \frac{2}{15}$
	5	6/14 or 3/7
	6	$2 + 3/6 + 2/6 = 2 \frac{5}{6}$
Day 8 Reasoning	1	Fifty three thousand, one hundred and forty eight
	2	$300 - 110 = 190$ then $6 \times 30 = 180$ so 290 is the closest
	3	115
	4	15 (probably by trial and error)
	5	$500 - 140 = 360\text{ml}$
Day 9 Arithmetic	1	856
	2	8.32
	3	120
	4	1800
	5	181
	6	$9/12 + 3/12 = 12/12 = 1$
Day 9 Reasoning	1	$180 - 90 - 38 = 52$ (left-hand triangle) then $180 - 52 - 52 = 76$ (grey triangle)
	2	Top row: a) 4 or 16 or 36 or 64 b) 1 or 9 or 25 or 49 or 81. Bottom row: c) any even number except the ones mentioned in "a". d) any odd number except the ones mention in "b".
	3	$48 \div 3 = 16$ then $16 \times 4 = 64$
	4	a) 191,118 b) 48,361
Day 10 Arithmetic	1	292
	2	2,460
	3	10.15
	4	2/6 or 1/3
	5	194,850
	6	0.0201
Day 10 Reasoning	1	9:20pm
	2	$7 \times 5 = 35$ squares in total. So: 13/35
	3	$50 \div 2.5 = 20$
	4	$3.99 + 5.99 + 6.99 = 16.97$ then $16.97 - 14.50 = \text{£}2.47$
	5	5,10,20,2 or 5,10,20,4

### Reading Day One: ANSWERS

Qu.	Answer												
1	Over 30,000. <i>Must say <b>over</b>. Do not accept 30,000.</i>												
2	Arachnophobia.												
3	Any <b>two</b> from the following: <ul style="list-style-type: none"><li>• Six legs</li><li>• Segemented body</li><li>• Four wings</li><li>• (Long, straw-like) tongue</li></ul> <i>Also accept, tiny scales on the wings.</i>												
4	Unique												
5	<table><tr><td></td><td>Fact</td><td>Opinion</td></tr><tr><td>Lots of mini-beasts are beautiful to look at.</td><td></td><td>✓</td></tr><tr><td>Ants are very strong.</td><td>✓</td><td></td></tr><tr><td>Butterflies' wings are colourful.</td><td>✓</td><td></td></tr></table>		Fact	Opinion	Lots of mini-beasts are beautiful to look at.		✓	Ants are very strong.	✓		Butterflies' wings are colourful.	✓	
	Fact	Opinion											
Lots of mini-beasts are beautiful to look at.		✓											
Ants are very strong.	✓												
Butterflies' wings are colourful.	✓												
6	Accept any answers that indicate the diagram makes the information easier to understand or is clearer than a longer written passage. <i>E.g. The diagram makes the information easier to understand rather than being written as a long paragraph.</i>												
7	almost <input type="checkbox"/>												
8	Accept any answers that discuss the fact that the comparison makes it easier for us to imagine how strong ants are. Readers would know how difficult it would be for a child to lift a car and so that helps us understand how strong an ant must be to lift the weight they do.												

## Reading Day Two: ANSWERS

Qu.	Answer						
1	<p><b>Accept any of the following:</b></p> <ul style="list-style-type: none"> <li>• Presents</li> <li>• Cards</li> <li>• (Chocolate) cake</li> </ul>						
2	<p>It is her birthday.</p> <p>Accept any of the following evidence:</p> <ul style="list-style-type: none"> <li>• The fact that she is expecting cards, presents and a cake, which is what people usually get when it is their birthday.</li> <li>• The text says that Emma has been waiting for 364 days for the day, which means it happens once a year and birthdays only happen once a year.</li> <li>• Emma talks about waiting for the 'song' that only comes on the same date every year, which probably means 'Happy Birthday'.</li> <li>• Her great-grandmother had given her a present.</li> </ul> <p><b>Must have one piece of evidence as well as indicating the special day is her birthday.</b></p>						
3	<table border="1"> <tr> <td>The day Emma usually did P.E. at school</td><td>Thursday</td></tr> <tr> <td>The date and time Emma went to bed.</td><td>9:00pm on Thursday 21<sup>st</sup> February</td></tr> <tr> <td>The date Emma thought it should be</td><td>Friday 22<sup>nd</sup> February</td></tr> </table> <p><b>Award 2 marks for all three cells correctly completed.</b>  <b>Award 1 mark for 2 correctly completed cells.</b></p>	The day Emma usually did P.E. at school	Thursday	The date and time Emma went to bed.	9:00pm on Thursday 21 <sup>st</sup> February	The date Emma thought it should be	Friday 22 <sup>nd</sup> February
The day Emma usually did P.E. at school	Thursday						
The date and time Emma went to bed.	9:00pm on Thursday 21 <sup>st</sup> February						
The date Emma thought it should be	Friday 22 <sup>nd</sup> February						
4	Bemused						

