

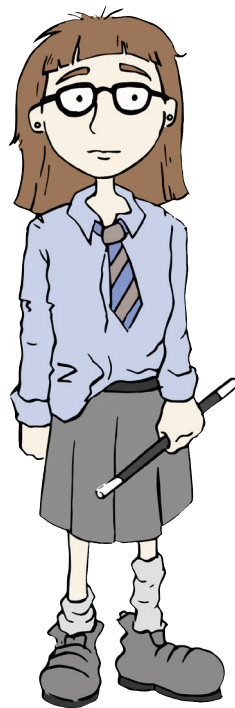
HeadStart

Primary

Year 5

English Grammar
& Punctuation

Book 1



Written by Clive Stack

HeadStart

Primary

Acknowledgements:

Author: Clive Stack

Series Editor: Peter Sumner

Illustration and Page Design: Kathryn Webster
and Jerry Fowler

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HeadStart Primary Ltd
Elker Lane
Clitheroe
BB7 9HZ

T. 01200 423405
E. info@headstartprimary.com
www.headstartprimary.com

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Year 5

V3

Book 1 – Contents

Teachers' Notes

i – vi

Main Section

Part One (Autumn Term)

Chapter

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten

Objectives

Direct speech

Commas in lists

Colons

Modal verbs of possibility

Modal adverbs

Coordinating conjunctions

Subordinating conjunctions

Relative clauses

Passive voice

Semi-colons

1 – 4

5 – 8

9 – 12

13 – 16

17 – 20

21 – 24

25 – 28

29 – 32

33 – 36

37 – 40

Part Two (Spring Term)

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten

Perfect tense

Prepositions of time

Apostrophes

Imperative verbs (commands)

Hyphens (in compound words)

Fronted adverbials

Cohesive devices

First person/third person (pronouns)

Subjunctive form

Bullet points

41 – 44

45 – 48

49 – 52

53 – 56

57 – 60

61 – 64

65 – 68

69 – 72

73 – 76

77 – 80

Part Three (Summer Term)

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten

Eleven

Brackets

Reported speech

Adverbs

Suffixes

Determiners

Prefixes

Commas for parenthesis

Dashes

Synonyms

Expanded noun phrases

(Final pages to complete the story)

81 – 84

85 – 88

89 – 92

93 – 96

97 – 100

101 – 104

105 – 108

109 – 112

113 – 116

117 – 120

121 – 122

Answers (Parts One, Two and Three)

1 – 8

National Curriculum Coverage and Notes

a – e

Book 2 – Contents

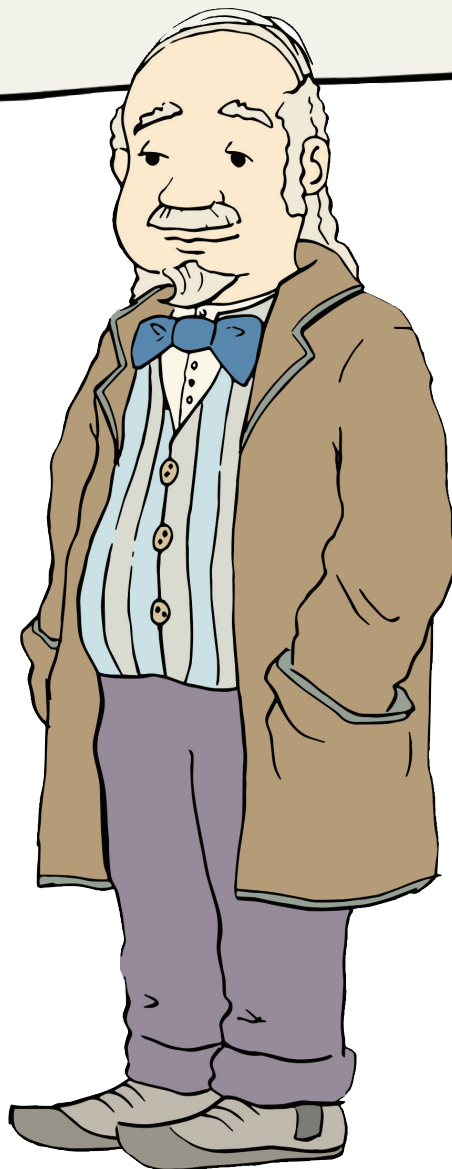
Teachers' Notes (i – iv)

Activity sheets

(Headings marked with the wand symbol ⚡ denote concepts not covered in Book 1.)

1. **Capital letters for titles** ⚡
 2. **Punctuating addresses** ⚡
 3. Direct speech (speech marks)
 4. Commas in lists
 5. Colons
 6. Modal verbs of possibility
 7. **Modal verbs for degrees of politeness** ⚡
 8. Modal adverbs
 9. Coordinating conjunctions
 10. Subordinating conjunctions
 11. Relative clauses
 12. Passive voice
 13. Semi-colons
 14. Perfect tense
 15. Prepositions of time
 16. Apostrophes
 17. Imperative verbs (commands) (1)
 18. Imperative verbs (commands) (2)
 19. Hyphens (in compound words)
 20. Fronted adverbials (1)
 21. Fronted adverbials (2)
 22. Cohesive devices
 23. First person/third person (pronouns)
 24. Subjunctive form
 25. Bullet points
 26. Brackets
 27. Reported speech
 28. Adverbs
 29. Suffixes
 30. Determiners
 31. Prefixes (1)
 32. Prefixes (2)
 33. Commas for parenthesis
 34. Dashes
 35. Synonyms
 36. **Antonyms (1)** ⚡
 37. **Antonyms (2)** ⚡
 38. **Prefixes and suffixes to form antonyms** ⚡
 39. Expanded noun phrases (1)
 40. Expanded noun phrases (2)
 41. Expanded noun phrases (identification) (1)
 42. Expanded noun phrases (identification) (2)
 43. **Formal language (letter writing) (1)** ⚡
 44. **Formal language (letter writing) (2)** ⚡
 45. **Formal language (letter writing) (3)** ⚡
 46. **Commas (to avoid ambiguity)** ⚡
 47. **Paragraphs (linking ideas) (1)** ⚡
 48. **Paragraphs (linking ideas) (2)** ⚡
 49. **Punctuation marks** ⚡
 50. **Word classes (parts of speech) (1)** ⚡
 51. **Word classes (parts of speech) (2)** ⚡
 52. **Standard English (1)** ⚡
 53. **Standard English (2)** ⚡
-
- ### End-of-Term Assessments
- Autumn Assessment
Spring Assessment
Summer Assessment
- ### Optional Tests
- Optional Test 1
Optional Test 2
Optional Test 3
- ### Answers
- Activity Sheets
Autumn Assessment
Spring Assessment
Summer Assessment
Optional Test 1
Optional Test 2
Optional Test 3
- ### Assessment/Test Analysis Record Sheets
- Assessment/Test Record Sheet
End-of-Term Assessment Analysis Grids
Optional Test Analysis Grids
NC Statutory Requirements Record Sheet
- ### National Curriculum Coverage and Notes
- (a – e)

Teachers' Notes



HeadStart

Primary

Book 1 & 2

English Grammar & Punctuation Teachers' Notes Year 5

Introduction

The teaching of grammar and punctuation is at the heart of developing children's writing skills and is a vital and essential part of the creative writing process. It is often taught as a separate lesson with exercises and drills that are unrelated to a child's own writing.

HeadStart English Grammar & Punctuation makes the important link between the various aspects of grammar and punctuation and real texts; this makes the learning of grammar and punctuation meaningful and exciting. As the children follow the adventures of the characters in the book, they will be inspired and encouraged to improve their own writing. As it states in the Year 3 and 4 Programme of Study for writing (page 29):

"Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar."

The book is written with age-appropriate vocabulary and content, with storylines and characters that the children will identify with. The illustrations will add to the children's enjoyment of the book, with the aim of making grammar and punctuation fun.

The National Curriculum

The content of the book is guided by the National Curriculum Programmes of Study for English. There is, however, far more content in these books than in each year group's Programme of Study. English Appendix 2: Vocabulary, grammar and punctuation (page 64) states:

"The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in

subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate."

Teachers will, therefore, note that there are a number of exercises that go beyond what is set out in the National Curriculum for Year 5, but which we feel are important for this age group to practise and begin to understand.

About this book

HeadStart English Grammar & Punctuation provides a complete resource to teach grammar and punctuation skills. This book contains whole-class activities, differentiated activity sheets, skills practice and independent writing activities.

Book 1 has been divided into three parts: each part corresponds to the three terms in the school year. Within each part there are ten individual lessons which consist of a story page followed by three differentiated activity sheets. Each activity sheet has been adapted for the range of abilities within the average class.

Red Magicians = lower ability

Green Magicians = middle ability

Blue Magicians = higher ability

The differentiated pages are often very similar, so that any problems or misconceptions that arise can be shared throughout the whole class. Care has been taken to ensure that all abilities feel fully included in the learning.



Each lesson has a clearly identified learning objective. The majority of the story pages have examples of the grammar or punctuation concept being taught within the actual text. The teacher can use these to demonstrate how the skill is being used. All the exercises involve the children completing and writing sentences about the characters they have met in the story, so there is a real purpose behind the tasks.


Each activity page has an extension activity at the end, which will either ask the children to write their own sentences using the skill they have just learned, or identify the grammar and punctuation concept that has been used within the passage. Children should be encouraged to attempt the extension activities as they will be further applying the new concept in their own writing, or discovering how it is applied in real text.

The children can evaluate their own understanding by ticking the appropriate witch in the upper right-hand corner of the page after the 'I can' target.



Activity sheets

In addition to the main set of differentiated sheets in Book 1, there is a further set of activity sheets in Book 2 which follows the witches theme. (The activity sheets do not follow the story so they can be introduced at any stage.) They include fun facts, as well as short stories and jokes which will keep the children motivated and inspired. These activity sheets are designed to be used in a variety of ways at the discretion of the teacher. They may be used as an introduction to the lesson, for whole-class sessions, consolidation or simply more practice for those who need it. Alternatively, they could be used for homework practice. Each activity sheet explains the new concept being introduced as clearly and simply as possible with examples which will allow parents to help their children at home.

There are two types of additional activity sheets; those that match the objectives of Book 1, and those which introduce new concepts – some of which need to be taught in order to cover the statutory requirements for that year group. (The coverage tables at the back of this book show where the objectives have come from.) The additional activity sheets (that include objectives not covered within the main section) are clearly identified with a wand symbol . They are arranged in the same order as Book 1, for easy reference. However, they can be taught in whatever order the teacher feels is appropriate for the class.

End-of-Term Assessments and Optional Tests

To help the teacher assess the children's progress against the age-related expectations, there are three End-of-Term Assessments and three Optional Tests.

The inclusion of this variety of assessment and testing options is intended to provide schools with greater flexibility, in order to meet their curriculum needs.

Some possible approaches to testing are outlined below.

End-of-Term Assessments

The Autumn, Spring and Summer Assessments are designed to be administered at the end of each term or when the content for each section has been delivered.

These assessments will only assess the children on the concepts taught for that particular term. Analysis of the results will indicate which concepts have been understood and which will require further teaching. Information gleaned from this formative approach would constitute an integral part of any assessment for learning strategy or policy.

Optional Tests

The Optional Tests feature concepts (objectives) from the whole Year 5 curriculum. Concepts from other year groups which underpin the learning for Year 5 are also included. These tests are designed to be used at any time during the school year to provide a 'snapshot' of progress against curriculum objectives. The content of each Optional Test is purposely very similar, thus enabling

assessment and tracking of progress on a like-for-like basis. Individual schools will choose to use the Optional Tests in a way that suits their curriculum design with regards to assessment.

One possible model is as follows:

One of the Optional Tests is administered at the very beginning of the school year as soon as the children have 'settled in'. This will provide a 'baseline' benchmark. The second Optional Test is administered halfway through the Spring Term and the third Optional Test is administered at the end of the school year to provide a summative judgement. In this way, progress can be tracked and valuable assessment data can be passed to the teacher in the next year group.

There are several other models which could be used but it is important to remember that this data should always be used to complement (and not replace) the ongoing assessment strategies and professional judgement of the teacher.

At HeadStart, we have intentionally chosen not to include too many multiple-choice questions in our assessments. Although multiple-choice questions have the advantage of being quicker and easier to mark, they do not help a teacher understand where pupils' misconceptions lie or to know when a pupil has simply guessed the correct answer. Questions that allow children to demonstrate their writing skills help teachers identify the areas where pupils are struggling and address their problems immediately.

Terminology

Terminology, which is introduced in the activity pages, is often included for the benefit of the teacher. Children need to understand the concepts, but do not always need to know the terminology until a later age group. Therefore, children will not be tested on their understanding of the terminology in the Optional Tests until the appropriate age group.

For example, children are expected to understand that the prefix 'un' changes the meaning of verbs and adjectives in Year 1, but the term 'prefix' is not introduced until the Year 3 Terminology for Pupils. Therefore, in the Optional Tests, children will be asked to use the prefix 'un', but will not be tested on their understanding of the term 'prefix' until Year 3. Teachers must use their professional judgement to decide which age group to introduce the appropriate terminology.



Marking and administration

The End-of-Term Assessments are marked out of 25 and it is recommended that they are completed in approximately 25 minutes. The Optional Tests are scored out of 50 and it is recommended that they are completed in approximately 50 minutes. When a tracking judgement is required, test scores should be converted to a percentage, as shown below.

$$\text{Percentage score for End-of-Term Assessment} = \frac{\text{assessment mark} \times 100}{25} \quad (\text{or score} \times 4)$$

or

$$\text{Percentage score for Optional Test} = \frac{\text{test mark} \times 100}{50} \quad (\text{or score} \times 2)$$

The table below can then be used to identify progress against one of the six stages.

Percentage Score	Stage	
0 – 25	Emerging	Below average range
26 – 50	Developing	
51 – 63	Progressing	Average range
64 – 75	Secure	
76 – 88	Mastering	Above average range
89 – 100	Exceeding	

0 – 50% Below
51 – 75% Average
76 – 100% Above

This data should always be used in conjunction with the ongoing assessment and professional judgement of the teacher.



Answers

A complete set of answers is provided, both for the activity sheets and the tests. The number and order of the individual answers for the Book 1 sheets may vary slightly, according to the differentiated exercises.

Assessment and Analysis Record Sheets

Assessment/Test Record Sheet:

This sheet can be used to record pupils' scores for all the End-of-Term Assessments and the Optional Tests.

End-of-Term Assessment Analysis Grids (Autumn, Spring and Summer):

These grids can be used to record pupils' scores for the End-of-Term Assessments. The completed grids will clearly identify strengths and weaknesses.

Optional Test Analysis Grids (Tests 1, 2 and 3):

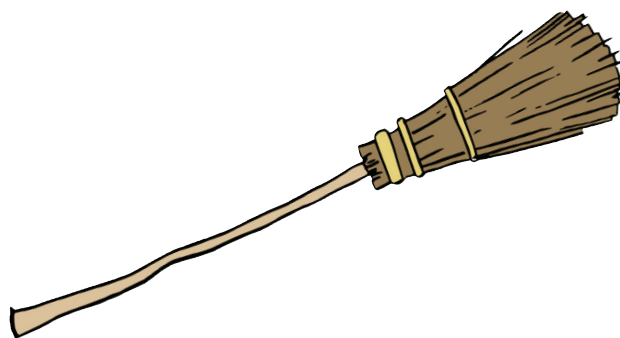
These grids can be used to record pupils' scores for the Optional Tests. The completed grids will also clearly identify strengths and weaknesses.

National Curriculum Statutory Requirements Record Sheet:

This sheet can be used to measure progress against the objectives which are National Curriculum statutory requirements. A variety of recording methods could be used on this sheet, depending on schools' or teachers' preferences.

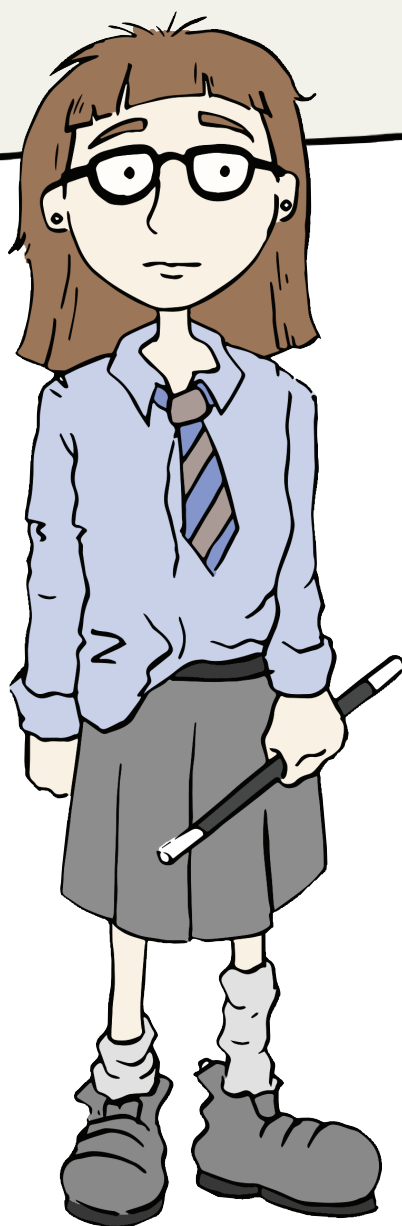
Using the CD-ROM

The CD-ROM follows the structure of the book and contains all of the photocopiable pages, both in full colour for displaying on an interactive whiteboard and in black and white for copying or printing. It also contains all the answer pages and marking schemes for the tests.



Consider enlarging sheets to A3 to increase the space for children's writing.

Part One



Chapter 1

Amber hurried down the deserted corridor, her feet slipping on the recently polished floor, leaving ugly black marks from the soles of her shoes. She wanted to go quicker, but her progress was hindered by the bulky wicker basket full of the ingredients that were needed for the day's lessons. She was late – as always! Miss Canning appeared from her office at the end of the corridor before Amber could turn the corner and disappear from view.

"Dripping!" she called down the length of the corridor in her rasping voice.

"Is that you?"

Amber stopped in her tracks and reluctantly turned round to face her headmistress.

"Well, come here, Dripping. I don't propose to carry on a conversation at fifty paces."

Amber sighed and struggled back down the corridor with the cumbersome basket rubbing against her sore calves.

"Shouldn't you be in your lessons?" Miss Canning enquired when Amber eventually reached her.

"Yes, miss. I'm on my way," Amber nervously replied.

"Lessons started ten minutes ago. Why are you not in your class?" Miss Canning asked.

Amber looked up at the imposing figure of Miss Canning and found herself unable to speak. She couldn't think of any reason that would satisfy her headteacher. She had been in this position before and knew that it was wiser to stay quiet!

"Where should you be?" The headmistress looked at her severely, her sharp features contorted in disapproval.

"Concoction class, miss."