### Reading Day Three: ANSWERS

Qu.	Answer
1	<p><b>Accept answers that indicate that ‘waiting temptingly’ suggests that Emma really enjoys the cake and always wants to eat it but is made to wait.</b></p> <p><i>Emma thinks the cake is delicious and usually when she sees it on the table she wants to eat it straight away. She normally has to wait for the cake and the way it looks, makes it hard to resist. It is almost like the cake is teasing Emma and making her want to eat it even more.</i></p>
2	<p>The first time Emma gets the tingling feeling, she thinks it’s because of excitement. The second time she gets the feeling, it is a physical tingle on her arm.</p> <p><b>Answers must discuss both times Emma gets the feeling.</b></p>
3	<p>Timepiece.</p>
4	<p><b>Accept answers that suggest the watch has special powers and can stop time.</b></p> <p><i>Emma’s watch seems to have special powers that can affect time. Emma was expecting it to be Friday morning and it is still Thursday. The watch is showing a date and time that Emma believes has already gone by.</i></p>



### Reading Day Four: ANSWERS

Qu.	Answer
1	Two.
2	<p>People begin talking outside Katie's house. <span style="float: right;">4</span></p> <p>The door is pushed until it is nearly closed. <span style="float: right;">2</span></p> <p>Katie gets into her hiding place. <span style="float: right;">1</span></p> <p>She watches the light from the intruders' torches. <span style="float: right;">3</span></p> <p>The door gets completely closed shut. <span style="float: right;">5</span></p>
3	Softness of the velvet bag.
4	<p><b>Beginning:</b> Katie feels scared/terrified/nervous. She was worried that the intruders would find her or her bag.</p> <p><b>End:</b> Katie is relieved because the intruders did not find her or the bag. She is glad that they have left the room.</p>
5	<i>'For what seemed like a lifetime'</i> shows that Katie felt like she had been hiding for a really long time. (It felt much longer to Katie because she was scared.)
6	The intruders eventually left the room because they heard voices outside and thought people would be coming into the house and might catch them.
7	<p><b>Accept any sensible predictions for what the intruders might do.</b></p> <p><i>If they had found the bag they might have looked under the bed as well and could have spotted Katie hiding.</i></p> <p><i>The intruders might have taken the bag with them.</i></p> <p><i>The intruders might take the bag because it could be what they are looking for.</i></p>
8	<p>It appears that Katie does not know the people in the room with her. The text calls them <i>'strangers'</i>, which would mean that Katie does not know who they are.</p> <p><b>OR</b></p> <p>Parts of the text suggest that Katie might have some idea of who the people are. It says in the text that, <i>'she knew they wouldn't find what they were looking for'</i>. This suggests that Katie might have some idea about what the people were looking for and therefore might know who they are.</p>

### Reading Day Five: ANSWERS

Qu.	Answer		
1	Snow	<input checked="" type="checkbox"/>	
2	A snowman		
3		True	False
	The wind has changed something about this white sheet		✓
	The white sheet that is being described makes people cold	✓	
	The poet cannot remember what the untouched whiteness looks like		✓
<b>Award 2 marks for all cells completed correctly.</b> <b>Award 1 mark for two cells completed correctly.</b>			
4	<b>Answers should talk about the fact that the poem is describing objects that have not been touched.</b> The poet has called this poem, ' <i>Untouched</i> ' because it is describing what the snow looks like when nobody or nothing has had chance to touch it. In the poem, the writer describes lots of different things that are blank and are ' <i>not touched by anyone or anything</i> '.		
5	<b>Answers with similar ideas to those below:</b> The poem starts with the line, ' <i>As light breaks through the quickly fading darkness,</i> ' which would describe morning time. In the morning is when light stops the darkness. In addition, no people or animals have had chance to make any prints in the snow. That suggests it is very early in the morning, before anyone or anything has awoken.		
6	By the end of the poem, the snow has been touched and therefore no longer 'untouched'.		
7	<b>Any two examples from:</b> <ul style="list-style-type: none"><li>• Shrieks and shouts</li><li>• Frosty friend</li><li>• Cheeks and chilled</li></ul>		



### Reading Day Six: ANSWERS

Qu.	Answer
1	Accept any reference to the fact that the article talks about running and sitting in beans as ways of raising money.
2	
3	Feat.
4	A piece of cake.
5	<p><b>Answers should explain what the phrase ‘running bug’ means, with reference to the fact that a ‘bug’ is infectious/if one person has it, they can pass it on to others.</b></p> <p>The reporter means that the teachers want to do lots of running. When you catch a bug, it means you can’t help feeling a certain way or doing a certain thing. The writer means the teachers cannot help wanting to do lots of running.</p>
6	Miss Stockwell describes it as feeling an ‘ <i>amazing sense of achievement</i> ’ at every finish line, which shows she was proud of herself.
7	Monday 6 <sup>th</sup> October 2015.
8	<p><b>Answers should indicate that the reporter was impressed by the teachers. Answers should have at least one piece of evidence from the text to get the marks.</b></p> <p>The reporter is impressed by the teachers’ fundraising. I know this because they use phrases like, ‘<i>completed the amazing feat</i>’ and ‘<i>raised a staggering £10,000</i>’. The reporter also describes the marathons as ‘<i>exhausting</i>’, which shows that she thinks it would be hard work to do what the teachers have managed to do.</p>

### Reading Day Seven: ANSWERS

Qu.	Answer															
1	<table><tr><td></td><td>True</td><td>False</td></tr><tr><td>Blue thought of himself as a very brave warrior.</td><td></td><td>✓</td></tr><tr><td>Mohawk was Blue's father.</td><td></td><td>✓</td></tr><tr><td>Blue had a rifle to protect himself from the bear.</td><td></td><td>✓</td></tr><tr><td>The bear managed to hurt Blue.</td><td>✓</td><td></td></tr></table>		True	False	Blue thought of himself as a very brave warrior.		✓	Mohawk was Blue's father.		✓	Blue had a rifle to protect himself from the bear.		✓	The bear managed to hurt Blue.	✓	
	True	False														
Blue thought of himself as a very brave warrior.		✓														
Mohawk was Blue's father.		✓														
Blue had a rifle to protect himself from the bear.		✓														
The bear managed to hurt Blue.	✓															
2	Any two answers from the following: <ul style="list-style-type: none"><li>• A loud noise (outside the teepee)</li><li>• The darkness</li><li>• The bear (or creature he was fighting)</li></ul>															
3	Dared to go <input checked="" type="checkbox"/>															
4	Answers should discuss the fact that there was total quietness before the noise and the noise puts a hole in the silence. <i>The word 'pierced' tells us that it seems like the noise has made a hole in the sky. It was as if the silence was covering the night sky and the noise was so loud or so high that it put a hole in the silence.</i>															
5	<b>Accept either:</b> At the end of the tale, the bear was shot (by Mohawk). <b>OR</b> At the end of the tale, the bear was killed (by Mohawk).															
6	In the first paragraph it says that Blue doesn't think he could ever be as brave as his father and do the things his father did. It also says that Blue relied upon his uncle to help with lots of things.															
7	Blue might have felt proud when he went outside to investigate the noise by himself. <b>OR</b> He might have felt proud when he was fighting the bear, even though he was petrified.  Blue might not have felt proud of himself when he relied upon his uncle to help with things. <b>OR</b> He might not have felt proud when his uncle stepped in to kill the bear.															
8	Blue was not expecting to hear the noise because it says that he was 'startled' by the noise. If he knew it was going to happen then he would not be startled by it.															