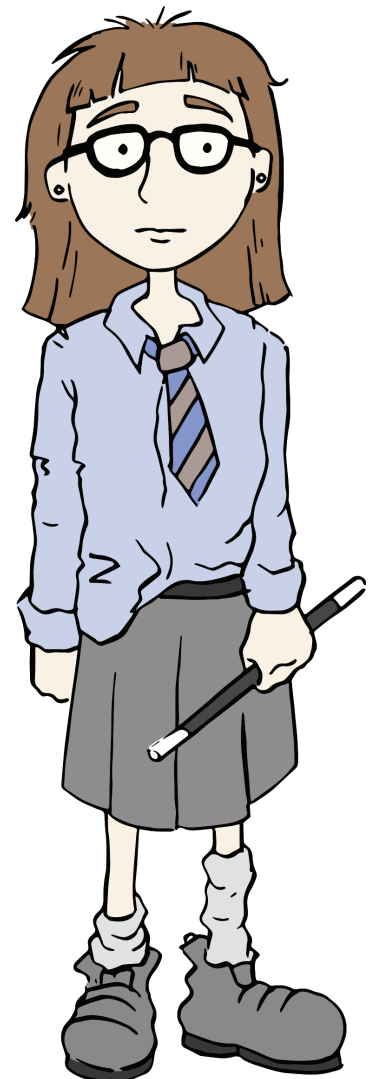
"With Mrs Ledbetter?"

"Yes, miss."

"Your results have been slipping recently, Dripping. You need to pull your socks up, girl."

Amber instinctively looked down at her legs and the red patch on her calf that the rubbing basket had made. She realised immediately that this was the wrong thing to do, as it would only further confirm Miss Canning's already low opinion of her abilities.

"I am seriously doubting your suitability for Spellcaster Academy," Miss Canning said. She turned towards her office. "You had better come into my room for a chat."





Name: _____

I can punctuate sentences using speech marks.



Miss Canning led Amber into her room and indicated that she should sit down. She then went to her filing cabinet where she removed some official looking papers. She thumbed through them and tutted to herself several times before finally speaking.

The dialogue below has some punctuation missing, including speech marks. Write each sentence underneath inserting the appropriate punctuation. (The speech in the first few sentences has been written in italics to help you.)

- 1 *i have your school report here, dripping, she said*
.....
- 2 *there has been a sharp decline in your grades this term, she added*
.....
- 3 *you appear to have Ds or below in every subject, she said*
.....
- 4 *i like studying the history of magic with mr broom, amber replied*
.....
- 5 *dear mr broom sees the good in everyone, miss canning sighed wearily*
.....
- 6 *he gave me a B+, amber said proudly*
.....
- 7 *is there any other subject that you are good at? miss canning asked*
.....
- 8 *no not really, amber admitted*
.....
- 9 *go back to your classroom and concentrate on your lessons, miss canning instructed*
.....
- 10 *this is your last chance, miss canning warned her*
.....
- 11 *and don't forget to clean up those dirty scuff marks you made down the corridor, she said.*
.....

Extension Write some dialogue of your own to continue the conversation.





Name: _____

I can punctuate sentences using speech marks.



Miss Canning led Amber into her room and indicated that she should sit down. She then went to her filing cabinet where she removed some official looking papers. She thumbed through them and tutted to herself several times before finally speaking.

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- 2 there has been a sharp decline in your grades this term she added
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- 3 you appear to have Ds or below in every subject she said
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- 9 go back to your classroom and concentrate on your lessons miss canning instructed
.....
- 10 this is your last chance miss canning warned her
.....
- 11 and don't forget to clean up those dirty scuff marks you made down the corridor she said.
.....

Extension Write some dialogue of your own to continue the conversation.



Amber once again manoeuvred herself and the unwieldy basket back down the corridor, unsuccessfully attempting to remove the black scuff marks as she went. She finally reached the Concoction classroom and opened the door. The lesson was already in full swing and the girls were busy at their desks whisking, stirring and mixing their ingredients. Nobody noticed Amber enter. Not, that is, until her gown got caught on the door handle and she let go of her basket sending it flying across the classroom. The basket skidded across the floor, spilling its contents before coming to a stop upside-down against Mrs Ledbetter's desk leg. Mrs Ledbetter peered over the top of her half-moon glasses.

"Ah! Amber Dripping! How kind of you to grace us with your presence!"

The girls began to titter, but were soon silenced by Mrs Ledbetter's withering glare.

"Clean up your mess and find your seat, girl," the teacher ordered.

Amber felt like crying, but just about managed to hold back the tears. The ingredients were strewn all over the floor. It had taken her all weekend to assemble them! She would never be able to make her potion now! The half-dozen lizard eggs had smashed. The packet of chestnut bark flour had split. The phial of spider essence had cracked. The pint of curdled goat milk had spilt. The jar of nectar from the Illyrian honey wasp was broken and the nettle leaves were scattered everywhere. And in the middle of the mess was a confused and dazed Grimsby, her pet toad, croaking mournfully.

By the time she had cleaned everything up, stung herself several times on the nettles and soothed Grimsby, the other girls had finished making their potions. The potions were all different colours: snot green, slime brown, mustard yellow and blood red. They had made potions to give you warts, potions to send you to sleep, potions to make your nails curl, potions to make you cackle, concoctions that put hairs on your face and even brews that induced bottom burps. The girls were experimenting on each other and there was a mix of reactions at the extraordinary results. Girls were laughing, crying, cackling. Girls were snoring, shouting, screaming. There were girls with warts on their faces, hairs on their chins and long curly fingernails. Some were cackling loudly, others were noisily snoring, while others were trumping uncontrollably. Mrs Ledbetter brought order with a wave of her wand and everything returned to normal. Amber was disappointed that she hadn't been able to make her potion. She had hoped Mrs Ledbetter would give her an A+ for Concoction studies. Now this would be another class that she would fail!





Name: _____

I can use commas to separate items in a list.



Here is a list of ingredients that the Spellcaster Academy girls brought to school to make their potions.

cat fur	spider legs	lizard tongue	snail slime
bee sting	beetle juice	horse hair	leeches nettles
cowslip	newt eyes	frogs' brain	toad warts
knotweed	bats' blood	rats' tails	snake venom

Add commas to these lists of ingredients.

- 1 The pupils in the Concoction class used leeches nettles and frogs' brain to make their potions.
- 2 Some used spider legs snail slime beetle juice and horse hair.
- 3 Some made a sleeping potion using knotweed bee sting bats' blood and cowslip.

What ingredients would you use to make a potion? Remember to use commas in your list.

- 4 My potion to make people sneeze is made from
- 5 Write some other lists of potions and what they do.

As we have seen, some commas separate **items** in a list, but they can also separate **actions**.

Add commas where they are needed.

- 6 The potions made the children laugh cry giggle and weep.
- 7 After tasting the potions, the children were shouting screaming shrieking and squealing.
- 8 Other children were running jumping bouncing and dancing.

They can also break up lists of long phrases or clauses.

Add commas where they are needed.

- 9 The pupils of the Concoction class mixed the ingredients stirred them with a wooden spoon and boiled them in a cauldron.
- 10 Amber had spent all weekend picking nettles collecting honey wasp nectar gathering lizards' eggs and curdling the goats' milk.

Extension Make a list of ingredients you would put into a witch's cauldron.

I can use commas to separate items in a list.



Here is a list of ingredients that the Spellcaster Academy girls brought to school to make their potions.

cat fur	spider legs	lizard tongue	snail slime
bee sting	beetle juice	horse hair	leeches nettles
cowslip	newt eyes	frogs' brain	toad warts
knotweed	bats' blood	rats' tails	snake venom

Complete these lists of ingredients remembering to separate the items with commas.

- 1 The pupils in the Concoction class used leeches
- 2 Some used spider legs
- 3 Some made a sleeping potion using knotweed

What ingredients would you use to make a potion? Remember to use commas in your list.

- 4 My potion to make people sneeze is made from
- 5 Write some other lists of potions and what they do.

As we have seen, some commas separate **items** in a list, but they can also separate **actions**.

Complete the list of actions and then add commas where they are needed.

- 6 The potions made the children laugh
- 7 After tasting the potions, the children were shouting
- 8 Other children were running

They can also break up lists of long phrases or clauses.

Add commas where they are needed.

- 9 The pupils of the Concoction class mixed the ingredients stirred them with a wooden spoon and boiled them in a cauldron.
- 10 Amber had spent all weekend picking nettles collecting honey wasp nectar gathering lizards' eggs and curdling the goats' milk.

Extension Make a list of ingredients you would put into a witch's cauldron.



I can use commas to separate items in a list.

Here is a list of ingredients that the Spellcaster Academy girls brought to school to make their potions. What else can you add to the list?

cat fur spider legs lizard tongue snail slime bee sting beetle juice

Complete these lists of ingredients remembering to separate the items with commas.

- 1 The pupils in the Concoction class used leeches
- 2 Some used spider legs
- 3 Some made a sleeping potion using knotweed

What ingredients would you use to make a potion? Remember to use commas in your list.

- 4 My potion to make people sneeze is made from
- 5 Write some other lists of potions and what they do.

As we have seen, some commas separate **items** in a list, but they can also separate **actions**.

Complete the list of actions and then add commas where they are needed.

- 6 The potions made the children laugh
- 7 After tasting the potions, the children were shouting
- 8 Other children were running

They can also break up lists of long phrases or clauses.

Add commas where they are needed.

- 9 The pupils of the Concoction class mixed the ingredients stirred them with a wooden spoon and boiled them in a cauldron.
- 10 Amber's ingredients included nettles honey wasp nectar lizards' eggs and curdled goats' milk.

Complete the list of activities she had to do to get all the ingredients above.

- 11 Amber had spent all weekend picking nettles

Extension Make a list of ingredients you would put into a witch's cauldron.

Chapter 3

Sad and dejected, Amber made her way down the corridor (with her now almost empty wicker basket) towards her next class: Spells and Charms. This was her worst subject and one she was not looking forward to. Grimsby croaked up at her from the basket and smiled at her with his big toad eyes, but not even he could bring her out of her dark, despondent mood. Miss Canning's words kept repeating in her head: "This is your last chance." She knew what would happen if she didn't prove herself in the Spells class; she would be out of Spellcaster Academy for good! She was brooding over her fate with her head bent low, not particularly looking where she was going, when CRASH! Mr Broom, leaving one of the classrooms in his usual bustle, bumped into her. For the second time that morning, she saw her basket being propelled across the floor.

"I'm terribly sorry," said Mr Broom. "My fault entirely; wasn't looking where I was going, I'm afraid." He picked up the basket, containing the accident prone Grimsby, and handed it to Amber. It was only then that he realised who it was. "Oh! Amber! I didn't realise it was you!" he said surprised. "Let me walk with you to your next class. I need a chat with you."

It was evident from his conversation that Miss Canning had been speaking to him about Amber's lack of ability because he was doing his utmost to be reassuring and positive. "You can do it, Amber," he kept saying. "I know you've got it in you!" It was true; he was the only teacher in Spellcaster Academy who remembered the potential in Amber. However, today his pep talk had little effect on the downhearted girl.

They reached the door to the classroom for Spells and Charms, so Mr Broom left her to it with a friendly pat on her shoulder. "Remember: positive mental attitude," he reminded her. Mr Broom may have had faith in Amber, but Amber was far less positive about her ability to succeed. She knew something that Mr Broom wasn't aware of: she hadn't revised for the Spells test! Miss Finch always set homework: spells to learn, charms to recite, incantations to chant; but Amber hadn't done a thing over the weekend. And now she was going in for a test that she hadn't even prepared for: an assessment to see how well she could make inanimate objects disappear. She followed her excitable classmates into the room with a feeling of panic and trepidation.





Name: _____

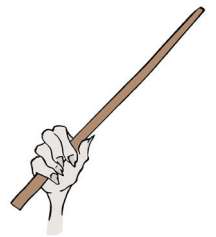
I can use a colon to introduce a list or add further detail.



Colons can be used to introduce a list, or to provide further information and details.

Add colons to the sentences below. (The second part of the sentence is written in italics to help you.)

- 1 Amber went to sit on the back bench with a group of girls *Evie, Astrid, Alexa and Isadora.*
- 2 Miss Finch strode to the front of the class stroking her favourite object *a cane.*
- 3 She had many alarming traits *a bad temper, an evil laugh and a fondness for physical punishments.*
- 4 Miss Finch showed the girls three objects *a pencil, a book and a chair.*
- 5 Miss Finch wanted her pupils to do just one thing *make the objects disappear!*
- 6 Amber had one overwhelming feeling *panic.*
- 7 She had to make a choice *run away or stay and face the consequences.*



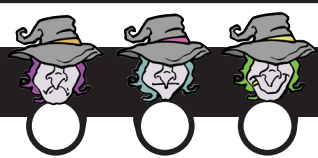
Using the sentences above as examples, complete the sentences below with your own list or further information.

- 8 Amber went to sit on the back bench with a group of girls:
- 9 Miss Finch strode to the front of the class stroking her favourite object:
- 10 She had many alarming traits:
- 11 Miss Finch showed the girls three objects:
- 12 Miss Finch wanted her pupils to do just one thing:
- 13 Amber had one overwhelming feeling:
- 14 She had to make a choice:

Extension Find all the examples of where colons have been used in the passage.



Name: _____

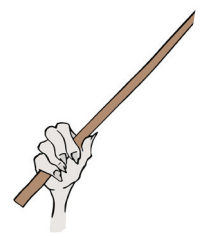


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Extension Find all the examples of where colons have been used in the passage.

I can use a colon to introduce a list or add further detail.



Colons can be used to introduce a list, or to provide further information and details.

Find a suitable second part of the sentence to match the first parts below. (Don't forget the colon.)

Evie, Astrid, Alexa and Isadora.

a pencil, a book and a chair.

panic.

run away or stay and face the consequences.

make the objects disappear!

a cane.

a bad temper, an evil laugh and a fondness for physical punishments.



- 1 Amber went to sit on the back bench with a group of girls
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Extension Find all the examples of where colons have been used in the passage.

Chapter 4

Amber knew she didn't really have a choice at all. There was an outside chance that she might be able to make the smallest of the three objects disappear. She convinced herself that using her limited knowledge of spells she might just be able to make the pencil vanish – if only briefly!

Miss Finch, as was her custom, started with the pupils at the front of the class, which gave Amber the chance to watch and listen to what the other girls were saying and doing. The more confident children made the chair disappear. Some made the book vanish, but most children (Amber was pleased to note) opted for the pencil. Larger objects required a good deal of power and most of the girls in the class were not yet twelve; there would be time to learn the more powerful magic at a later date. So far, all the girls had been successful, though it took one or two of them a second attempt. After each vanishing act Miss Finch had to make the object reappear – the girls hadn't learnt to do that yet!

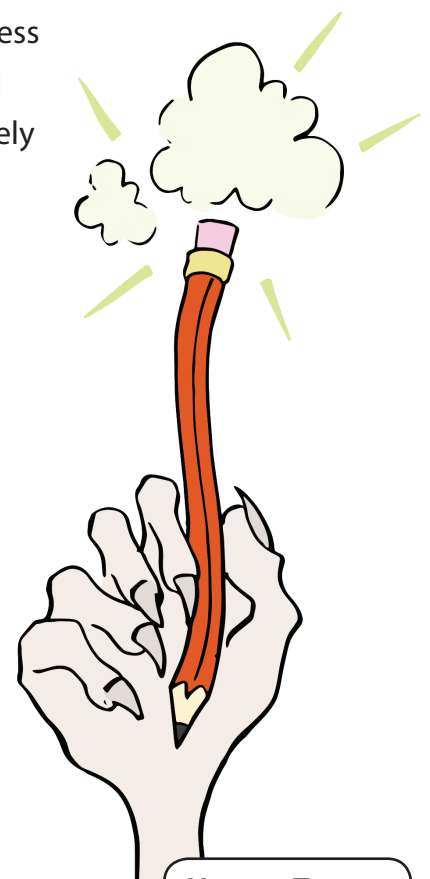
The girls in the front of Amber's bench were now about to test their magic powers. "I can do this," Amber kept repeating in her head. "I must do it," she thought miserably. Then she remembered Mr Broom's advice: positive mental attitude. "I will do it," she thought more positively. "I can make that pencil disappear. I know I can!"

"Dripping! Amber Dripping!" It was Miss Finch calling for Amber to come to the front of the class. Amber had been so caught up in her thoughts that she hadn't noticed that all the girls on her bench had completed the task and everyone was now waiting for her. She reached down to take her mother's wand out of her basket. Grimsby was asleep, blissfully unaware of the torment his mistress was going through. With butterflies in her stomach she walked nervously to the front of the class. The girls looked on with barely concealed smirks; they knew what Amber was capable of!

"What's it to be, Dripping?" Miss Finch asked.

"The pencil please, miss," Amber replied.

"Very well." Miss Finch held the chosen object aloft. It was a normal sized pencil. She could do this! Amber pointed her wand at the pencil and recited the spell: "I summon the powers of the celestial sphere, to make this pencil disappear!" A small puff of smoke appeared above the pencil, but the pencil refused to vanish. For a moment it appeared to vibrate. Then it seemed to lose its rigidity and it limply wobbled over. Amber had turned the pencil to jelly!





Name: _____

I can use modal verbs to indicate degrees of possibility.

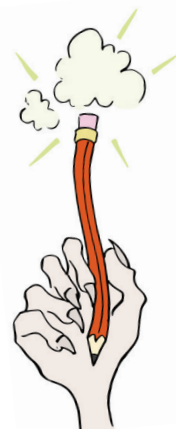


A modal verb is a bit like an auxiliary verb – it helps the main verb. Words like *could*, *would* and *should* are all modal verbs. They show you how likely an action is. They change the meaning of other verbs in the sentence.

The main modal verbs are **will, would, can, could, may, might, shall, should, must** and **ought**.

Underline the modal verb in each sentence.

- 1 Amber thought she might be able to make the pencil vanish.
- 2 If she made it disappear she would be able to stay at Spellcaster Academy.
- 3 "I must do it!" she said to herself.
- 4 The pencil just wobbled like jelly and she feared she might have to leave the academy.
- 5 She realised that she should have done her homework.
- 6 Now she may never have another chance to graduate as a witch ever again.



Modal verbs show the degree of possibility. (Some modal verbs are interchangeable.)

7 Tick which sentences sound the most likely.

Amber will have to leave the academy.

☐

Amber may have to leave the academy.

☐

Amber shall have to leave the academy.

☐

Amber might have to leave the academy.

☐

Choose the correct form of the modal verb in brackets to complete these sentences:

- 8 Amber now have to go to Miss Canning's office. (*can / would*)

- 9 Amber knew she have practised at home. (*should / will*)

Extension Write some sentences of your own about what Amber *should* have done.



Name: _____

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The main modal verbs are **will, would, can, could, may, might, shall, should, must** and **ought**.