### Reading Day Eight: ANSWERS

Qu.	Answer
1	Jason was at the bus stop (waiting for the bus home from school).
2	Jason looked around before he put the ball in his pocket because he was checking that nobody had seen him take the ball. He knew he shouldn't have taken the ball so was worried someone would see him.
3	<div style="display: flex; justify-content: space-between;"> <div>Jason's mum wants to cut the plant</div> <div><u>4</u></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Jason hides the silver ball in his pocket</div> <div><u>2</u></div> </div> <div style="display: flex; justify-content: space-between;"> <div>A strange looking man gets on a bus</div> <div><u>1</u></div> </div> <div style="display: flex; justify-content: space-between;"> <div>The plant starts to come back to life</div> <div><u>5</u></div> </div> <div style="display: flex; justify-content: space-between;"> <div>Jason acts shocked about the plant</div> <div><u>3</u></div> </div>
4	Jason's dad might have thought the plant was poisonous because they had never seen one like that before. It was growing strangely tall, was very thick and bright blue.
5	<p><b>Answers can state Jason did regret taking the ball or did not regret it as long as supported by relevant evidence from the text.</b></p> <p><i>E.g.</i></p> <p>Jason did regret taking the ball because it says in the text that 'he knew he should have banged on the door of the bus and given it back', which shows he knew what he was doing was wrong so might regret it. Jason also kept quiet and didn't tell anyone about what he had done, which might show that he regrets it.</p> <p><b>OR</b></p> <p>Jason did not regret taking the ball because he plants the bulb when it comes out of the silver ball. He does not try to tell anyone what he has done, which might show he does not feel guilty about it. At the end of the story, Jason is happy about the plant coming back to life, which shows that he does not regret it.</p>

### Reading Day Nine: ANSWERS

Qu.	Answer						
1	Blue, spiky and about four feet tall.						
2	<p><b>Beginning:</b> Jason is curious about the silver ball and the bulb that comes out of the ball. He is happy/excited/pleased when the plant starts to grow.</p> <p><b>Middle:</b> Jason was disappointed when the plant stopped growing.</p> <p><b>End:</b> When the weather changes again and the plant starts to come back to life, Jason is happy/excited/looking forward to tomorrow.</p> <p><b>All three sections to gain 2 marks.</b>  <b>Award 1 mark if two sections are accurate.</b></p>						
3	<p>Jason didn't tell anybody what he knew about the plant because he was worried he would get into trouble for taking the ball in the first place.</p> <p>People would ask him questions about where he got the plant bulb from.</p>						
4	<table border="1"> <tr> <td>How does Jason travel to school?</td><td><i>By bus.</i></td></tr> <tr> <td>Where did the strange metal ball come from?</td><td><i>From the strange man's bag.</i></td></tr> <tr> <td>Who took a photograph of Jason with the plant?</td><td><i>A (newspaper) reporter.</i></td></tr> </table>	How does Jason travel to school?	<i>By bus.</i>	Where did the strange metal ball come from?	<i>From the strange man's bag.</i>	Who took a photograph of Jason with the plant?	<i>A (newspaper) reporter.</i>
How does Jason travel to school?	<i>By bus.</i>						
Where did the strange metal ball come from?	<i>From the strange man's bag.</i>						
Who took a photograph of Jason with the plant?	<i>A (newspaper) reporter.</i>						
5	<p><b>Possible predictions:</b></p> <ul style="list-style-type: none"> <li>• The plant grows even more</li> <li>• Jason tells his parents all about the man on the bus</li> <li>• The man hears about the plant and comes to find Jason</li> <li>• The plant stops growing again.</li> </ul> <p><b>Judge individual's predictions depending on likelihood, etc.</b></p>						



### Reading Day Ten: ANSWERS

Qu.	Answer												
1	To complain about a bad experience at the hotel.												
2	<table><tr><td></td><td>Fact</td><td>Opinion</td></tr><tr><td>The Adams family visited the hotel during summer.</td><td>✓</td><td></td></tr><tr><td>The woman who helped Mr Adams was rude.</td><td></td><td>✓</td></tr><tr><td>Mr Adams expects someone to reply to his letter.</td><td>✓</td><td></td></tr></table>		Fact	Opinion	The Adams family visited the hotel during summer.	✓		The woman who helped Mr Adams was rude.		✓	Mr Adams expects someone to reply to his letter.	✓	
	Fact	Opinion											
The Adams family visited the hotel during summer.	✓												
The woman who helped Mr Adams was rude.		✓											
Mr Adams expects someone to reply to his letter.	✓												
3	Make <table><tr><td>✓</td></tr></table>	✓											
✓													
4	Mr Adams was very cross about the whole situation but his wife wanted to give the hotel one more chance and go to the restaurant.												
5	‘Vacate your establishment’												
6	He is going to put his complaints on social networking websites (‘publish my grievances on social networking sites’).												
7	<b>Award 1 mark for inclusion of three answers from the following:</b> <ul style="list-style-type: none"><li>• There was no one at the reception desk to meet his family</li><li>• They had to wait a while to be checked in</li><li>• The staff were relaxing together instead of working</li><li>• The attitude of the staff members</li><li>• Size of the rooms</li><li>• The quality of the restaurant</li></ul>												
8	Answers should indicate that Mr Adams would not stay in this hotel again and evidence should come from any of the things he complained about (listed in answer number 7).												