Use one of the modal verbs above to complete each sentence. (Some modal verbs are interchangeable.)

- 1 Amber thought she be able to make the pencil vanish.
- 2 If she made it disappear she be able to stay at Spellcaster Academy.
- 3 "I do it!" she said to herself.
- 4 The pencil just wobbled like jelly and she feared she have to leave the academy.
- 5 She realised that she have done her homework.
- 6 Now she never have another chance to graduate as a witch ever again.

Modal verbs show the degree of possibility.

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- 8 Amber now have to go to Miss Canning's office. (*can / would / ought*)
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Modal verbs show the degree of possibility.

These sentences have the modal verb missing. Write the modal verbs in the order they are most likely to happen, starting with the most likely first.

- 7 Amber have to leave the academy.
- 8 Amber have to leave the academy.
- 9 Amber leave the academy.
- 10 Amber leave the academy.

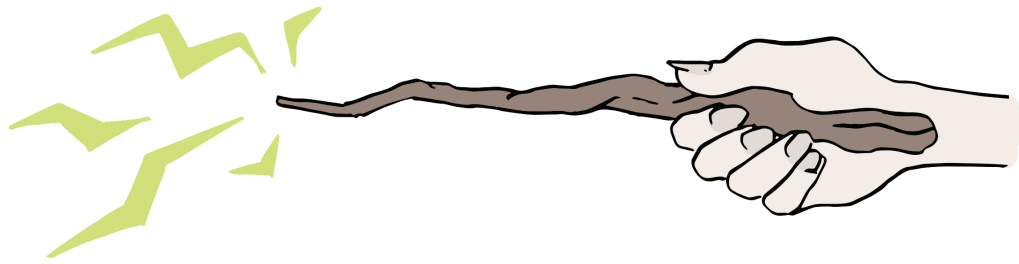


Choose the correct form of the modal verb in brackets to complete these sentences:

- 11 Amber now have to go to Miss Canning's office. (*can / would / ought*)
- 12 Amber knew she have practised at home. (*should / will / might*)

Extension Write some sentences of your own about what Amber *should* have done.

Chapter 5



Amber, once again, found herself in the headteacher's office in the space of a few hours.

"I really haven't got time for this," Miss Canning muttered. "I have far more pressing affairs." Amber sat on the edge of her seat; her heart in her mouth, waiting for those unwelcome words which would seal her fate. "You have evidently failed both your Potion class and the Magic Spells assessment this morning," she went on. "You are clearly not trying, Dripping. Strictly speaking, I should ask you to leave immediately." She then went on to say something that gave a little flutter of hope in Amber's heart. "However, Mr Broom has spoken up for you and it could perhaps be arranged..." Miss Canning was unable to finish her sentence for there was a tremendous explosion just outside the office door, sending shattered glass and splintering wood flying in all directions. "Oh dear! It is as I feared," she managed to groan before striding out into the corridor.

Amber peered round what remained of the door to see what all the commotion was about. At one end of the corridor stood Mr Broom and Mrs Ledbetter doing their best to hold on to a relatively new teacher called Miss Wand, who was shouting and cursing and making all sorts of threats.

"You will definitely have to leave this instant, Miss Wand," Miss Canning stated firmly. Amber, like all the other girls, had heard the rumours. Apparently, Miss Wand had not been following the curriculum. She had been reputedly teaching some of the girls the black arts, despite taking the oath (which all staff at Spellcaster Academy were required to do) to only use magic for good.

"You will pay for this!" screeched the demented Miss Wand. From inside her gown she produced a strange bent wand, which she pointed straight at Miss Canning. Sparks and smoke shot out of the wand and down the corridor towards the headteacher like a bullet from a gun. But Miss Canning was ready for her. She raised her hand and, using her own powerful magic, she made a force field that stopped the missile in its tracks and sent it fizzling to the ground before her feet.

"You certainly haven't seen the last of me!" shrieked the deranged witch and, releasing herself from the teachers' grip, she stormed out of the school.

Miss Canning staggered back into her office and slumped into her chair exhausted. Her gaze fell upon Amber, who was crouched against the wall. "What are you still doing here, Dripping?" she enquired, putting her head in her hands. "You are obviously expelled!"





Name: _____

I can identify and use modal adverbs.



Some modal adverbs, like modal verbs, show degrees of possibility. We use them to show how certain we are about something.

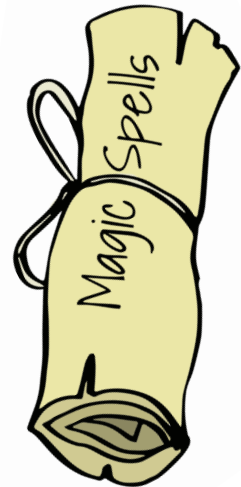
The most common modal adverbs of possibility are:

certainly definitely maybe possibly surely exactly
clearly obviously perhaps probably really absolutely

As Amber collected her belongings from her locker some of the staff and the children came up to speak to her.

Underline all the modal adverbs in the sentences.

- 1 Surely she didn't ask you to leave!
- 2 **She definitely did.**
- 3 Maybe you misunderstood.
- 4 **She certainly couldn't have made it any clearer.**
- 5 Perhaps I could have another word with Miss Canning.
- 6 **I absolutely messed up my assessment.**
- 7 Turning a pencil to jelly possibly wasn't the most sensible thing to do.
- 8 **I really don't deserve to stay at Spellcaster Academy.**
- 9 You'll probably have to go to an ordinary school.
- 10 **I don't exactly know what I'm going to do.**
- 11 Now write some sentences of your own, using the modal adverbs, as if you were joining in the conversation.



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Extension See if you can identify the modal adverbs in the passage.

I can identify and use modal adverbs.



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The most common modal adverbs of possibility are:

certainly definitely maybe possibly surely exactly
clearly obviously perhaps probably really absolutely

As Amber collected her belongings from her locker some of the staff and the children came up to speak to her.

Choose the most appropriate modal adverb from the bracket.

- 1 she didn't ask you to leave! (*really / surely*)
- 2 She **did**. (*perhaps / definitely*)
- 3 you misunderstood. (*certainly / perhaps*)
- 4 She **couldn't have made it any clearer**. (*certainly / obviously*)
- 5 I could have another word with Miss Canning. (*exactly / perhaps*)
- 6 I **messed up my assessment**. (*absolutely / probably*)
- 7 Turning a pencil to jelly wasn't the most sensible thing to do. (*possibly / exactly*)
- 8 I **don't deserve to stay at Spellcaster Academy**. (*maybe / really*)
- 9 You'll have to go to an ordinary school. (*probably / absolutely*)
- 10 I don't **know what I'm going to do**. (*possibly / exactly*)



- 11 Now write some sentences of your own, using the modal adverbs, as if you were joining in the conversation.

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Extension See if you can identify the modal adverbs in the passage.

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Some modal adverbs, like modal verbs, show degrees of possibility. We use them to show how certain we are about something.

The most common modal adverbs of possibility are:

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clearly obviously perhaps probably really absolutely

As Amber collected her belongings from her locker some of the staff and the children came up to speak to her.

Choose the most appropriate modal adverb from the box above to fit the gaps.
(Some modal adverbs are interchangeable.)



- 1 she didn't ask you to leave!
- 2 She **did**.
- 3 you misunderstood.
- 4 She **couldn't have made it any clearer**.
- 5 I could have another word with Miss Canning.
- 6 I **messed up my assessment**.
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Extension See if you can identify the modal adverbs in the passage.

Amber opened the front door to her house and placed her basket in the hall. "Hi, Grandad! I'm home!" she shouted up the stairs before carefully placing Grimsby in his tank. She waited a moment for a reply, but none came. She was worried something had happened to him, so she raced up the stairs to her grandad's bedroom. She was relieved to find him sleeping soundly in bed.

"I must have dozed off," he said sleepily as she drew back the curtains to let in the last rays of sunshine.

"I was worried about you," she told him. "How are you feeling?"

"All the better for seeing you," he said and a broad smile lit up his wrinkled features. Grandad never complained about his illness, yet she knew he was in considerable pain. "Now that's enough about me," he said. "Tell me about your day."

Amber hesitated before answering. She had considered hiding the truth about being expelled from Spellcaster Academy, yet she knew deep down that lying wouldn't solve anything. Besides, Grandad had a way of whittling out the truth, so she decided to come clean and tell him exactly what had happened. "I've been expelled," she said simply.

Grandad looked uncertain. "But why?" he asked.

"I failed all my tests," she answered honestly.

Grandad's eyes welled up. "It's all my fault," he wept. "You've spent too much time looking after me. You would have easily passed those exams if it wasn't for me."

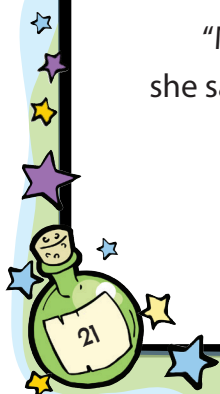
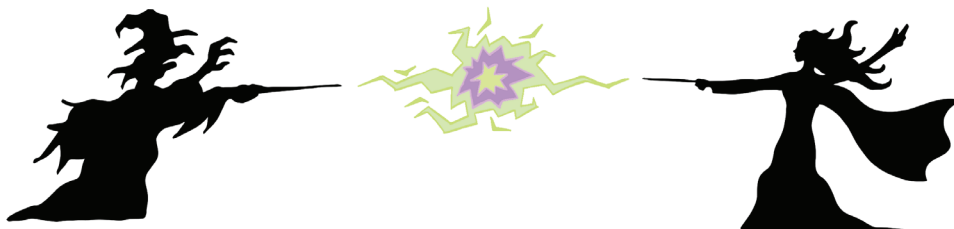
"It's not just the exams, Grandad," she told him. "I'm just not cut out to be an apprentice witch. I haven't got the ability. I mess everything up!"

"That's not true," he said. "It's just that you have given up all your spare time to nursing me, rather than following your dreams of being a witch like your late mother."

Grandad had looked after Amber since her mother had passed away when she was only two. Her mother had died in a battle with a witch who practised black witchcraft. She had stopped the witch from overpowering the white witches in a struggle of good over evil, but she paid for it with her life. Grandad had taken Amber in and he had done a very good job of looking after her, but in the last few months his health had deteriorated and their roles had been reversed.

"What are you going to do?" he asked her.

"Mr Broom said he would help me get into the local primary school – St Augustine's," she said.





Name: _____

I can use coordinating conjunctions.



Coordinating conjunctions link words or phrases together as an equal pair.

*The most common coordinating conjunction and the first one you learn is **and**.*

Other popular coordinating conjunctions are:

but, or, yet (and) so

*The first letters make the mnemonic **boys**.*



Place the most appropriate coordinating conjunctions from the brackets in the space provided.

- 1 Mr Broom called for Amber the following day, enrolled her into her new school. (*and / so*)
- 2 She had never been to an ordinary primary school before, she was feeling rather nervous. (*but / so*)
- 3 The headmistress, Miss Maple, was very sweet, made Amber feel at home. (*yet / and*)
- 4 Miss Maple hadn't been in the post for long, she was going to leave at the end of the term. (*so / yet*)
- 5 A new headteacher was starting after the holiday, Miss Maple had to leave. (*but / so*)
- 6 Amber asked why she had to go, Miss Maple refused to say. (*and / but*)
- 7 Everybody was kind to Amber, she never really felt part of the school. (*yet / so*)
- 8 The children would play with her, she struggled to make any close friends. (*or / but*)
- 9 She finally made friends with a boy called Aubrey Jones, AJ as he liked to be called. (*and / or*)
- 10 He could be a really good friend, he could be a complete pain in the backside! (*so / or*)

Extension Using the first part of the sentences above add your own coordinating conjunction and continue the sentence.



Name: _____

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- 9 She finally made friends with a boy called Aubrey Jones, AJ as he liked to be called. (*or / and / but*)
- 10 He could be a really good friend, he could be a complete pain in the backside! (*so / or / and*)

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but, or, yet (and) so

*The first letters make the mnemonic **boys**.*



Place the most appropriate coordinating conjunctions in the spaces provided.
(You must use the coordinating conjunctions no more than twice.)

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- 2 She had never been to an ordinary primary school before, she was feeling rather nervous.
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- 8 The children would play with her, she struggled to make any close friends.
- 9 She finally made friends with a boy called Aubrey Jones, AJ as he liked to be called.
- 10 He could be a really good friend, he could be a complete pain in the backside!

Extension Using the first part of the sentences above add
you own coordinating conjunction and continue the sentence.

Amber began to get used to her new routine. Every morning she would get up early, preparing Grandad's breakfast and lunch before setting off to school. AJ would often call for her since he had to pass her house on the way anyway. AJ would spend most of the walk to school talking about himself, rarely asking about Amber. Even though his self-absorption could be irritating at times, on the whole Amber was happy to put up with it. It meant that he didn't ask too many difficult questions about Amber's past life which she would have had trouble answering.

Compared to Spellcaster Academy the lessons at school seemed rather dull although Amber was pleased to find she was doing rather well with normal school subjects. She certainly found it much easier learning spellings rather than remembering spells. And handling a hockey stick was a fun activity whereas controlling a broomstick was always a nerve-wracking experience. At lunchtime she would meet up with AJ. She enjoyed listening to his amusing descriptions of playing video games even if she hadn't the faintest idea what he was talking about most of the time. When she got home, she would look after Grandad. His strength seemed to be improving as each day went by, so that before long he was very much back to his normal self. In fact, life was looking up. Everything was looking rosy – that is, until the day the new headteacher arrived at the beginning of the summer term!

Her name was Miss Vile and it wasn't long before she lived up to her unfortunate name. She was actually quite pleasant to look at. She always wore smart suits and high-heeled shoes and looked every inch the professional teacher. She could also be very charming, and won over all the parents when she greeted them at the school gates with exaggerated tales of how wonderful their children were. This, however, was just a pretence, for as soon as the parents had left, her attitude towards the children would change completely. Whereas Miss Maple had always encouraged the children to be inquisitive and ask questions, Miss Vile could not stand noisy, questioning children and all talking was soon banned.

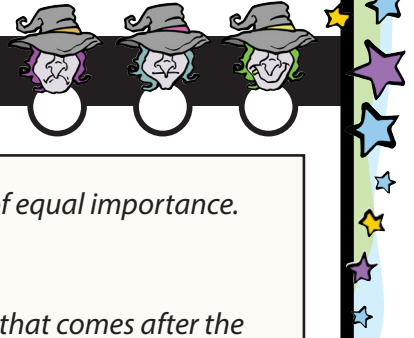
Children who disobeyed her commands would have to go to her office for "instructions" as she liked to call it, and peculiarly, when she had finished with them, they all became compliant, obedient children willing to do whatever was asked of them. It was clear that the teachers found her intimidating too, because whenever they heard her clipping down the corridor in her high heels they would quickly walk in the opposite direction. Amber disliked her intensely and her unpleasant-looking cat which Miss Vile insisted on bringing to school!





Name: _____

I can identify and use subordinating conjunctions.



We have looked at **coordinating conjunctions** which link sentences or clauses of equal importance. We call the sentences that these conjunctions produce **compound sentences**.

Subordinating conjunctions link clauses in much the same way, but the clause that comes after the conjunction is not as important as that which goes before. We call these sentences **complex sentences**.

Underline the subordinate conjunctions in the sentences below.

- 1 Miss Vile was very fond of her cat even though it was an ugly looking creature.
- 2 Miss Vile called her cat Lucy whenever people were around.
- 3 When she thought nobody was listening, Amber heard her call the cat Luci-fer.
- 4 Lucifer is a name in the Bible which Amber knew was another word for the devil.
- 5 It was black with white markings on its face that gave the impression it was wearing a mask.
- 6 The cat followed Miss Vile wherever she went in the school.
- 7 Although it was a novelty to see a cat in school, none of the children went anywhere near it.
- 8 Children didn't try to stroke it because of the evil look in its eye.
- 9 It looked like it would scratch you if you tried to touch it.
- 10 Nobody attempted to go near it until the fateful day AJ decided to befriend it!
- 11 There are many examples of subordinating conjunctions in the passage. See if you can find these conjunctions:

before since even though which
although rather whereas even if when
so that until because.



Extension Use these conjunctions in your own sentences about Miss Vile and Lucifer.



Name: _____

I can identify and use subordinating conjunctions.



We have looked at **coordinating conjunctions** which link sentences or clauses of equal importance. We call the sentences that these conjunctions produce **compound sentences**.

Subordinating conjunctions link clauses in much the same way, but the clause that comes after the conjunction is not as important as that which goes before. We call these sentences **complex sentences**.

Choose the most appropriate subordinate conjunction in the brackets to complete the sentences.

- 1 Miss Vile was very fond of her cat it was an ugly looking creature. (*even though / because*)
- 2 Miss Vile called her cat Lucy people were around. (*before / whenever*)
- 3 she thought nobody was listening, Amber heard her call the cat Luci-fer. (*when / which*)
- 4 Lucifer is a name in the Bible Amber knew was another word for the devil. (*when / which*)
- 5 It was black with white markings on its face gave the impression it was wearing a mask. (*that / while*)
- 6 The cat followed Miss Vile she went in the school. (*if / wherever*)
- 7 it was a novelty to see a cat in school, none of the children went anywhere near it. (*until / although*)
- 8 Children didn't try to stroke it of the evil look in its eye. (*because / since*)
- 9 It looked like it would scratch you you tried to touch it. (*if / so that*)
- 10 Nobody attempted to go near it the fateful day AJ decided to befriend it! (*until / when*)
- 11 There are many examples of subordinating conjunctions in the passage. See if you can find these conjunctions:

before since even though which
although rather whereas even if when
so that until because.



Extension Use these conjunctions in your own sentences about Miss Vile and Lucifer.

I can identify and use subordinating conjunctions.



We have looked at **coordinating conjunctions** which link sentences or clauses of equal importance. We call the sentences that these conjunctions produce **compound sentences**.

Subordinating conjunctions link clauses in much the same way, but the clause that comes after the conjunction is not as important as that which goes before. We call these sentences **complex sentences**.

Choose the most appropriate subordinate conjunction in the box to complete the sentences. (Some subordinate conjunctions are interchangeable.)

when which even though whenever because
until that wherever although if

- 1 Miss Vile was very fond of her cat it was an ugly looking creature.
- 2 Miss Vile called her cat Lucy people were around.
- 3 she thought nobody was listening, Amber heard her call the cat Luci-fer.
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before since even though which
although rather whereas even if when
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Extension Use these conjunctions in your own sentences about Miss Vile and Lucifer.

It was a warm summer's day and Amber and AJ were both outside in the sunshine weeding the school vegetable patch. They had both volunteered to help Mrs Rose, who was the deputy headteacher, as well as being in charge of the gardening club. The other children had gone into class when the bell rang for the end of lunch break. Amber and AJ had been allowed to stay out to help Mrs Rose pack away the trowels and the rest of the gardening tools. AJ was getting in quite a sweat with all his physical exertions and he was desperate for a drink. AJ, whose thirst could only be matched by his enormous appetite, began crawling around the vegetable garden croaking, "Water! Water!" like he was lost in the middle of the Sahara Desert.

"We'll only be five more minutes. You can get a drink when we go back in," Mrs Rose explained reasonably to him. But AJ continued to make such a fuss that in the end Mrs Rose gave in to his demands, and allowed him to go in for a drink at the water fountain. Amber watched him head towards the school, and go through the door which led into the junior corridor. It was soon after he had disappeared inside that she noticed Lucifer come prowling out of the very same door which AJ had left open. It was unusual to see Lucifer on his own. He never seemed to wander very far away from Miss Vile whom he absolutely adored. Maybe it was because AJ had left the door open, or maybe it was the warm sunshine that drew him outside. Whatever the reason, he was now wandering around on his own unaccompanied.

It was only a minute or two before AJ reappeared. Amber could tell by his body language that he was as surprised as she was to see Lucifer out on his own. At first, AJ just stood and observed the cat which resolutely stared back at him. AJ must have then decided to take the opportunity to make friends with the cat, for he bent down and put out his hand to stroke it. Within a split second of kneeling down AJ was standing bolt upright and was quickly backing away towards the wall. Amber guessed that the mangy beast must have scratched him. Lucifer then stalked after the retreating boy, now pinned against the wall, as if it were about to strike again. It glared up at AJ before jauntily sauntering back through the door. When AJ was certain the cat had gone, he ran towards Amber and Mrs Rose who had also observed the incident. His face, which had been red and sweaty only a few minutes previously, had gone as white as a sheet.

"What's the matter?" Amber asked. "Did it scratch you?"

"Worse than that!" said AJ, his eyes wide in shock. "It spoke to me!"





Name: _____

I can write sentences using relative clauses and implied relative pronouns.



Complete the sentences below with the appropriate relative clause.



which was full of weeds

whose face was bright red

who was in charge of the gardening club

that AJ had left open

where AJ was nervously standing

when the lunch bell rang

- 1 Amber and AJ were helping Mrs Rose
- 2 They were weeding the vegetable patch
- 3 Amber and AJ didn't go into class
- 4 AJ, went in for a drink of water.
- 5 Lucifer came out through the door
- 6 Lucifer stalked up to the wall

Sometimes we can form sentences without the relative pronoun and they still make sense.

Rewrite the sentences below leaving out the relative pronouns. (The relative pronouns have been written in *italics* to help you.)

- 7 Amber thought *that* the cat had scratched AJ.
.....
- 8 AJ ran away from Lucifer, the cat *which* he had tried to stroke.
.....
- 9 Amber saw the boy *who* she liked turn as white as a sheet.
.....

Extension Write some sentences of your own that contain a relative clause.

Year 5 • Term 1



Name: _____



I can write sentences using relative clauses and implied relative pronouns.

Complete the sentences below with your own relative clause.

- 1 Amber and AJ were helping Mrs Rose who
- 2 They were weeding the vegetable patch which
- 3 Amber and AJ didn't go into class when
- 4 AJ, whose, went in for a drink of water.
- 5 Lucifer came out through the door that
- 6 Lucifer stalked up to the wall where

Sometimes we can form sentences without the relative pronoun and they still make sense.

Tick the sentences that would still make sense without the relative pronoun.
(The relative pronouns have been written in *italics* to help you.)

- 7 ☐ The trowel *that* Amber was using had been left in the vegetable patch.
- 8 ☐ AJ, *who* was hot and thirsty, went in for a drink of water.
- 9 ☐ The door *which* he went through had been left open.
- 10 ☐ He ran away from the cat *which* belonged to Miss Vile.



Rewrite these sentences leaving out the relative pronouns:

- 11 Amber thought that the cat had scratched AJ.
.....
- 12 AJ ran away from Lucifer, the cat which he had tried to stroke.
.....
- 13 Amber saw the boy who she liked turn as white as a sheet.
.....

Extension Write some sentences of your own that contain a relative clause.





I can write sentences using relative clauses and implied relative pronouns.

Complete the sentences below with your own relative clause. You will first need to add a relative pronoun or relative adverb from the list below.

which when that where who whose

- 1 Amber and AJ were helping Mrs Rose
- 2 They were weeding the vegetable patch
- 3 Amber and AJ didn't go into class
- 4 AJ,, went in for a drink of water.
- 5 Lucifer came out through the door
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- 7 ☐ The trowel that Amber was using had been left in the vegetable patch.
- 8 ☐ AJ, who was hot and thirsty, went in for a drink of water.
- 9 ☐ The door which he went through had been left open.
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.....
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.....

Extension Write some sentences of your own that contain a relative clause.



"Let me get this straight," said Mrs Rose doubtfully. "A cat spoke to you?"

"Yep!" AJ replied simply.

"You were spoken to by a cat! Is that what you're saying?" she said rephrasing the question as if that would produce a different answer.

"Lucifer spoke to me, yes, Mrs Rose," AJ confirmed.

"He can't have done!" she said realistically. "Cats don't speak!"

Amber believed AJ. "What did he say to you?" she asked.

"Children must not touch cats!" AJ said precisely.

"Cats must not be touched by children!" repeated Mrs Rose incredulously, using the passive voice for added effect.

"Are you sure that's what he said?" Amber asked.

"Then he told me to clear off, but in a very rude way," AJ recalled miserably.

"It's just a cat, Aubrey," said Mrs Rose. "You can't have been told to clear off by a cat. Now, I don't want to hear any more about it." Although she was dismissive of AJ's claims, Amber realised that she too was unsettled by the incident.

The tools having been put away, and their hands washed, the two children headed back to their class. When they entered the classroom they were surprised to find that the class was being taught by Miss Vile.

"Miss Philips has had to leave our school," explained Miss Vile.

"I shall be teaching you until a replacement teacher can be found." The children moaned. They had all liked Miss Philips. It was a shock to find out that she had left so unexpectedly.

She had taught at St Augustine's for over ten years so it was odd that she would leave so suddenly and without saying goodbye to the children. "Take out your silent reading books," instructed Miss Vile. "I want to see what nonsense you children are reading." She then began to prowl around the tables examining what each child was reading. She didn't seem to approve of any of the books that the children had chosen. She criticised the books for being poorly written, or unrealistic or even childish. She sent some of the children to the library to find more appropriate books. She then stood behind

AJ. He was reading an amusing story about a fox and its exploits to outwit three farmers. "What twaddle is this?" she cried. "A talking fox! Children of your age should not be filling their heads with such drivel. We all know very well that animals can't talk. Aubrey Jones, go and wait outside my office. I need a word with you."





Name: _____

I can use the passive voice.



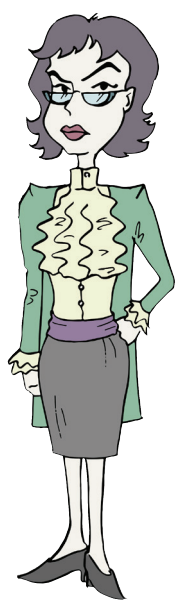
The **active** and **passive** voice are two ways of giving the same information.

The cat scratched the boy. This sentence uses the active voice. The cat does the action.

The boy was scratched by the cat. This sentence uses the passive voice. The boy had the action done to him.

Write whether each sentence is active or passive.

- 1 The cat spoke to AJ.
- 2 AJ was spoken to by the cat.
- 3 The tools were put away by the children.
- 4 The children put away the tools.
- 5 The children left the door open.
- 6 The door had been left open by the children.



Rewrite these active sentences using the passive voice.

- 7 **They washed their hands with soap.**
Their hands
- 8 **Miss Vile was teaching the class.**
The class
- 9 **All the children liked Miss Philips.**
Miss Philips
- 10 **Miss Vile inspected all their books.**
Their books

Extension How many sentences in the passage have been written using the passive voice?



I can use the passive voice.

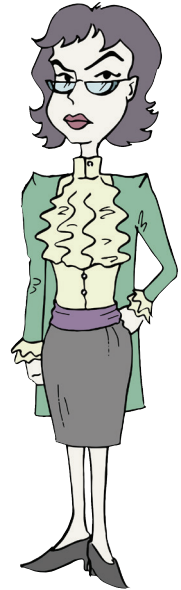


The **active** and **passive** voice are two ways of giving the same information.

The cat scratched the boy. This sentence uses the active voice. The cat does the action.

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Write whether each sentence is active or passive.



- 1 The cat spoke to AJ.
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Rewrite these active sentences using the passive voice. (They have been started for you.)

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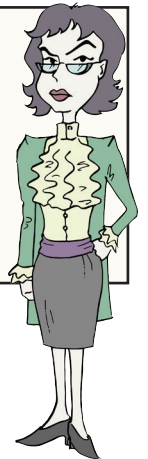
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The boy had the action done to him.



Write whether each sentence is active (A) or passive (P).

- | | |
|---|---|
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| 2 The tools were put away by the children. | 5 The children put away the tools. |
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Rewrite these active sentences using the passive voice.

- 7 They washed their hands with soap.
.....
- 8 Miss Vile was teaching the class.
.....
- 9 All the children liked Miss Philips.
.....

Write these sentences using the active voice:

- 10 The books were inspected by Miss Vile.
.....
- 11 AJ had been sent to the office by Miss Vile.
.....

Extension How many sentences in the passage have been written using the passive voice?



Later that afternoon AJ returned from Miss Vile's office. He didn't seem to have minded his little chat; he came back smiling.

"She gave me a lollipop," he told Amber enthusiastically. Amber remained suspicious; she wanted to know more.

"Was Lucifer in the room with you?" she asked.

"He was sitting on one of the chairs," AJ answered.

"And did he speak to you?" Amber wanted to know.

"Don't be silly," replied AJ. "Cats can't talk." And he refused to say any more about it despite Amber's appeals. Amber thought this was very strange; it was contrary to what she had seen and heard earlier in the day. However, she had to admit that apart from the fact that AJ was obviously concealing something, in every other respect he was his usual cheery self.

That could not be said for the rest of the school; everybody seemed to be living on their nerves. And that included the teachers! Over the next few weeks several more teachers left without warning. Miss Philips was joined by Mr George, the PE teacher; Mrs Harris, the music teacher; and Miss Eliot, the reception class teacher. The teachers who replaced them were all very old-fashioned, severe-looking and strict. There was very little fun to be had at St Augustine's any more. Children would often cry on their way to school. Their parents, however, wouldn't hear anything bad said about the school; they were so impressed by the excellent discipline that Miss Vile and her new teachers seemed to instil in the children.

There were lots of conflicting stories being whispered around the playground. Some children would be full of tales about the mistreatment they had suffered; a few were very complimentary about the new regime. There was rumoured to be a cupboard in Miss Vile's office which children would be locked in, along with spiders and rats and blood-sucking bats. But AJ said that the only cupboard in Miss Vile's office contained jars of sweets, and this was confirmed by other children in the school. There were two or three children in each class who seemed to be Miss Vile's favourites; AJ was one of these. Amber began to notice that if any child complained about the way they had been treated word would somehow reach Miss Vile, and they were quickly summoned to her office. This concerned Amber because often their grumbling had only been whispered in corners of the playground, away from prying eyes and ears. This could mean only one thing: some of the children were informants. They were spying on behalf of Miss Vile! And Amber suspected AJ of being the chief spy!





Name: _____

I can use the semi-colon to break up clauses in a sentence.



Semi-colons are used to turn two closely linked sentences into one.

Amber remained suspicious; she wanted to know more.

This could be written as two separate sentences.

Amber remained suspicious. She wanted to know more.

Or it could be written using a coordinating conjunction.

Amber remained suspicious and she wanted to know more.

Place the semi-colon in the sentences below. (The italics are there to help you.)

- 1 Amber didn't trust AJ anymore *he had been acting very strangely.*
- 2 There seemed to be no secrets from Miss Vile *there were spies everywhere.*
- 3 Amber was looking forward to the holidays *it would soon be half-term.*
- 4 AJ didn't call for her over the holidays *it seemed they were no longer friends.*
- 5 She didn't want to go back to school *the holiday was over too quickly.*
- 6 She walked to school on her own *AJ was nowhere to be seen.*



Remove the coordinating conjunctions and replace them with a semi-colon.

- 7 The children had a nasty surprise in assembly, **for** all the teachers were new.

.....

- 8 Not one of the old staff was left, **and** even Mrs Rose, the deputy, had gone.

.....

- 9 The young children were scared, **so** some began to cry.

.....

- 10 Miss Vile smiled at them, **but** there was something menacing about her smile.

.....

Extension See if you can find how semi-colons have been used in the passage.





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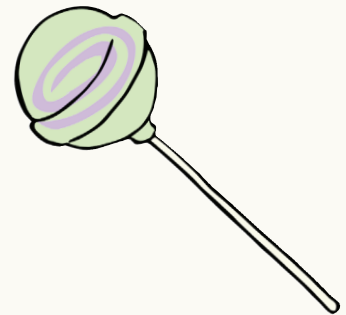
Amber remained suspicious; she wanted to know more.

This could be written as two separate sentences.

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Amber remained suspicious and she wanted to know more.



Link the two sentences with a semi-colon, and write them as one sentence with two related clauses.

- 1 Amber didn't trust AJ anymore. He had been acting very strangely.

.....

- 2 Amber was looking forward to the holidays. It would soon be half-term.

.....

- 3 AJ didn't call for her over the holidays. It seemed they were no longer friends.

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Consider enlarging sheets to A3 to increase the space for children's writing.

Part Two

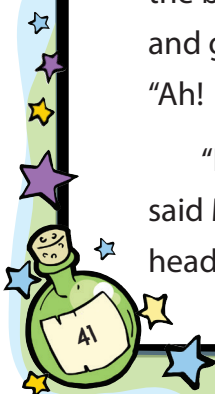




"Welcome back to school after the half-term holiday," Miss Vile announced, looking down from the stage upon rows of worried looking faces. "Some of you may have noticed a few changes on your return. I have been busy throughout the half-term holiday making all sorts of improvements to the school. The windows have been blackened to stop the sun shining in and making you squint. As we all know, the sun's rays can be so harmful to our skin. I have erected a three metre high wooden fence all around the school so that no one can spy on us. There are so many dangers in the outside world, I'm sure you would agree. And finally, I have replaced the incompetent staff with brand-new teachers who know how to deal with vermin – I mean children. We have such a wonderful term to look forward to. We are going to improve academic standards, so I have banned music, dancing, singing, PE, art and all playtimes. But now I have a special treat for you. I have appointed a new deputy headteacher. Isn't that wonderful, children? Please welcome Miss Dawn to our school."

There was a smattering of applause from Miss Vile's favourites; the rest of the school sat in stony silence. (No sensible child would want to see Mrs Rose replaced.) Miss Vile was not pleased with the children's response. "Now come on, children," she said in a distinctly unpleasant tone. "I had expected so much more from St Disgusting's – er – I mean Augustine's. Let's give a proper welcome to Miss Dawn." The children reluctantly clapped as Miss Dawn climbed up the steps of the stage to stand alongside Miss Vile. Although, she was wearing heavy make-up and very different clothes to those Amber had last seen, she recognised her at once. The astonishment of recognising the teacher was then matched by the shock of seeing AJ appear on stage with a bouquet of flowers which he presented to her. But there was a third surprise in store! As Miss Dawn gratefully received the flowers, a slow individual hand clap could be heard coming from the back of the hall. Everybody turned to see who it was. Mrs Rose, looking pale-faced and gaunt, was standing just inside the hall doors. Miss Vile's features visibly changed. "Ah! I see you're back, Mrs Rose. Shouldn't you be at home? You don't look at all well."

"I had been poorly before the half-term holiday. But now I'm feeling so much better," said Mrs Rose as she hobbled up onto the stage. "I've come to resume my deputy headteacher duties."





Name: _____

I can use the perfect tense to mark relationships of time and cause.



The present perfect (with **have** or **has**) is often used to talk about things in the past that have happened recently.

"I have been busy throughout the half-term holiday," said Miss Vile.

The past perfect (with **had**) is often used to show that something happened before another past action.

When Amber had seen her last, she was wearing different clothes.

Or that something happened before a specific time in the past.

"I had been poorly before the half-term holiday," said Mrs Rose.

Write the past perfect form of the verbs in brackets to complete the sentences.

- 1 When Amber arrived at school, lots of things (change)
- 2 Miss Vile lots of alterations to the school over the half-term. (make)
- 3 She the windows black, so the children could not see out. (paint)
- 4 She a high fence, so that nobody could see in. (erect)
- 5 She all the staff since she took over as headteacher. (replace)
- 6 Some of the teachers at St Augustine's for years before being dismissed. (work)
- 7 Miss Vile introduced the new deputy head after she her speech. (finish)
- 8 AJ gave Miss Dawn some flowers after the children (clap)
- 9 Amber realised that she Miss Dawn at her other school. (see)
- 10 When she had seen her before she herself a different name. (call)
- 11 Her name was Miss Wand and she at Spellcaster Academy. (teach)
- 12 She Spellcaster because she was a witch who practised black magic. (leave)



Extension Write some sentences of your own, in the past perfect tense, to show all the things that had happened at St. Augustine's since the day Miss Vile took over.



Name: _____



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paint work change erect replace make

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clap see leave teach call finish

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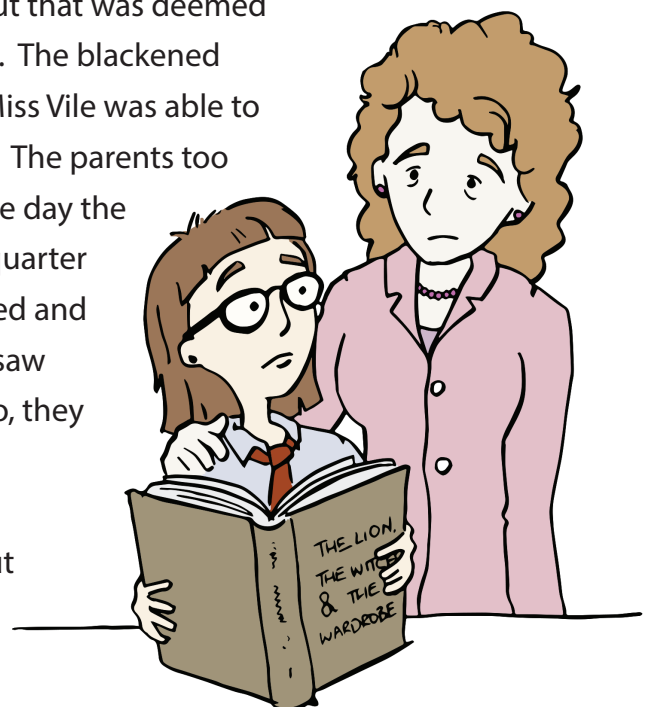
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Chapter 2

Mrs Rose struggled on in her role as deputy headteacher for several weeks more, but it was clear it was taking a great deal out of her. Each week that went by she was getting weaker and weaker, and by May she was no more than a bag of bones. But still she insisted on dragging herself into school. She would often arrive before anyone else and would usually be the last to leave. One day she confided in Amber. "I'm the only one preventing a catastrophe at this school," she told the girl. They were alone in the library. "I believe that when I go there will be no one to stop Miss Vile from achieving her wicked goals." She took Amber by the arm and led her into a corner so that they could not be overheard. "There's something about you, Amber Dripping. I want you to promise me that..." She was unable to finish her sentence. Miss Dawn had entered the room. "Hurry up and choose your book, Dripping," she said instead before limping out of the library. (That was to be the last time she would speak to Amber for a very long time!)