## Grammar

Term	Function	Examples
Active voice	Where the <u>subject</u> performs the <u>action</u> .  <i>See also: <u>passive voice</u></i>	The <u>boy</u> <u>kicked</u> the ball. ( <u>Subject</u> , <u>action</u> )  <u>She</u> <u>smashed</u> the window. ( <u>Subject</u> , <u>action</u> )
Adjective	A word that <u>describes a thing</u> (the <u>noun</u> or <u>pronoun</u> ).	The <u>boy</u> is <u>tall</u> . ( <u>noun</u> , <u>adjective</u> )  <u>She</u> is <u>happier</u> than him. ( <u>pronoun</u> , <u>adjective</u> )  The <u>green</u> <u>bird</u> is <u>happy</u> . ( <u>noun</u> , <u>adjective</u> )
Adverb	A word that <u>describes or adds meaning to words other than nouns</u> .  They often tell us <u>how</u> , <u>when</u> or <u>where</u> something happened.	He ran <u>quickly</u> . ( <u>adverb</u> )  <u>Sometimes</u> it rains. ( <u>adverb</u> )  He <u>soon</u> learnt how to do it. ( <u>adverb</u> )
Adverbial phrases	A <u>group of words</u> that could be replaced with <u>one adverb</u> .  These can go at the <u>beginning</u> , in the <u>middle</u> or at the <u>end</u> of a sentence.	The girl talked <u>at the top of her voice</u> . ( <i>This could be replaced with the adverb 'loudly'.</i> )  <u>At around seven o' clock</u> , we walked home. ( <i>This could be replaced with the adverb 'later'.</i> )
Antonyms	Two words that mean the <u>opposite of one another</u> .	dark / light  tall / short  above / below
Clause	A <u>group of words built around a verb</u> .  Sentences can be made of one or more clauses.  <b>Main clause:</b> This is the <b>most important clause</b> in a sentence. It must make sense by itself.  <b>Subordinate clause:</b> This <b>depends on the main clause</b> to make sense. It cannot be a sentence by itself.	<u>I'll walk to the town</u> , <i>before it gets dark</i> . ( <u>Main clause</u> , <i>subordinate clause</i> )  <i>As soon as he gets home</i> , <u>we can start cooking</u> . ( <i>Subordinate clause</i> , <u>main clause</u> )  <u>The man</u> , <i>who was nearly thirty years old</i> , <u>walked along the beach</u> . ( <u>Main clause</u> , <i>relative clause</i> .)

	<p><b>Relative clause:</b> This is a type of subordinate clause and <b>begins with a relative pronoun</b>, e.g. that, which, who. It tells us more about the <b>noun</b>.</p>	
Conjunction	<p><b>Words that link ideas together.</b></p> <p><b>Coordinating conjunction:</b> This links two words or phrases together as an <b>equal pair</b>. E.g. and, but, so, or</p> <p><b>Subordinating conjunction:</b> This introduces a <b>subordinate clause</b>. E.g. although, because, unless, even though</p>	<p>I like vegetables <b>and</b> fruit. (<b>Coordinating conjunction</b>).</p> <p>Do you want tea <b>or</b> coffee? (<b>Coordinating conjunction</b>).</p> <p>I like pineapple, <b>although</b> I don't have it very often. (<b>Subordinating conjunction</b>).</p> <p>I don't buy strawberries, <b>unless</b> they are reduced. (<b>Subordinating conjunction</b>).</p>
Contractions	<p><b>Two words shortened to make one word.</b></p> <p>Use an <b>apostrophe</b> to show where letters are missing. (Not often found in formal style writing)</p>	<p>I will → I'll</p> <p>she would → she'd</p> <p>John has → John's</p> <p>will not → won't</p>
Determiners	<p><b>A word or words that come before a noun or noun phrase. It makes it clearer what – or how many – the noun refers to.</b></p>	<p>Pass me <b>a</b> pen.</p> <p>Pass me <b>the</b> pen.</p> <p>Pass me <b>that</b> pen.</p> <p>Pass me <b>some</b> pens.</p> <p>Pass me <b>three</b> pens.</p>
Direct speech	<p><b>This is where the exact words that were spoken are written inside a pair of inverted commas.</b></p> <p>There is usually also a reporting clause that tells you who said / shouted (etc.) the words.</p>	<p><b>"Hello,"</b> said mum. (<b>Exact words spoken.</b>)</p> <p>Nathan shouted, <b>"Where are you going? We're late!"</b> (<b>Exact words spoken.</b>)</p>
Modal verbs	<p><b>These go before another verb and tell us how possible / likely something is.</b></p> <p>Modal verbs can indicate <b>certainty</b> – something is <b>definitely</b> going to happen (must, will, shall).</p> <p>Modal verbs can indicate <b>possibility</b> – something <b>might</b> happen (can, could,</p>	<p>I <b>will</b> go to town. (This is a <b>certainty</b>.)</p> <p>I <b>could</b> go to town. (This is a <b>possibility</b>.)</p> <p>Later on, we <b>shall</b> go running. (This is a <b>certainty</b>.)</p> <p>Later on, we <b>may</b> go to town. (This</p>

	may, might, ought, should, would)	is a <u>possibility</u> .)
<b>Noun</b>	<p><b>Naming words</b> (person, animal, place, thing or idea).</p> <p><b>Common nouns:</b> <u>general names</u> for a person, place, thing or idea. E.g. boy, town, music, happiness.</p> <p><b>Proper nouns:</b> names for a <b>specific</b> person, place or thing. E.g. James, London, January. These always begin with a <b>capital letter</b>.</p> <p><i>See also: <u>pronouns</u></i></p>	<p>The <u>cat</u> was scared of the loud <u>music</u>. (<b>Common nouns</b>)</p> <p>It is <u>time</u> to get some <u>sleep</u>. (<b>Common nouns</b>)</p> <p><u>Mr Thomas</u> stood outside <u>Connaught School</u> last <u>Friday</u>. (<b>Proper nouns</b>)</p>
<b>Noun phrases</b>	These are a <u>group of words</u> that could be replaced with <u>one noun</u> .	<p><u>All of the small dogs</u> raced around the park. (This could be replaced with the noun '<u>dogs</u>'.)</p> <p>Unfortunately, Simon dropped <u>some of the fragile plates</u> onto the floor. (This could be replaced with the noun '<u>plates</u>'.)</p>
<b>Object</b>	<p>A <u>noun, pronoun or noun phrase</u> that is having something <u>done to it</u>.</p> <p><i>See also: <u>subject</u></i></p>	<p>The boy <u>dropped</u> a <u>pen</u>. (<i>Verb, object</i>)</p> <p>He <u>drank</u> <u>coffee</u>. (<i>Verb, object</i>)</p> <p>Amy <u>pushed it</u> over. (<i>Verb, object</i>)</p>
<b>Passive voice</b>	<p>Where the <b>action</b> comes <b>before</b> the <b>agent</b>.</p> <p>(The passive voice often uses 'by' i.e. The .... was..... by.....)</p> <p><i>See also: <u>active voice</u></i></p>	<p>The <u>ball</u> <u>was kicked</u> by the <u>boy</u>. (<i>Action before agent</i>)</p> <p>The <u>window</u> <u>was smashed</u> by the <u>girl</u>. (<i>Action before agent</i>)</p>
<b>Prefix</b>	A <u>letter or group of letters</u> which is added to the <u>beginning of a root word</u> to change its meaning.	<p>do → <u>undo</u></p> <p>circle → <u>semicircle</u></p> <p>legal → <u>illegal</u></p>
<b>Prepositions</b>	Tell you <b>where</b> or <b>when</b> something is / was compared to something else.	He waited <u>inside</u> his car <u>before</u> going out <u>in</u> the rain.