Amber was always very concerned that Miss Wand (or Miss Dawn as she now liked to call herself) would recognise her. Ever since that assembly, she had been on tenterhooks fearing she would remember her. However, she had never been taught by Miss Wand when she was at Spellcaster, and Miss Wand seemed oblivious to her presence. After leaving Spellcaster Academy, Amber was, for all intents and purposes, just like any other primary school pupil. She never practised any witchcraft, or attempted any magic (not even at home). There was no reason to suspect that once she had been a trainee witch herself.

As for Mrs Rose, she had attempted to tell the school governors about her concerns, but when they inspected the school they had observed exemplary behaviour and excellent academic progress being made. True, there was an unusually high fence surrounding the school grounds, but that was deemed quite necessary for the security of the children. The blackened windows were considered a bit extreme, but Miss Vile was able to offer plausible explanations for their presence. The parents too had the wool pulled over their eyes. During the day the school was virtually run like a prison, but at a quarter past three exactly the school gates were opened and the parents were allowed to enter. What they saw then was simply a well-disciplined school. Also, they had never experienced children so keen to do their homework and get on with their studies. They certainly weren't going to complain about that! Mrs Rose's concerns fell on deaf ears!





Name: _____

I can use prepositions of time.



There are a number of prepositions that can be used when talking about time.

after	at	between	by
during	for	from ... to	from ... until
in	on	since	within

Underline the prepositions of time in these sentences:

- 1 The children came back to school after the half-term holiday.
- 2 Most of the teachers had left since the day Miss Vile had been appointed headteacher.
- 3 On the first day back, the children were told they had a new deputy headteacher.
- 4 But Mrs Rose staggered into school during the first assembly.
- 5 She struggled on as deputy for a few more weeks.
- 6 Between nine o'clock and a quarter past three the children were made to work.
- 7 At exactly quarter past three the school gates were opened.
- 8 After school the children were keen to complete their homework.
- 9 In a matter of weeks Mrs Rose was nothing more than skin and bone.
- 10 From Mondays until Fridays, the children's life was a torment.
- 11 Within a term, Miss Vile had completely changed the atmosphere in the school.
- 12 Mrs Rose tried to be at school from dawn to dusk.
- 13 She wouldn't be able to go on like this for much longer.
- 14 By the end of May, Mrs Rose could stand it no longer.

Extension Use the prepositions you have identified to write your own sentences.



Name: _____

I can use prepositions of time.



There are a number of prepositions that can be used when talking about time.

after	at	between	by
during	for	from ... to	from ... until
in	on	since	within

Choose the most appropriate prepositions of time from the brackets to complete the sentences below.

- 1 The children came back to school the half-term holiday. (*after / between*)
- 2 Most of the teachers had left the day Miss Vile had been appointed headteacher. (*within / since*)
- 3 the first day back, the children were told they had a new deputy headteacher. (*At / On*)
- 4 But Mrs Rose staggered into school the first assembly. (*after / during*)
- 5 She struggled on as deputy a few more weeks. (*for / by*)
- 6 nine o'clock and a quarter past three the children were made to work. (*Since / Between*)
- 7 exactly quarter past three the school gates were opened. (*At / After*)
- 8 school the children were keen to complete their homework. (*Within / After*)
- 9 a matter of weeks Mrs Rose was nothing more than skin and bone. (*In / At*)
- 10 From Mondays Fridays, the children's life was a torment. (*by / until*)
- 11 a term, Miss Vile had completely changed the atmosphere in the school. (*Within / Since*)
- 12 Mrs Rose tried to be at school from dawn dusk. (*to / at*)
- 13 She wouldn't be able to go on like this much longer. (*in / for*)
- 14 the end of May, Mrs Rose could stand it no longer. (*Within / By*)

Extension Use the prepositions you have identified to write your own sentences.

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after	at	between	by
during	for	from ... to	from ... until
in	on	since	within

Choose the most appropriate prepositions of time from the box above to complete the sentences. (You will need to use some prepositions more than once.)

- 1 The children came back to school the half-term holiday.
- 2 Most of the teachers had left the day Miss Vile had been appointed headteacher.
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Extension Use the prepositions you have identified to write your own sentences.

Chapter 3

Mrs Rose ended up leaving the school in a most surprising way. The Year Six children were taking their SATs in the hall when the test was interrupted by shouting and screaming. Through the windows in the hall doors, Amber could see Mrs Rose being dragged down the corridor by both staff and governors. "That woman is poisonous! She's wicked!" she cried as she was carried out of the building.

"There goes our last hope," Amber thought miserably as she tried to concentrate on the comprehension questions. Amber found out later that several of Miss Dawn's pets, including AJ, had complained about Mrs Rose's alleged inappropriate behaviour, and she had been made to leave. It was ironic that Mrs Rose, a shining example of honesty and integrity, was the teacher whose professional conduct was called into question. The official line was that she had to leave due to the stress of the job.

Amber's thoughts now transferred to Miss Wand. If she was a witch (and one practising the black arts) what was she doing at St Augustine's School? Had Miss Vile appointed her knowing she was a witch? Was Miss Vile a witch herself? Strangely, this last question had never popped into Amber's head before. Although surrounded by witches at Spellcaster Academy, she had rarely come across witches in the outside world. Witches kept very much to themselves. Although they still learnt the art of witchcraft, they were very wary about practising their craft in public. They remembered only too well what had happened to them in times past when witches were persecuted for being in league with the devil. This was certainly not the case for the majority of witches. Most were upstanding, law-abiding citizens. But there was good and bad among witches just as there was in the rest of society, and those witches who did practise black magic had given the rest a bad reputation. From the time of the witch trials onwards, they had deliberately kept a very low profile. If Miss Vile and Miss Wand were witches, was it possible that the rest of her despicable staff were witches also? But why? Why would a coven of witches all gather at a primary school? It didn't make sense.



It wasn't long before Miss Dawn (aka Wand) showed her true colours. Now that Mrs Rose was no longer around to check her activities she began to behave just as she wanted. On Mrs Rose's departure she immediately became the new deputy head, and the power and control she wielded was frightening. She was very fond of devising new punishments for children. These were often mental punishments, though physical sanctions were also part of her wicked repertoire. She was always careful not to leave any marks, of course!



Name: _____

I can use apostrophes correctly.



Apostrophes confuse people all the time. There are just two ways of using them.

First, to show something belongs to somebody.

Amber's thoughts *The apostrophe is used to show the thoughts belong to Amber.*

Second, to join two words together.

She's wicked. *The apostrophe is used to show there are letters missing: she is wicked.*

Don't use apostrophes for plurals.

Add any missing apostrophes to the sentences below. (Hint: don't add an apostrophe every time you see an s.)

- 1 Under the new leadership the rules were very strict.
- 2 Children s bags were searched every day.
- 3 Children weren t allowed to speak.
- 4 They mustn t laugh or smile in class.
- 5 They couldn t go out to play.
- 6 They d only be allowed to march in single file around the playground.
- 7 The children s teachers were very severe.
- 8 Miss Dawn s temper was legendary.
- 9 Her punishments were brutal.
- 10 She put the children s hands in buckets of ice water.
- 11 She made them do sit-ups in the rain.
- 12 She attached wooden pegs to their eyelids.
- 13 Sometimes she put her pupils hands under the chair legs and then sat on the chair.



Extension Write your own list of rules using the apostrophe for contraction.





Name: _____

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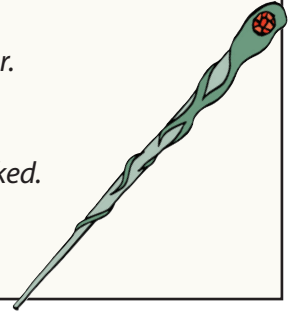
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She's wicked. *The apostrophe is used to show there are letters missing: she is wicked.*

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Add any missing apostrophes to the sentences below. Then write out the words which have been written as contractions in full. (Hint: don't add an apostrophe every time you see an s.)

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- 11 She made them do sit-ups in the rain.
- 12 She attached wooden pegs to their eyelids.
- 13 Sometimes she put her pupils hands under the chair legs and then sat on the chair.
- 14 Prisoners lives would have been preferable to these childrens lives.

Extension Write your own list of rules using the apostrophe for contraction.



One day all the children were summoned to the hall. They had already been to assembly that day so they knew that this was for something out of the ordinary. This put them on edge and they were more nervous than ever. Miss Vile stood on the stage looking at the rows of pale, frightened faces.

"Quake, why don't you; you vermin!" she screeched. She detested children and she no longer tried to hide it. Some of the younger children began to sob. "Stop your pathetic snivelling!" she shrieked. She began to pace across the stage. "Our school has an excellent reputation for discipline and behaviour, yet yesterday one of you miserable creatures tried to escape from the school grounds during the lunch period. This is totally unacceptable and will be dealt with severely."

The day before, a small boy, with a mop of red hair, had sneaked out of the hall during lunch time, and crossing the playground unobserved, he had managed to pull some wooden panels off the fence. If he had been a little more composed, he would have taken just one more panel off before making his escape.

As it was, he attempted to squeeze through the hole before it was large enough to allow him to pass through. When the rest of the school came out for marching practice he was still there: stuck between two panels of wood. He was quickly yanked back inside, and kicking and screaming he was dragged into the building. That was the last the children had seen of him.

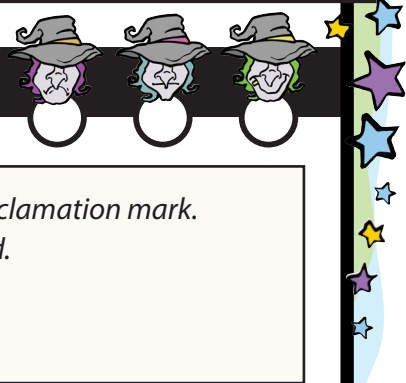
"Isaac Rowlings! Come here, boy!" Isaac appeared from the side of the stage. "Stand by the desk." He walked with odd stiff movements. He appeared to be in some sort of trance. "Bring the rod of retribution."

The children watched, transfixed with horror, as Miss Dawn carried a metre-long cane over to Miss Vile. Miss Vile stroked the cane fondly before raising it in the air, and then bringing it down on the desk with such force that the whole stage seemed to vibrate. The children instinctively closed their eyes as the cane made contact with the desk with a terrible thwack. "Bend over the desk." The children gasped, but Isaac did as he was asked without a murmur of protest. Miss Vile then took several steps towards the back of the stage. She was evidently going to have a run-up. Amber couldn't believe what she was seeing. She had to do something to stop her. But what? Then, before Amber had time to think, Miss Vile was running towards Isaac like a woman possessed, her hand held high ready to strike. The children watched, eyes wide in terror, as the cane came whipping down on the poor, unfortunate boy. But then! Nothing! No sound! No scream! Only silence. Miss Vile held up the cane to see what had happened. The cane wobbled! It had turned to jelly!





Name: _____



I can use imperative verbs (commands).

An imperative sentence gives a direct command. It can end in a full stop or an exclamation mark. They often end in an exclamation mark to show the forcefulness of the command.

The verb, often called the bossy verb, goes at the beginning of the sentence.

When Miss Vile saw that her cane had turned to jelly she was furious – to say the least! She thought that one of her witch teachers had done it as a practical joke. She was not amused.

Miss Vile made all sorts of demands when she saw what had happened.

Turn these polite requests into commands using the imperative verb. (The verbs have been underlined to help you.)

QUESTION

COMMAND

- | | | |
|----|--|-------|
| 1 | Would everybody <u>listen</u> to me? | ..... |
| 2 | Could somebody <u>tell</u> me who did this? | ..... |
| 3 | Would you please <u>answer</u> my question? | ..... |
| 4 | Can somebody <u>bring</u> me another cane? | ..... |
| 5 | Please could you <u>get</u> one for me now? | ..... |
| 6 | Would everybody just <u>stop</u> where they are? | ..... |
| 7 | Could you <u>forget</u> about the cane? | ..... |
| 8 | Can you <u>leave</u> the cane where it is? | ..... |
| 9 | Would everybody <u>stand</u> up, please? | ..... |
| 10 | Teachers, please would you <u>lead</u> the children out? | ..... |

Extension Choosing verbs of your own, write a question followed by a command.





Name: _____



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QUESTION

COMMAND

- | | | |
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| 1 | Would everybody listen to me? | |
| 2 | Could somebody tell me who did this? | |
| 3 | Would you please answer my question? | |
| 4 | Can somebody bring me another cane? | ..... |
| 5 | Please could you get one for me now? | ..... |
| 6 | Would everybody just stop where they are? | ..... |
| 7 | Could you forget about the cane? | ..... |
| 8 | Can you leave the cane where it is? | ..... |
| 9 | Would everybody stand up, please? | ..... |
| 10 | Teachers, please would you lead the children out? | ..... |
| 11 | What command do you think Miss Vile gave when the children began to mutter? | ..... |
| 12 | What command do you think Miss Vile gave when her staff began to whisper among themselves? | ..... |

Extension Choosing verbs of your own, write a question followed by a command.





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Miss Vile made all sorts of demands when she saw what had happened.

Complete the question and the command for these statements. (The first one has been done for you.)

- 1 **Statement** Everybody needs to listen to me.
Question Would everybody listen to me?
Command Listen to me!
- 2 **Statement** Someone is going to tell me who did this.
Question
Command
- 3 **Statement** You are going to answer my question.
Question
Command
- 4 **Statement** I would like you to stop what you are doing.
Question
Command
- 5 **Statement** You are going to forget about the cane.
Question
Command
- 6 **Statement** It is time for everybody to stand up.
Question
Command
- 7 **Statement** The teachers are going to lead the children out.
Question
Command

Extension Choosing verbs of your own, write a question followed by a command.



Chapter 5

Isaac left the stage without getting caned. Amber was amazed at what had happened in the hall. She presumed she had made the cane turn to jelly, but she couldn't be sure. She couldn't remember reciting the spell. It had all happened so quickly! She was relieved to see that Miss Vile didn't for one minute suspect any of the children. She was laying the blame squarely with her staff. She told them that there would be an emergency staff meeting that very evening. The witch teachers had left moaning.



In the dining hall later that day, Amber was queueing up to get her lunch. The children were expected to eat in silence, though they were permitted to tell the cook what they wanted, so there was always a bit of conversation with Mrs Rump, the school cook. Mrs Rump was a strong-willed, big-boned, hot-tempered woman who used to be the scourge of the school. She always made sure that the kitchen was shipshape and everything was spick-and-span. And woe betide anyone who crossed her! Now she was the children's only friend among the staff. Amber chose pizza and chips. She saw the strain on Mrs Rump's face as she served her.

"I don't know what's wrong with me these days, love. Overwork, I expect," she said. "Mind you, that lot are a waste of space." She indicated the kitchen staff further along the counter. "Next to useless! I don't know what was wrong with me old team." Amber realised that the usual dinner ladies had all been replaced. (Miss Vile was removing the kitchen staff in the same way as she had removed the teachers.) Now only Mrs Rump remained! Amber saw that Mrs Rump's uniform was hanging loosely off her once ample figure.

"You mustn't go, Mrs Rump!" she blurted out a little too loudly.

"Quiet in the line!" came the stern reply from one of the teachers supervising the dinner hall. Amber took her plate and headed to her designated place to sit side-by-side with her downcast classmates. All you could hear was the clatter of knives and forks, and the occasional shriek when some unfortunate child was hit over the knuckles with a ladle. Children were not allowed to be left-handed and anyone caught holding the fork in their right hand was reminded with a sharp rap from a blunt instrument. Isaac, the red-haired boy who Amber had saved from the flogging, stood up to eat his lunch. Amber wondered whether Miss Vile had punished him after all. She wondered about a great many things; particularly why Miss Vile wanted to replace all the dinner ladies. Then a terrible thought struck her! Was Miss Vile planning to do something to the food?





Name: _____

I can use hyphens to form compound words.



Hyphens can be used for several reasons, but the main one is when they are used to link words to form a compound word. Often the words are compound adjectives.

Place the appropriate hyphenated compound words into the sentences below.

bad-tempered red-haired left-handed self-service worn-out
red-hot hand-picked fact-finding strong-minded strong-arm

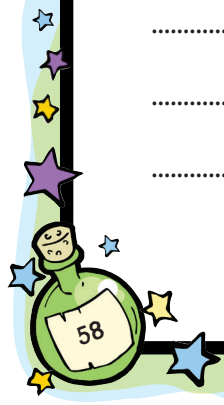
- 1 The children lined up for the canteen.
- 2 The cook grumbled about her staff.
- 3 Mrs Rump was a woman.
- 4 Amber chose the pizza with the chillies.
- 5 The dinner ladies all worked for Miss Vile.
- 6 The supervisors told the children off.
- 7 The children were rapped on the knuckles.
- 8 The boy wasn't able to sit down.
- 9 Miss Vile used tactics to deal with disobedient children.
- 10 Amber decided she needed to go on a mission.
- 11 Make a list of all the hyphenated words in the passage.

.....

.....

.....

Extension Make a list of all the hyphenated words you know.





Name: _____

I can use hyphens to form compound words.



Hyphens can be used for several reasons, but the main one is when they are used to link words to form a compound word. Often the words are compound adjectives.

- 1 Match the words in the first box to the words in the second box to form hyphenated compound words. Then place them into the sentences below. (The first one has been done for you.)

bad	handed
red	finding
left	out
self	tempered
worn	haired
red	service
hand	arm
fact	minded
strong	hot
strong	picked

- 2 The children lined up for the canteen.
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Hyphens can be used for several reasons, but the main one is when they are used to link words to form a compound word. Often the words are compound adjectives.

- 1 Match the words in the first box to the words in the second box to form hyphenated compound words. Then match them with an appropriate noun. Finally, place them into the sentences below. (The first one has been done for you.)

bad	handed	children
red	finding	canteen
left	out	cook
self	tempered	boy
worn	haired	chillies
red	service	dinner ladies
hand	arm	tactics
fact	minded	mission
strong	hot	supervisors
strong	picked	woman

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.....

.....

.....

Extension Make a list of all the hyphenated words you know.