Pronoun	<p><b>Takes the place of a noun or noun phrase.</b> They are often used to avoid repetition. E.g. I, me, you, he, it, we, us</p> <p><b>Possessive pronouns:</b> pronouns that indicate <i>belonging</i>. E.g. mine, yours, his, hers, theirs</p> <p><b>Relative pronouns:</b> introduce a <b>relative clause</b>. E.g. who, which, that</p>	<p>Steve left the <u>book</u> in Westgate. <u>He</u> left <u>it</u> <u>there</u>. (Pronouns)</p> <p>James and Becci read <u>some books</u>. <u>They</u> read <u>them</u>. (Pronouns)</p> <p>That is <u>my book</u>. That is <u>mine</u>. (Possessive pronoun)</p> <p>This pen, <u>which</u> has a blue lid, is brand new. (Relative pronoun)</p>
Sentence	<p><b>A sentence is made up of one or more main clauses.</b> There are different types of sentences.</p> <p><b>Command:</b> This <b>tells someone to do something</b>. These often start with a <b>verb</b>.</p> <p><b>Exclamation:</b> Where you are saying something <b>surprising</b> or with <b>force</b>. These end with an <b>exclamation mark</b>.</p> <p><b>Question:</b> This <b>asks for information</b>. They often start with a <b>question word</b>. They must end with a <b>question mark</b>.</p> <p><b>Statement:</b> This <b>gives information</b>. It usually has the <b>subject</b> before the <b>verb</b>. It usually ends in a <b>full stop</b>.</p>	<p><u>Don't</u> shout out. (Command)</p> <p><u>Stop</u> doing that. (Command)</p> <p>What a surprise! (Exclamation)</p> <p>Awesome! (Exclamation)</p> <p>Is that yours? (Question)</p> <p>I'm excited, are you? (Question)</p> <p>I am hungry. (Statement)</p> <p>Next week I am going abroad. (Statement)</p>
Singular and plural	<p><b>Most nouns have a singular and plural form – singular for 'one' and plural for 'more than one'.</b></p> <p>Usually nouns can be changed to plural by adding 's'. Some words have irregular plural forms and others stay the same for singular and plural.</p>	<p>1 pot → 2 pots</p> <p>1 tooth → 2 <u>teeth</u> (Irregular)</p> <p>1 fish → 2 fish (No change)</p>
Standard English	<p><b>The formal version of English.</b></p>	<p><u>I did</u> my homework. (NOT 'I done')</p> <p><u>We were</u> walking home. (NOT 'We was')</p>
Subject	<p><b>The noun, pronoun or noun phrase that is doing what the verb says.</b></p> <p><i>See also: object</i></p>	<p>The <u>boy</u> <u>dropped</u> a pen. (Subject, <u>verb</u> object)</p> <p><u>He</u> <u>drank</u> coffee. (Subject, <u>verb</u>)</p>

		<u>Amy pushed</u> it over. ( <b>Subject, verb</b> )
<b>Suffix</b>	A letter or group of letters which is added to the <u>end of a root word</u> to change its meaning.	do → <u>doing</u> agree → <u>agreement</u> legal → <u>legalise</u>
<b>Synonym</b>	Two words that have a similar meaning to one another.	happy / cheerful big / large angry / furious
<b>Verb</b>	'Doing' or 'being' words  <i>See also: modal verb</i>	I <u>jumped</u> around the garden.  I <u>have</u> three pens.  She <u>is</u> tired but I <u>am</u> not.

<b><u>Tenses</u></b>		
<b><u>Term</u></b>	<b><u>Function</u></b>	<b><u>Examples</u></b>
<b>Future (simple)</b>	For an action which <u>will</u> happen in the <u>future</u> .  Usually uses ' <u>will</u> ' and then the <b>verb</b> .	They <u>will live</u> in London.  He <u>will walk</u> home.  I <u>will eat</u> dinner.
<b>Past (simple)</b>	For an action which <u>was completed</u> in the <u>past</u> .  Usually uses <b>verbs</b> with the <u>-ed</u> suffix.	They <u>lived</u> in London.  He <u>walked</u> home.  I <u>ate</u> dinner. ( <i>Irregular verb</i> )
<b>Present (simple)</b>	For something that is <b>happening now</b> or <b>generally happens frequently or regularly</b> . Can describe <b>habits</b> or something that is <b>generally true</b> .	They <u>live</u> in London. (True) He <u>walks</u> home. (Happening now) I <u>eat</u> dinner. (Frequent habit) I <u>visit</u> Gran every Christmas. (Regular habit)



<b>Progressive</b>	<p>The progressive tense is used for actions that are <u>ongoing</u>.</p> <p><b><u>Present progressive:</u></b></p> <p>Use the <b>present</b> form of 'to be' and the <b>present</b> form of the <u>main verb</u>, (an 'ing' ending).</p> <p><b><u>Past progressive:</u></b></p> <p>Use the <b>past</b> form of 'to be' and the <b>present</b> form of the <u>main verb</u>, (an 'ing' ending).</p>	<p><b><u>Present progressive:</u></b></p> <p>I <b>am</b> walking.</p> <p>She <b>is</b> going.</p> <p>They <b>are</b> eating. (<i>Irregular main verb</i>)</p> <p><b><u>Past progressive:</u></b></p> <p>I <b>was</b> walking.</p> <p>She <b>was</b> going.</p> <p>They <b>were</b> eating. (<i>Irregular main verb</i>)</p>
<b>Perfect</b>	<p>The perfect tense is used for actions that started in the past and have either been completed or are continuing into the present.</p> <p><b><u>Present perfect:</u></b></p> <p>Use the <b>present</b> form of 'to have' and the <b>past</b> form of the <u>main verb</u>, (usually an 'ed' ending).</p> <p><b><u>Past perfect:</u></b></p> <p>Use the <b>past</b> form of 'to have' and the <b>past</b> form of the <u>main verb</u>, (usually an 'ed' ending).</p>	<p><b><u>Present perfect:</u></b></p> <p>I <b>have</b> walked.</p> <p>She <b>has</b> gone. (<i>Irregular main verb</i>)</p> <p>They <b>have</b> eaten. (<i>Irregular main verb</i>)</p> <p><b><u>Past perfect:</u></b></p> <p>I <b>had</b> walked.</p> <p>She <b>had</b> gone. (<i>Irregular verb</i>)</p> <p>They <b>had</b> eaten. (<i>Irregular verb</i>)</p>

# Punctuation

Term	Function	Examples
Apostrophes	<p><b>For omission:</b> Show you have <u>omitted</u> (missed out) <b>some letters</b>, often when joining words together. <u>See:</u> <b>contractions</b>.</p> <p><b>For possession:</b> Show that <b>one thing belongs to another</b>.</p>	<p><b>For omission:</b></p> <p>have not → haven't</p> <p>she will → she'll</p> <p><b>For possession:</b></p> <p>The tree's leaves. (The leaves belong to the <u>tree</u>.)</p> <p>The trees' leaves. (The leaves belong to the <u>trees</u>.)</p>
Brackets	<p><b>Used to add extra information that is not essential.</b></p> <p>The sentence should make sense even if the information in the brackets is ignored.</p>	<p><u>Mr Arnold</u> (<i>my new neighbour</i>) <u>shouted at my cat.</u></p> <p><u>The tree in my garden</u> (<i>a large oak</i>) <u>was chopped down last night.</u></p>
Capital letters	<b>Used at the <u>beginning of a sentence</u> or for <u>proper nouns</u>.</b>	<p><u>Tomorrow</u> <u>Mrs Green</u> is going to walk to <u>Bagshot</u>.</p>
Colons	<b>Used before a definition or an explanation about something or to introduce a list.</b>	<p>I know what to do: I'll use a bucket and spade. (<i>explanation</i>)</p> <p>Spiders: small black creatures with eight legs. (<i>definition</i>)</p> <p>I have three cats: Tom, Jerry and Smudge. (<i>introduce a list</i>)</p>
Commas	<p><b>1. Separate <u>items in a list</u></b></p> <p><b>2. Separate <u>parts of a sentence</u> i.e. <u>clauses</u>.</b></p>	<p><b>1.</b> I need to buy flour, eggs and milk.</p> <p><b>2.</b> Tom, who is my friend, met me in town.</p>
Dashes	<b>Used to separate parts of a sentence.</b>	<p>The men – all fifty of them – started to run towards the new shop.</p> <p>The girl finally arrived at my house – only one hour late!</p>
Exclamation marks	<b>Show when something is <u>surprising</u> or said with <u>force</u>.</b>	<p>Wow! That's amazing!</p> <p>Bang! That was loud!</p>

<b>Full stops</b>	Used at the <u>end of a sentence</u> .	His name is Ben.  I live in London.
<b>Hyphen</b>	Used to link two or more words together, often to make the meaning clearer.	I have five <u>ten-pound</u> notes.  The <u>seven-year-old</u> boy stood up.
<b>Inverted commas</b>	Go around <u>speech</u> (what someone has said).  Speech always begins with a capital letter, even if there is a <u>reporting clause</u> first (e.g. <u>Tom said</u> , "Hi."). A comma is used to introduce the speech.  The <u>end punctuation</u> goes before the closing inverted commas. (e.g. "How are you?" "That's great!" shouted Amy.)	" <u>Hello</u> ," said mum.  Nathan shouted, " <u>Where are you going? We're late!</u> "
<b>Question marks</b>	Show that someone has asked a <u>question</u> .	What is your name?  Where are you going?
<b>Semi-colons</b>	Used to link two complete sentences on the same theme.	She dropped the bag; it was heavy.  Mr Philips was tired; he hadn't slept well the previous night.