The more Amber thought about it, the more she was convinced that Miss Vile was scheming to get Mrs Rump out of the kitchens. (There were now only two members of the original staff left: Mrs Rump and Mr Crumb, the caretaker.) Was Miss Vile planning to do something to the food as soon as Mrs Rump was no longer around to oversee its preparation? It was vital that Mrs Rump was encouraged to continue in her job – if only her health would prevail!

It struck Amber that Miss Vile's informants could always be seen about the school munching on sweets that she had given them. AJ was always sucking sweets in class. Her favourites were allowed all sorts of privileges that the rest of the school were not. Supposing there was something in the sweets which made the children behave in a certain manner. It would explain Isaac's trance-like state when he accepted his punishment without a murmur. What if Miss Vile planned to drug all their school dinners? To what end, however, she was uncertain. She decided that she needed to go on a fact-finding mission.

Later that afternoon, an opportunity arose for Amber to do some snooping. As she was walking down the corridor to return the register to the front desk, she noticed that the door to Miss Vile's office was wide open. The room was empty. Lucifer wasn't even sitting on his favourite chair. Quick as a flash, Amber snuck in the office and quickly shut the door. Without a sound, she tiptoed across the floor towards the cupboard. The first thing she wanted to do was check whether it was full of creepy-crawlies, as some children had suggested, or whether it just contained sweets, as AJ maintained. Her heart in her mouth, she quietly opened the cupboard door. Before her was shelf upon shelf of sweetie jars full to the brim with brightly coloured confectionary which would have made most children gasp with delight. But Amber just eyed them suspiciously. Then – click! Without warning, she heard the handle of the office door rattle. Miss Vile had returned! In the blink of an eye, Amber leapt into the cupboard and closed the door behind her. With her heart beating wildly, she stepped further back inside the cupboard, all the time worried that she would give herself away. After a while, she heard footsteps cross the office floor. Somebody was moving towards the cupboard! The door began to open. Amber was paralysed with fright. It swung wide open and Miss Vile faced her in the doorway. She looked straight at her. Then, to Amber's surprise, she sniffed the air as if she had smelt some disgusting odour, shook her head and closed the door. She hadn't seen her! It took Amber a while to realise what must have happened – Amber had made herself invisible!





Name: _____

I can identify and use fronted adverbials.



Fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Make fronted adverbials by changing the sentences around so that the adverbial (written in bold) is at the beginning of the sentence.

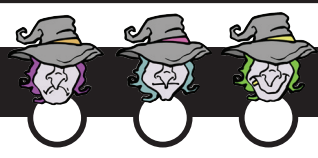
- 1 Amber **bravely** entered Miss Vile's office.
.....
- 2 She tiptoed **nervously** across to the cupboard.
.....
- 3 The office door began to open **without warning**.
.....
- 4 She hid inside the cupboard **as quick as a flash**.
.....
- 5 She could hear Miss Vile moving around **from behind the cupboard door**.
.....
- 6 She heard footsteps moving towards the cupboard **after a while**.
.....
- 7 Miss Vile **surprisingly** didn't see her when she opened the door.
.....
- 8 She realised **with sheer delight** that she had made herself invisible.
.....
- 9 She **eventually** heard Miss Vile leave the room.
.....
- 10 She escaped from the office and returned to class **as quickly as possible**.
.....

Extension Find out how many fronted adverbials were used in the passage.





Name: _____



I can identify and use fronted adverbials.

Fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

First identify the adverbials in the sentences by underlining them. Then place the adverbial at the beginning of the sentence to make fronted adverbials.

- 1 Amber bravely entered Miss Vile's office.
.....
- 2 She tiptoed nervously across to the cupboard.
.....
- 3 The office door began to open without warning.
.....
- 4 She hid inside the cupboard as quick as a flash.
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Fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Below is a list of fronted adverbials. Match them to the sentences underneath.

As quick as a flash,	From behind the cupboard door,
Bravely,	With sheer delight,
As quickly as possible,	Eventually,
Without warning,	Surprisingly,
Nervously,	After a while,

- 1 , Amber entered Miss Vile's office.
- 2 , she tiptoed across to the cupboard.
- 3 , the office door began to open.
- 4 , she hid inside the cupboard.
- 5 , she could hear Miss Vile moving around.
- 6 , she heard footsteps moving towards the cupboard.
- 7 , Miss Vile didn't see her when she opened the door.
- 8 , she realised she had made herself invisible.
- 9 , she heard Miss Vile leave the room.
- 10 , she escaped from the office and returned to class.

Now write some sentences about Amber using these fronted adverbials:

- 11 Completely exhausted,
- 12 Never in her life,
- 13 Later that day,
- 14 With a bounce to her step,

Extension Find out how many fronted adverbials were used in the passage.

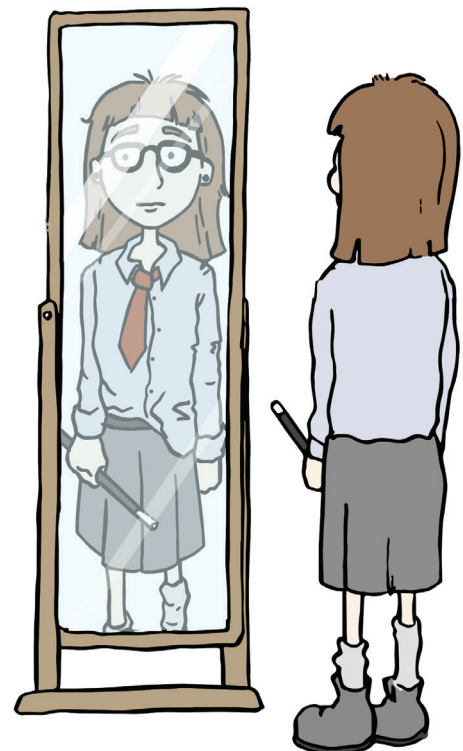


As she made her way home, Amber's head was spinning with all the things that had happened that day. Firstly, there was that amazing episode where she had turned the cane to jelly to stop the boy getting caned. Secondly, there was her theory that Miss Vile wanted to poison all the children by putting something in the school dinners. Then, there was the agonising few minutes that she had spent hiding in Miss Vile's cupboard. Finally, there was the astounding realisation that she could make herself invisible. She didn't know how to feel as she marched back home to Grandad. There was a definite bounce in her step, yet at the same time there was a horrible feeling of dread when she thought about what Miss Vile planned to do to the children.

The first thing she decided she must do was to see if she could repeat the magic she had unconsciously performed earlier in the day. After making Grandad a cup of tea, she went up to her bedroom and stood in front of the mirror. First, she tried to make herself invisible. She looked at her reflection and concentrated hard. Nothing! She tried chanting some spells. Again nothing! At length she gave up. Perhaps she was asking too much of herself. Next, she tried to make objects turn to jelly. She took a pencil out of her pencil case and placed it on top of her dressing table. She squinted her eyes and willed the pencil to turn to jelly. Nothing! She recited the spell. Once again – nothing! After a while she gave up. So her magical powers had deserted her! What next?

Next on the agenda, she decided she would go on to packed lunches. That would be the easiest of all her actions to implement and would at least eliminate one area of danger. Furthermore, she could encourage all her friends to give up school dinners. Although this might put Mrs Rump out of a job, Amber decided that the children's welfare undoubtedly came first. Equally important, she needed to stop AJ eating the sweets that Miss Vile was constantly giving him. If her theory was right, it was the sweets that had made AJ so utterly devoted to the headteacher.

Up until now, Miss Vile had had it all her own way. However, Amber was determined that she was going to stop her. Regardless of the dangers that awaited her, she realised that she had to obtain proof. With some real evidence she would be able to make others believe her. There was only one thing for it. Later, she would go back to school and eavesdrop on the staff meeting that Miss Vile had organised. The ability to make herself invisible would have made it a lot easier to accomplish this. Nevertheless, Amber was determined that she would go and find out all she could.





Name: _____

I can build cohesion within paragraphs using adverbs and conjunctions.



Adverbs and conjunctions can be used to link ideas within a paragraph.

Decide which of the suggested words or phrases would link the sentences well.

1 Again, In addition, Firstly, As a consequence

..... of the day's events, Amber's head was simply buzzing with thoughts.

2 Regardless, Then, However, Needless to say

..... , she was very excited about the magic she had performed earlier.

3 Secondly, Furthermore, So, After a while

..... , she was also very worried about what Miss Vile was planning to do.

4 Therefore, Besides, So that, As a result

..... she could practise her magic, she went up to her bedroom.

5 Nevertheless, Even though, However, Of course

..... , she was not successful with her attempts at making herself invisible.

6 Because of this, As a result, Therefore, Instead

..... of her failed attempts, she decided to give up.

7 Finally, Still, In addition, Despite this

..... , she still made plans to return to school that evening.

8 Overall, After all, On the one hand, Clearly,

..... , it was going to be a perilous task.

9 Nevertheless, Although, Moreover, Also

..... , she was determined to eavesdrop on the staff meeting.

Extension Find and list all the words and phrases that link the sentences in the passage.





Name: _____

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Adverbs and conjunctions can be used to link ideas within a paragraph.

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..... of the day's events, Amber's head was simply buzzing with thoughts.

2 Regardless, Then, For all that, However, Needless to say, After all

..... she was very excited about the magic she had performed earlier.

3 Secondly, Furthermore, So, Although, After a while, Thirdly

..... , she was also very worried about what Miss Vile was planning to do.

4 Next, Even though, Therefore, Besides, So that, As a result

..... she could practise her magic, she went up to her bedroom.

5 Nevertheless, Even though, However, Otherwise, Of course

..... , she was not successful with her attempts at making herself invisible.

6 Because of this, As a result, Besides, Therefore, Instead, Also

..... of her failed attempts, she decided to give up.

7 Finally, Still, In addition, Otherwise, Despite this, Moreover

..... , she still made plans to return to school that evening.

8 Clearly, Overall, After all, On the one hand, Usually, Yet

..... , it was going to be a perilous task.

9 Nevertheless, Although, Moreover, Also, Surely, Of course

..... , she was determined to eavesdrop on the staff meeting.

Extension Find and list all the words and phrases that link the sentences in the passage.

Chapter 8

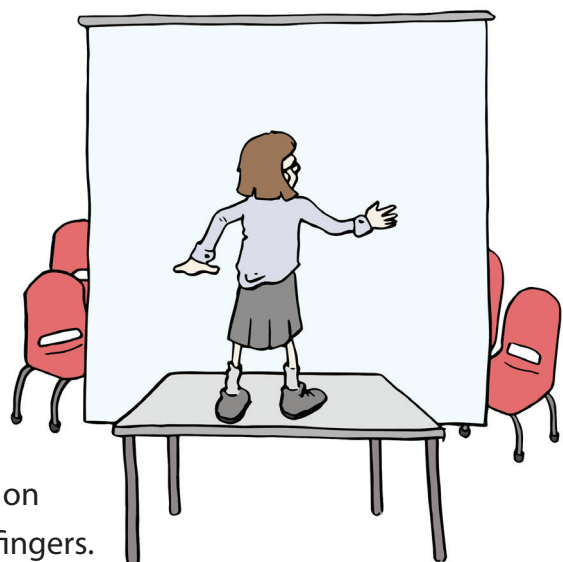
Grandad was much more like his normal self and made tea for them both. Now that he was feeling better, Amber promised herself that she would tell him everything. He would know what to do. But first, she would need that proof. As soon as she had helped Grandad do the drying up, she made an excuse to go outside. It was a lovely sunny evening and he presumed she was going out to play with her friends. Checking that she had her mobile on her, she set off down the road. The first person she saw was AJ. His mum was helping him get into the car. There were tears in his eyes and he had his hand clasped firmly over his jaw. He looked the other way in embarrassment when he saw her. Amber wasn't bothered; she didn't want to talk to him anyway. "Toothache!" she heard his mother say.

When she arrived at school, she found the school gate firmly locked. With a fence that was three metres high there was no way she would be able to get in. She was wondering what to do when Mr Crumb, the caretaker, fortunately wandered out with a bunch of keys in his hand. Amber made up a story about leaving her homework at school and needing to go back to get it. Mr Crumb said that he had seen some books on the table in the hall. Amber lied and told him that they were probably hers. He looked at her strangely, but allowed her through the gate. "You're in luck. My door is still open. They're having a late meeting," he said, before adding, "Just you be quick, mind!" Amber promised him she would only need a minute and ran to the caretaker's door that he had kept unlocked.

The caretaker's room had two doors: one that led out onto the playground and one that opened out into the school hall. Making her way across the dark room full of mops and buckets, she cautiously opened the door that led into the hall. The hall was empty. However, it was clearly laid out for a meeting, for the chairs had been arranged in neat rows facing the projector screen. The projector screen was a large affair that was sometimes used in assemblies. There was a switch on the wall that controlled it.

When it was fully descended from the ceiling, the bottom of the screen was less than a metre above the floor. Next to the screen was one of the tables used for lunch. Amber dragged the table behind the screen. If she stood on the table she would be hidden from view. Anybody on the other side of the screen would only be able to see the table legs. Amber clambered on to the table.

And only just in time! She heard the double doors swing open, and a chorus of chattering voices as the ladies took their seats. She switched on the recording app on her mobile and crossed her fingers.





Name: _____

I can write in the first person and the third person (pronouns).



First person means that the story is usually written with the personal pronoun "I".

Third person is usually written with the personal pronoun "he" or "she".

The story of Amber is written in the third person.

You are going to imagine that you are Amber and that everything is happening to you. Change the third person account to a first person account. You will need to change the pronouns. (They have been written in bold to help you.)

- 1 Grandad was much more like his normal self and made tea for **them** both.
.....
- 2 Now that he was feeling better, **Amber** promised **herself** that **she** would tell him everything.
.....
- 3 **They** dried the dishes together before **Amber** went outside.
.....
- 4 Checking that **she** had **her** mobile on **her**, **she** set off down the road.
.....
- 5 **She** saw AJ, but he looked the other way when he saw **her** coming.
.....
- 6 When **she** arrived at school, **she** found the school gate firmly locked.
.....
- 7 **She** was wondering what to do when the caretaker wandered out.
.....
- 8 **Amber** lied and told him that some books on the table in the hall were **hers**.
.....
- 9 He looked at **her** strangely, but allowed **her** through the gate.
.....
- 10 **Amber** promised him **she** would only need a minute and **she** quickly ran to the caretaker's door.
.....

Extension See if you can write the final paragraph of the passage in the first person.

Year 5 • Term 2



Name: _____



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- 2 Now that he was feeling better, Amber promised herself that she would tell him everything.
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- 3 They dried the dishes together before Amber went outside.
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- 4 Checking that she had her mobile on her, she set off down the road.
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- 7 She was wondering what to do when the caretaker wandered out.
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- 8 Amber lied and told him that some books on the table in the hall were hers.
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- 9 He looked at her strangely, but allowed her through the gate.
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- 10 Amber promised him she would only need a minute and she quickly ran to the caretaker's door.
.....

Extension See if you can write the final paragraph of the passage in the first person.





I can write in the first person and the third person (pronouns).

First person means that the story is usually written with the personal pronoun "I".

Third person is usually written with the personal pronoun "he" or "she".

The story of Amber is written in the third person.

You are going to imagine that you are Amber and that everything is happening to you. Change the third person account to a first person account. You will need to change the pronouns that relate to Amber. (Hint: First underline the proper nouns and the appropriate pronouns.)

Grandad was much more like his normal self and made tea for them both. Now that he was feeling better, Amber promised herself that she would tell him everything. They dried the dishes together before Amber went outside. Checking that she had her mobile on her, she set off down the road. She saw AJ, but he looked the other way when he saw her coming.

When she arrived at school she found the school gate firmly locked. She was wondering what to do when the caretaker wandered out. Amber lied and told him that some books on the table in the hall were hers. He looked at her strangely, but allowed her through the gate. Amber promised him she would only need a minute and she quickly ran to the caretaker's door.

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Extension See if you can write the final paragraph of the passage in the first person.

Amber held her breath as she stood on the table behind the screen. The chatter of the ladies died down and the clip-clip-clip of the headteacher's high heels could be heard crossing the floor to the front of the hall. Miss Vile stopped in front of the screen. She stood in silence. A deathly hush descended on the room.

"I can still smell those disgusting children!" she said at last. "Eradicate the smell or I shall choke." One of the ladies leapt up and began to use an aerosol spray. The aerosol spray smelt of cabbage and smelly cheese (it made Amber feel quite sick), but it seemed to satisfy Miss Vile. "Enough! That will do!" she ordered and the lady obediently went back to her seat. "I have called this emergency meeting because of the insubordinate behaviour that we all witnessed in this morning's assembly." Miss Vile gave her audience a good hard stare. "Who was responsible for this unforgivable act of treason?"

"Not me! We don't know," the ladies replied, shaking their heads.

"No! Of course not! You are all innocent! I expect it was one of the children," she said sarcastically. Her sarcasm was lost on the ladies.

"Yes! Yes!" they agreed. "It was one of the children."

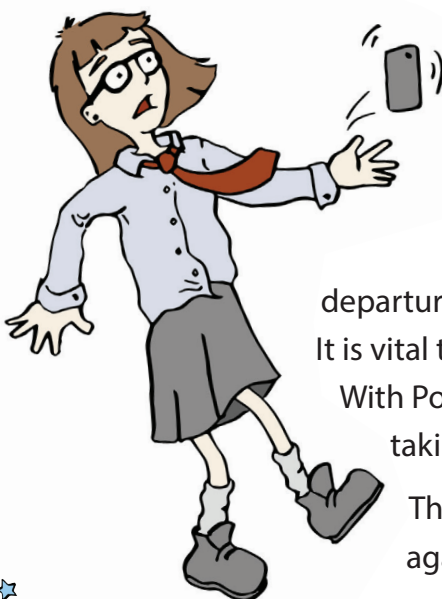
"Idiots!" she shouted. "Of course it wasn't one of them. They are nothing more than ignorant little brats!" In spite of her predicament, Amber had to smile at Miss Vile's mistaken belief. "I advise the person responsible that she ensure nothing like that ever happens again. I suggest that the culprit desist from playing any more practical jokes. I urge you all to remember we have a mission to accomplish!" Amber checked her mobile to make sure it was working – it was vital she recorded this incriminating evidence. "I insist that everyone obey my instructions to the very last detail. Is that understood?"

"Yes, Miss Vile. Of course, Miss Vile," they all chanted in unison.

"Make a detailed note of everything I tell you. Very soon we will be able to put Plan R into operation." Amber felt the table wobble beneath her, but she quickly shifted her foot and managed to regain her balance. "For our plan to work it is first necessary that the cook be removed from her position." This was just what Amber needed as proof!

"She is taking far too long to leave. I propose we hasten her departure. Miss Dawn, you will be responsible for eliminating her. It is vital that each child take a dose of Potion X in their school lunch. With Potion X in their bellies it will make our job so much easier: like taking lambs to the slaughter!" She laughed a wicked laugh.

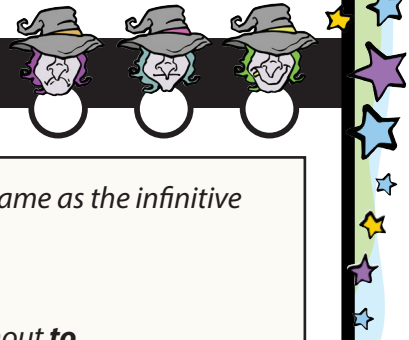
This last remark made Amber stir uneasily, the table wobbled again, and this time she did feel herself falling!





Name: _____

I can use the subjunctive form.



Certain verbs and expressions require the subjunctive form. This is basically the same as the infinitive form. **To eat, to drink, to read, to write** are all infinitives.

They never end in **s, es, ed** or **ing** like other verbs.

An infinitive will almost always start with **to**. Subjunctives are like infinitives without **to**.

They are used after certain verbs or expressions, often with the word **that** following them.

Miss Vile advised the witch that she listen to her carefully.

The third person (**she**) would normally require that the verb **listen** end in **s**. However, advised is one of those words that is followed by the subjunctive form, so there is no **s** on the end of **listen**.

Tick which sentence uses the subjunctive form correctly.

- 1 ☐ Miss Vile advised the witch that she listens carefully.
☐ Miss Vile advised the witch that she listen carefully.
- 2 ☐ She suggested that the witch desist from her practical jokes.
☐ She suggested that the witch desists from her practical jokes.
- 3 ☐ She requested that somebody go for an aerosol to get rid of the smell.
☐ She requested that somebody goes for an aerosol to get rid of the smell.
- 4 ☐ She demanded that everyone make a note of what she was saying.
☐ She demanded that everyone makes a note of what she was saying.
- 5 ☐ She insisted that Mrs Rump never returns to the kitchen.
☐ She insisted that Mrs Rump never return to the kitchen.
- 6 ☐ She proposed that Miss Dawn removes the cook.
☐ She proposed that Miss Dawn remove the cook.
- 7 ☐ It was necessary that Miss Vile put Plan R into operation.
☐ It was necessary that Miss Vile puts Plan R into operation.
- 8 ☐ It was vital that each child takes a dose of Potion X.
☐ It was vital that each child take a dose of Potion X.



Extension Find all the examples of the subjunctive form in the passage.



Name: _____



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Choose the subjunctive form of the verb in the brackets to complete the sentences.

- 1 Miss Vile advised the witch that she carefully. (*listen / listens*)
- 2 She suggested that the witch from her practical jokes. (*desists / desist*)
- 3 She requested that somebody for an aerosol to get rid of the smell. (*goes / go*)
- 4 She demanded that everyone a note of what she was saying. (*make / makes*)
- 5 She insisted that Mrs Rump never to the kitchen. (*returns / return*)
- 6 She proposed that Miss Dawn the cook. (*removes / remove*)
- 7 It was necessary that Miss Vile Plan R into operation. (*put / puts*)
- 8 It was vital that each child a dose of Potion X. (*takes / take*)



Complete these sentences that Miss Vile told the staff about her plans.

- 9 I command that
- 10 It is essential that

Extension Find all the examples of the subjunctive form in the passage.

I can use the subjunctive form.



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Complete the sentences using the subjunctive form of the verb in the brackets.

- 1 Miss Vile advised the witch that she (to listen)
- 2 She suggested that the witch (to desist)
- 3 She requested that somebody (to go)
- 4 She demanded that everyone (to make)
- 5 She insisted that Mrs Rump never (to return)
- 6 She proposed that Miss Dawn (to remove)
- 7 It was necessary that Miss Vile (to put)
- 8 It was vital that each child (to take)

Complete these sentences that Miss Vile told her staff about her plans.

- 9 I command that
- 10 It is essential that
- 11 I recommend that

Extension Find all the examples of the subjunctive form in the passage.



Amber fell onto the table, but somehow managed to stop herself falling to the floor. Her mobile phone spun out of her flailing hands and into the air. With one hand gripping the edge of the table, she reached out with her other hand and just about managed to catch it before it fell to the floor. Luckily, the clatter of her tumbling to the table was drowned out by the rapturous applause from the ladies cheering Miss Vile's speech.

Miss Vile then stepped to the side of the hall where she began preparing a laptop for a PowerPoint presentation. Amber could feel the mobile slipping through her fingers. Carefully, she brought the mobile up towards the safety of the table. Meanwhile, Miss Vile had set up her PowerPoint display and was now addressing her faithful followers. "You don't want to hear me speaking all evening," she began, "So I have prepared a visual presentation that outlines exactly what I intend to accomplish with Plan R." She then went on to lecture her audience for what seemed like an eternity, much to Amber's increasing agitation. But the witches were lapping it up; each new slide was met with gasps of approval. Finally, Miss Vile reached the last slide and began reading out the bullet points. Amber prayed that her mobile was still recording. This was the evidence she needed.

The Main Aims of Plan R

- Remove Mrs Rump from the kitchen
- Mix Potion X into the soup
- Serve to the children
- Children will become unconscious shortly after taking the dose
- Tie children up
- Take down to the school cellar
- Await collection



Just as Miss Vile was concluding, Amber felt the mobile vibrating. She had remembered to put it on silent, but the surprise made her panic. Fumbling to switch it off, it slipped through her fingers and hit the floor with a clang! But luck was once again on Amber's side, for the excitable witches were all babbling questions at Miss Vile at once and didn't notice the din behind the screen. The question and answer session was interminable, but at last Miss Vile brought the meeting to a close and the excited witches began drifting away. Amber was beginning to think that she had got away with it. When everyone had gone she would be able to pick up her mobile, which she hadn't dared get while all the witches were present, and head quickly for the safety of home with all the evidence she needed. But then she heard something she hadn't anticipated: the whirr of the projector screen as it began to ascend to the ceiling. She held her head in her hands and closed her eyes as she realised she would be in full view of everyone left in the room!





Name: _____

I can punctuate with bullet points.



Bullet points help the reader understand the main points of a text. They often summarise a text and emphasise the main points in a list. Bullet points do not need to be written as full sentences, so there is no need to punctuate them in the same way. You can choose whether they start with a capital letter or not, as long as you are consistent. Don't use full stops at the end.

- 1 Write out the bullet points for Miss Vile's final PowerPoint slide.

.....

.....

.....

.....

.....

.....

As Amber was lying on the table behind the screen she had time to think of a list of all the things she needed to do when she got home. She had thought of the following things: she would **tell grandad everything** that had happened; she would **play the recording** she had taken; they needed to **stop the children going to school**; they would **ring all the parents to warn them**; she would **enlist the help of the staff at Spellcaster Academy**; and finally they would **bring an end to Miss Vile's diabolical plan**.

- 2 Write out Amber's list of things to do using bullet points. (The important bits have been written in bold.)

.....

.....

.....

.....

.....

.....

Extension Write the plot of the story so far using bullet points.





Name: _____



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.....

.....

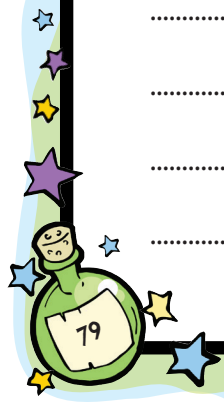
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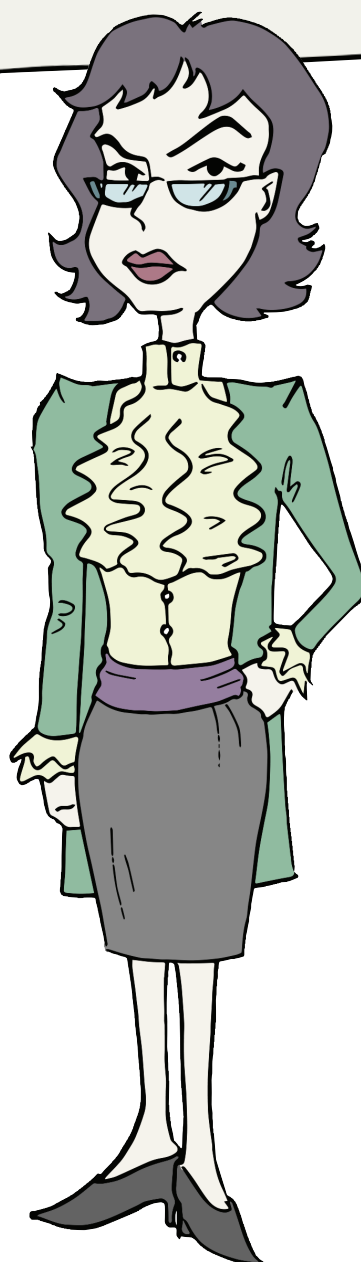
- 2 Because Amber was in a nervous state, her train of thoughts were all over the place. First put her list of things to do in a more logical sequence, then write them out using bullet points.

Extension Write the plot of the story so far using bullet points.



Consider enlarging sheets to A3 to increase the space for children's writing.

Part Three



Chapter 1

Eyes tightly shut, Amber waited for the shrieks of surprise from the remaining witches when they saw her curled up on top of the table. But none came! All she heard was the scraping of chair legs as they stacked the chairs and the odd voice congratulating Miss Vile on her splendid presentation. She opened her eyes (just a little) to see what was going on. She didn't understand it – she was in full view of everyone! Then it dawned on her – somehow (without even realising it) she had managed to make herself invisible again. She slipped off the table. It was crucial that she picked up her mobile before the witches discovered it. Then to her horror it rang again. As it vibrated on the parquet flooring it made just enough noise for the witches to notice.



"What's that?" asked one. It must be remembered that witches had very little interest in technology. To all intents and purposes they hadn't really moved on since the 16th century. (They still travelled by broomstick, for goodness sake!) Eventually, Miss Vile picked it up. She was the only witch present to have embraced technology – hence her ability to use a PowerPoint presentation. She pressed answer and put the mobile up to her ear.

"Amber is that you?" she heard her grandad's voice say at the other end of the phone. This was the worst thing that could have happened!

"Hello," answered Miss Vile. "Whom am I speaking to?" Amber prayed that Grandad would say no more. There was a silence at the other end and then (sensing something was wrong), Grandad hung up. Amber breathed a sigh of relief.

"Who was it?" enquired Miss Dawn.

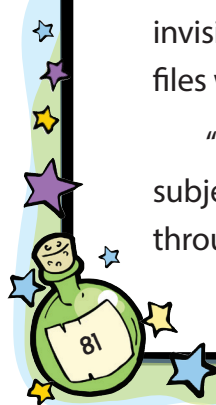
"I don't know," replied Miss Vile, "but they wanted to speak to somebody called Amber."

"There's an Amber in my class," said Miss Ratchet. (This was the so-called teacher who had replaced Miss Philips in Amber's class.)

"Indeed," mused Miss Vile. "I will need a word with that young lady after the weekend." (Mobile phones were banned at St Augustine's and it was a very serious offence to bring one into school.)

"Make it ring the other way," suggested another teacher. (She knew nothing about mobile phones.) The phone was locked, however, so there was nothing more Miss Vile could do with it other than put it in her handbag. Now she would never get it back. Amber was distraught! It was too risky to try to get it out of the handbag (even for an invisible girl!). At least she knew there was no way Miss Vile would be able to access her files without the code.

"It is most peculiar we didn't notice it before," brooded Miss Vile. Then changing the subject she said, "Is it my imagination, or can I still smell child?" Amber quietly slipped back through the caretaker's door before Miss Vile's suspicions were aroused further.





Name: _____

I can use brackets to indicate parenthesis.



Brackets (sometimes called parentheses) are used to enclose extra information that is not essential to the meaning of the sentence. You can take the extra information out and the sentence still makes sense. Brackets can be used in the middle of a sentence.

She opened her eyes (just a little) to see what was going on.

They can be used at the end of a sentence.

It was too risky to try to get it out of the handbag (even for an invisible girl!).

Or an entire sentence can be written in parentheses.

To all intents and purposes they hadn't really moved on since the 16th century.
(They still travel by broomstick, for goodness sake!)



Place the word, phrase or sentence in bold into the correct position within the sentence. (Don't forget to use brackets.)

- 1 Amber stumbled back across the caretaker's room ,trying not to kick the mop buckets. **it was pitch black**
- 2 When she was back outside, she saw that Mr Crumb was waiting for her. **to her surprise and relief**
- 3 She must have become visible again because he waved for her to come over to him. **or so she thought**
- 4 "You not got those books then?" he asked with a smile.
Amber had totally forgotten about the books!
- 5 "But I expect you discovered something important," he added
with what Amber thought was a knowing look
- 6 The witches were now beginning to come out of the school. **having concluded their business**
- 7 She tried to hide behind Mr Crumb, but he pushed her back into view. **gently**
- 8 With a sickening realisation, she understood what was going on.
He was on the side of the witches!
- 9 However, the witches marched past both of them.....
without so much as a nod of recognition
- 10 "Don't worry," said Mr Crumb holding on to her firmly
"They can't see either of us!" **but not unkindly**

Extension Can you think of other words, phrases or sentences
(for the sentences above) that could go in brackets?





Name: _____

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(They still travel by broomstick, for goodness sake!)



Each sentence below has a word, phrase or sentence that should be in parentheses, but the brackets are missing. Put the brackets around the extra information.

- 1 Amber stumbled back across the caretaker's room it was pitch black , trying not to kick the mop buckets.
- 2 When she was back outside, she saw to her surprise and relief that Mr Crumb was waiting for her.
- 3 She must have become visible again or so she thought because he waved for her to come over to him.
- 4 "You not got those books then?" he asked with a smile. Amber had totally forgotten about the books!
- 5 "But I expect you discovered something important," he added, with what Amber thought was a knowing look .
- 6 The witches having concluded their business were now beginning to come out of the school.
- 7 She tried to hide behind Mr Crumb, but he pushed her gently back into view.
- 8 With a sickening realisation, she understood what was going on. He was on the side of the witches!
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To all intents and purposes they hadn't really moved on since the 16th century.
(They still travel by broomstick, for goodness sake!)



The extra information in parentheses needs to be inserted in the correct position within the sentence. Indicate with an arrow where it should go. (The first one has been done for you.)

- 1 Amber stumbled back across the caretaker's room, trying not to kick the mop buckets. **(it was pitch black)**
- 2 When she was back outside, she saw that Mr Crumb was waiting for her. **(to her surprise and relief)**
- 3 She must have become visible again because he waved for her to come over to him. **(or so she thought)**
- 4 "You not got those books then?" he asked with a smile. **(Amber had totally forgotten about the books!)**
- 5 "But I expect you discovered something important," he added. **(with what Amber thought was a knowing look)**
- 6 The witches were now beginning to come out of the school. **(having concluded their business)**
- 7 She tried to hide behind Mr Crumb, but he pushed her back into view. **(gently)**
- 8 With a sickening realisation, she understood what was going on. **(He was on the side of the witches!)**
- 9 However, the witches marched past both of them. **(without so much as a nod of recognition)**
- 10 "Don't worry," said Mr Crumb holding on to her firmly. "They can't see either of us!" **(but not unkindly)**

Extension Can you think of other words, phrases or sentences (for the sentences above) that could go in brackets?

Chapter 2

Still gently holding onto Amber, Mr Crumb led her out of the school gates, keeping a safe distance behind the witches. The witches all turned right out of the gates, so he and Amber turned left in the opposite direction.

"I suppose you're wondering what's going on," he said to Amber when they were safely out of the witches' hearing. Amber nodded; she was still too frightened to speak! "We're both invisible," he told her. "They couldn't see either of us!"

"B - b - but how?" was all Amber managed to stammer.

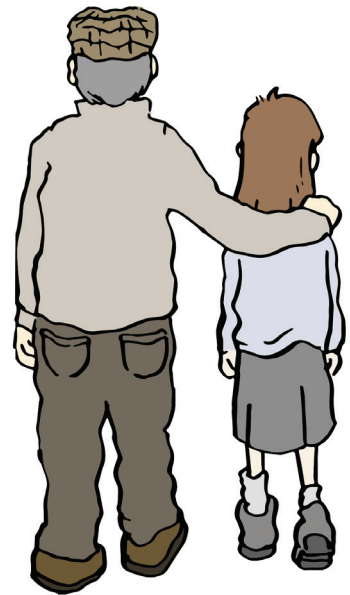
"I'll explain as we walk back to your grandad's," said Mr Crumb, "but first it's probably best if we reappear while no one is looking. We don't want to give anyone a fright!" He took her hand and they walked a few steps in silence. "We're visible again," he said after a while and let go of her hand.

Mr Crumb then went on to explain everything he could to the dumbfounded girl. He told her that he had once been a magician himself, a wizard in fact, but he had been forced into early retirement some years back due to some disgrace of which he had been a part. He didn't go into details, but he told the girl that it had been something to do with breaking the witchcraft code of conduct. He had been banned from using witchcraft for the rest of his life and so, for the last twenty years, he had lived an ordinary existence as a school caretaker. "I guess we're both the same in a way," he said, "not being able to follow our calling. But it's our duty to do something to stop that evil woman."

He told Amber that he had realised that something incredibly serious was going on at St Augustine's, but he didn't know how to deal with it. His own powers had been considerably reduced since his banishment from the Order of Witches and Wizards (though he still was able to do some simple magic like making himself invisible). Also, because he had been banned from making contact with anyone from the witchcraft fraternity he didn't know who to tell. "No one would believe me anyway," he told Amber. "They don't trust me anymore. But don't worry, I was keeping me eye on that Miss Vile and I would have done all I could to stop her from hurting you children." They strolled on in silence for a few minutes. "Now I've told you my secrets I think you better tell me everything you know," he said, breaking the silence.

Amber told him what she had overheard in the school hall earlier that evening. She told him about Miss Vile's plan to poison the soup and take the unconscious children into the school cellars. She told him how she had recorded everything on her mobile, but how that was now in the hands of Miss Vile. "I've lost my evidence," she said despondently.

"Don't worry. I think I know how to make them listen," he said, and they quickened their pace as they headed back to tell Amber's grandad.





Name: _____

I can use reported speech.



Reported speech is when you report back what someone has said. You don't need inverted commas for reported speech. But you do need to change the pronouns. And you usually have to change the tense of the reported speech.

<u>Direct speech</u>	" <u>We</u> are both invisible," Mr Crumb told Amber.	Present simple
<u>Reported speech</u>	Mr Crumb told Amber that <u>they</u> were both invisible.	Past simple
<u>Direct speech</u>	" <u>You</u> are wondering what is going on," he said.	Present progressive
<u>Reported speech</u>	He said that <u>she</u> was wondering what was going on.	Past progressive
<u>Direct speech</u>	" <u>I</u> will explain as we walk back," he said.	Future simple
<u>Reported speech</u>	He said that <u>he</u> would explain as they walked back.	Conditional simple
<u>Direct Speech</u>	" <u>I</u> have lost my evidence," she told him.	Present perfect
<u>Reported Speech</u>	She told him that <u>she</u> had lost her evidence.	Past perfect

Amber and Mr Crumb told Grandad everything they knew about the witches and what Miss Vile planned to do at St Augustine's.

Change the direct speech to reported speech. (The verbs in bold will need their tenses changing. The pronouns in italics will also need to be changed.)

- 1 "A **coven of witches** has taken over the school," they told Grandad.
They told Grandad that
- 2 "The witches **are going** to put a sleeping potion in *our* school lunches," Amber told him.
Amber told him that
- 3 "**I know** this **is** hard to believe," said Mr Crumb.
Mr Crumb said that
- 4 "We **have** to do something to stop her," Amber said.
Amber said that
- 5 "We **will need** help if we **are** to beat her," said Mr Crumb.
Mr Crumb said that
- 6 "We **will contact** Mr Broom," said Grandad.
Grandad said that

Extension Find any other direct speech from the passage and change to reported speech.



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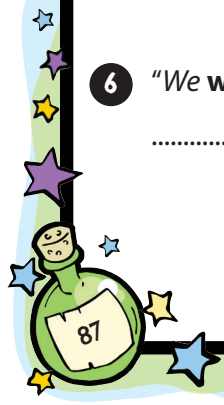
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<u>Reported speech</u>	He said that <u>she</u> was wondering what was going on.	Past progressive
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Amber and Mr Crumb told Grandad everything they knew about the witches and what Miss Vile planned to do at St Augustine's.

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.....
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Amber and Mr Crumb told Grandad everything they knew about the witches and what Miss Vile planned to do at St Augustine's.

Change the direct speech to reported speech. (Don't forget the verbs will need their tenses changing. Most of the pronouns will also need to be changed.)

- "A coven of witches has taken over the school," they told Grandad.
They told Grandad that
- "The witches are going to put a sleeping potion in our school lunches," Amber told him.
.....
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.....
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.....
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.....
- "We will contact Mr Broom," said Grandad.
.....

Extension Find any other direct speech from the passage and change to reported speech.



"Do you believe us?" Amber asked her grandad.

"Of course, my love! I knew something was terribly wrong when I heard that voice on the other end of your mobile," he told his grand-daughter.

"Why? Did you recognise it?" Amber wanted to know.

"Oh! I recognised it all right!" Grandad said with a shudder. "If I hadn't been so poorly I would have come to school with you, and I would have seen this Miss Vile and done something about her sooner," he added angrily. Amber wanted to know more, but despite her protestations Grandad refused to say anymore. "I'll tell you all in good time," he told her.

Grandad had never been a wizard, but his wife had dabbled in witchcraft and his daughter, Amber's mother, had risen quite high in the ranks. He didn't really approve of witchcraft and sorcery, but his daughter's dying request had been for Amber to follow in her footsteps, and so he had honoured her wish, sending Amber to Spellcaster Academy. Although he didn't practise magic himself, he knew a considerable amount about it.

"I'll contact Mr Broom immediately," he told Amber and Mr Crumb. "I'll invite him here, and you two can tell him all you know. If this Miss Vile is who I think she is, he will be very interested. It has been ages since we last heard of Miss Vile, though she was known by another name in those days!"

Grandad rang Mr Broom straightaway. Amber hadn't realised this before, but he had been a friend of the family for a long time and knew Amber's mother well. Mr Broom wasted no time getting to the house. Amber opened the door and he hurried in carrying a broomstick. He saw Mr Crumb and gave him an indifferent look. "Evening, Cornelius," he said frostily.

"Good evening, Adolphus," responded Mr Crumb stiffly. There was a tension in the air. Amber guessed that it probably had something to do with the incident Mr Crumb had told her about. The two men found it difficult being in the same room together, but the situation meant that it was unavoidable. They rarely looked at each other throughout the conversation.

Mr Broom listened intently to what the three of them had to say. "It's not that I don't believe you," he told them, "but we will need some evidence."

"I had recorded their meeting on my mobile," Amber told him, "but Miss Vile has it now."

"A pity," Mr Broom sighed. "Without proof there is little I can do."

"Amber's not the only person with a mobile phone," said Mr Crumb producing a mobile out of his pocket. "I took a picture of this only yesterday." He showed the others the photo he had taken on his mobile.

"Where did you take this?" asked Mr Broom.

"The deputy headteacher's office. Caretakers have keys to all the rooms." It was a photo of a strange, bent wand!





Name: _____

I can use adverbs of manner, time, place, degree, frequency and certainty.



All adverbs modify a verb, but there are many different types. The adverbs below have all been used in the passage.

Adverbs of manner – tell us **how** something is done. Grandad spoke **angrily**.

Adverbs of time – tell us **when** something is done. He contacted Mr Broom **immediately**.

Adverbs of place – tell us **where** something is done. Mr Broom will come **here**.

Adverbs of degree – tell us the **amount** that something is done. He was very **interested**.

Adverbs of frequency – tell us **how often** something is done. They **rarely** looked at each other.

Adverbs of certainty – tell us **how certain** we are about how something is done. It **probably** wasn't important.

- 1 Which adverb of **time** will best fill the gap? **already, now, yesterday, immediately, soon**
Mr Broom recognised the photo of the wand.
- 2 Which adverb of **frequency** will best fit the gap? **sometimes, always, often, usually, seldom**
He had seen such good evidence.
- 3 Which adverb of **degree** will best fill the gap? **lots, nearly, extremely, quite, never**
But he was angry when he realised who it belonged to.
- 4 Which adverb of **time** will best fit the gap? **eventually, last, earlier, finally, now**
He saw it being used by Miss Wand who had been dismissed from the academy.
- 5 Which adverb of **degree** will best fit the gap? **much, too, really, more, so**
However, he was interested in the headteacher, Miss Vile.
- 6 Which adverb of **certainty** will best fit the gap? **probably, certainly, obviously, clearly, definitely**
Grandad told him that he recognised her voice.
- 7 Which adverb of **manner** will best fit the gap? **sadly, happily, evilly, mercifully, cleverly**
She was the witch who had used black magic to try to gain power.
- 8 Which adverb of **place** will best fit the gap? **about, north, elsewhere, anywhere, abroad**
She was the witch who escaped before she could be tried for murder.



Extension Can you say what type of adverb the underlined words in the passage are?



Name: _____



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Examples of different types of adverbs:

<u>Manner</u>	<u>Time</u>	<u>Place</u>	<u>Degree</u>	<u>Frequency</u>	<u>Certainty</u>
sadly	already	about	extremely	sometimes	probably
happily	now	north	too	always	certainly
evilly	yesterday	elsewhere	really	often	obviously
mercifully	immediately	anywhere	just	usually	clearly
cleverly	last	abroad	more	seldom	definitely

Choose adverbs from the list above to best fill the gaps in the sentences. (The type of adverb you will need is indicated in the brackets.)

- 1 Mr Broom recognised the photo of the wand. **(time)**
- 2 He had seen such good evidence. **(frequency)**
- 3 But he was angry when he realised who it belonged to. **(degree)**
- 4 He saw it being used by Miss Wand who had been dismissed from the academy. **(time)**
- 5 However, he was interested in the headteacher, Miss Vile. **(degree)**
- 6 Grandad told him that he recognised her voice. **(certainty)**
- 7 She was the witch who had used black magic to try to gain power. **(manner)**
- 8 She was the witch who escaped before she could be tried for murder. **(place)**



Extension Can you say what type of adverb the underlined words in the passage are?



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Choose adverbs from the list above to best fill the gaps in the sentences.
(There is at least one example from each category.)

- Mr Broom recognised the photo of the wand.
- He had seen such good evidence.
- But he was angry when he realised who it belonged to.
- He saw it being used by Miss Wand who had been dismissed from the academy.
- However, he was interested in the headteacher, Miss Vile.
- Grandad told him that he recognised her voice.
- She was the witch who had used black magic to try to gain power.
- She was the witch who escaped before she could be tried for murder.



Extension Can you say what type of adverb the underlined words in the passage are?



"Well done, Cornelius. This photo is significant proof that Miss Wand is operating as Miss Dawn at St Augustine's School," confirmed Mr Broom. "WAND, you might have noticed, is an anagram for DAWN which I very much doubt is coincidental. What we now need to ascertain is that Miss Vile is in fact the witch Esmeralda Evil."

"Esmeralda Evil? But isn't she...?" Amber could hardly bring herself to say the words.

"Yes! It saddens me to say this, but she is the witch who killed your mother," he sadly clarified for her.

Amber could hardly believe what she was hearing: the woman who was at present terrorising St Augustine's School could be the very same woman who was responsible for terminating her mother's life. The thought horrified her.

"Let's summarise the evidence we have got so far," continued Mr Broom. "First, Miss Wand idolised Esmeralda Evil, so it is quite likely that she went to work for her. "Second," he said, turning to Grandad, "you have testified that the voice on the other end of the phone was Esmeralda Evil. Third, VILE is yet another anagram."

"For EVIL. I should have realised that!" groaned Mr Crumb.

"However, none of this is admissible evidence. We still need to prove beyond all doubt that she is one and the same woman."

"How?" asked Mr Crumb.

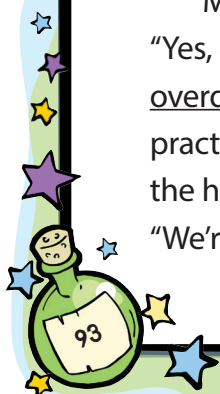
"Proof isn't going to just materialise before our eyes! We need to carry out some investigations of our own. I propose we pay Miss Vile a visit. I don't suppose anybody knows where she lives?"

"I have her address. I followed her home once," answered Mr Crumb.

"Excellent work," Mr Broom said. "Possibly I have been too quick to criticise you in the past. I apologise for my manner towards you earlier."

"Can I come with you?" asked Amber. "I don't want to pressurise you, but this will mean a lot to me. I owe it to my mother."

Mr Broom considered her request for a moment and then nodded his agreement. "Yes, of course. But you must promise to do exactly as I tell you. I don't want to overdramatise the situation or frighten you, but Esmeralda specialises in the most evil practices. Unless I am mistaken we will all be in considerable danger." He went back into the hall where he had left his broomstick. "Fasten your seatbelts," he said climbing on. "We're in for a rocky ride."





Name: _____

I can convert nouns and adjectives to verbs using suffixes.



Nouns and adjectives can be changed into verbs by adding the suffixes **ate**, **ise**, **en** and **ify**.

terminal becomes **terminate**

special becomes **specialise**

fast becomes **fasten**

test becomes **testify**

The usual spelling rules for adding suffixes apply for most words. There are some exceptions to the rules; some words change their spelling slightly.

Choose the correct use of the suffix from the words in the brackets to convert the noun or adjective.

- 1 It (sad) Mr Broom to have to tell Amber what had happened to her mother.
(saddened / sadened)
- 2 He reluctantly (clear) the facts for her.
(clarified / clarified)
- 3 Esmeralda Evil had (terminal) her mother's life.
(terminated / terminalated)
- 4 Now she was (terror) the children at school.
(terrorifying / terrorising)
- 5 The thought (horror) Amber.
(horrified / horrofied)
- 6 Mr Broom (summary) the evidence so far.
(summarised / summarated)
- 7 Mr Crumb (real) that Vile was an anagram for Evil.
(realified / realised)
- 8 Mr Broom (apology) for his attitude towards Mr Crumb.
(apologysed / apologised)
- 9 He didn't want to (fright) the others.
(frighten / frightify)
- 10 However, Esmeralda Evil (special) in diabolical practices.
(specialated / specialised)
- 11 He hoped they weren't (mistake) about her identity.
(mistaken / mistakified)
- 12 He told them to (fast) their seatbelts as they boarded his broomstick!
(fastify / fasten)



Extension All the underlined words in the passage had once been nouns or adjectives before being converted into verbs. What were the original words?



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(add **en**)
- 2 He reluctantly (clear) the facts for her.
(add **ify**)
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(add **ate**)
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(add **ise**)
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(add **en**)
- 12 He told them to (fast) their seatbelts as they boarded his broomstick!
(add **en**)



Extension All the underlined words in the passage had once been nouns or adjectives before being converted into verbs. What were the original words?



I can convert nouns and adjectives to verbs using suffixes.



Nouns and adjectives can be changed into verbs by adding the suffixes **ate**, **ise**, **en** and **ify**.

terminal becomes termin**ate**

special becomes special**ise**

fast becomes fast**en**

test becomes test**ify**

The usual spelling rules for adding suffixes apply for most words. There are some exceptions to the rules; some words change their spelling slightly.

Choose the correct use of the suffix from the words in the brackets to convert the noun or adjective.

- 1 It (sad) Mr Broom to have to tell Amber what had happened to her mother.
- 2 He reluctantly (clear) the facts for her.
- 3 Esmeralda Evil had (terminal) her mother's life.
- 4 Now she was (terror) the children at school.
- 5 The thought (horror) Amber.
- 6 Mr Broom (summary) the evidence so far.
- 7 Mr Crumb (real) that Vile was an anagram for Evil.
- 8 Mr Broom (apology) for his attitude towards Mr Crumb.
- 9 He didn't want to (fright) the others.
- 10 However, Esmeralda Evil (special) in diabolical practices.
- 11 He hoped they weren't (mistake) about her identity.
- 12 He told them to (fast) their seatbelts as they boarded his broomstick!



Extension All the underlined words in the passage had once been nouns or adjectives before being converted into verbs. What were the original words?



They landed in a field behind the house which Mr Crumb said he saw Miss Vile enter, the day he followed her back from school. Three people on one broomstick was a bit of a squeeze, and Amber was pleased to get off. At any other time, she would have found it an exhilarating experience flying above those rooftops, but on this particular night she had more important things on her mind. They crept silently up to the high hedge surrounding the large garden. Mr Broom found a small gap in the hedge and, one by one, they attempted to squeeze through. Amber managed it easily, but both men almost got stuck. Then they crawled on their hands and knees towards the house. Huge nettles grew everywhere and they got stung several times. They also suffered many bites as they made their way across the ant-infested lawn before reaching the comparative safety of a wall. They cautiously peered over the top of the wall. They could make out a few dark shapes moving across a candlelit room in the house. Some croaky voices and numerous cackles could be heard through an open window. Miss Vile was holding some sort of gathering! Mr Broom signalled for the other two to stay hidden while he sneaked closer to better overhear the conversation inside the house.

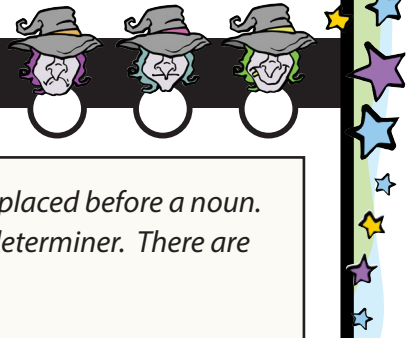
"Most children don't eat school meals." Mr Broom recognised that voice: it was Miss Wand. "There are possibly only fifty children in the whole school who have school meals. Will that be enough?"

"That is too few children. We must have at least a hundred to make our plan worthwhile." He recognised that voice as well: it was Esmeralda Evil. Grandad had been right all along! Mr Broom had heard enough and began creeping back to the wall. Then, unexpectedly, the patio doors slid ajar and a cat appeared in the opening. "Out you go, Lucifer darling," cooed Miss Vile. On seeing Mr Broom, Lucifer immediately shrieked "Intruder!" at the top of his cat voice. Mr Broom froze. The patio doors suddenly opened wide and Amber saw that woman (the one she knew as Miss Vile) standing in the doorway. Amber gasped! Miss Vile would surely see Mr Broom straightaway! He had no chance of escape! But she was forgetting that Mr Broom was a wizard of many years' experience. Before Miss Vile could see him, he had quickly turned himself into a mouse. Miss Vile laughed when she saw what Lucifer had shouted at. "Well, what are you waiting for?" she asked the cat. "Kill it!" Mr Broom squeaked in fright and quickly scurried off with a killer cat in hot pursuit. "It was just a field mouse," Amber heard Miss Vile explaining to her guests. "Later this evening he will bring a present of a dead mouse into the house." She closed the door and a shiver went down Amber's spine.



Name: _____

I can identify determiners.



Determiners are words that introduce a noun. One or more determiners can be placed before a noun. The **definite article** (the) and the **indefinite articles** (a and an) are one type of determiner. There are several other types of determiner.

Articles: a, an, the

Demonstratives: this, that, those, these

Possessives (sometimes called possessive adjectives): my, your, his, her, its, our, their

Quantifiers: some, every, each, many, more, several, few, most, no

Numbers: one, two, three, etc

Distributives: either, neither

Difference words: other, another

Underline all the determiners in the sentences below.

- 1 Amber and Mr Crumb watched the two animals run across the lawn.
- 2 Lucifer, the cat, was several metres behind.
- 3 Mr Broom, the mouse, dived into some bushes.
- 4 His enemy chased in after him.
- 5 The mouse came out of the other side.
- 6 The cat followed a few seconds later.
- 7 That cat would not give up.
- 8 It nearly had hold of the mouse many times.
- 9 Most mice would have given up by now.
- 10 But this mouse was no ordinary mouse.
- 11 Each time the cat caught up, the mouse sped away.
- 12 With the cat in hot pursuit, the mouse ran into a potting shed.
- 13 For several minutes, neither animal appeared.
- 14 Then the cat came out of the shed with a mouse in its mouth.
- 15 Lucifer had caught their friend!



Extension Find all the determiners in the passage.





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Underline the determiner in the sentences below, and state what type of determiner it is.

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Numbers: *one, two, three, etc*

Distributives: *either, neither*

Difference words: *other, another*

Place a determiner in the sentences. (The word in the brackets tells you what type to use.)

- 1 Amber and Mr Crumb watched the animals run across the lawn. (*number*)
- 2 Lucifer, the cat, was metres behind. (*quantifier*)
- 3 Mr Broom, the mouse, dived into bushes. (*quantifier*)
- 4 enemy chased in after him. (*possessive*)
- 5 The mouse came out of the side. (*difference*)
- 6 The cat followed a seconds later. (*quantifier*)
- 7cat would not give up. (*demonstrative*)
- 8 It nearly had hold of the mouse times. (*quantifier*)
- 9 mice would have given up by now. (*quantifier*)
- 10 But this mouse was ordinary mouse. (*quantifier*)
- 11 time the cat caught up, the mouse sped away. (*distributive*)
- 12 With the cat in hot pursuit, the mouse ran into potting shed. (*article*)
- 13 For several minutes, animal appeared. (*distributive*)
- 14 Then the cat came out of the shed with a mouse in mouth. (*possessive*)
- 15 Lucifer had caught friend! (*possessive*)



Extension Find all the determiners in the passage.



Amber and Mr Crumb watched disbelieving as Lucifer returned to the house proudly carrying the mouse in his mouth. They half-expected Mr Broom to miraculously reappear as his normal self at any moment. But the mouse lay motionless in the cat's mouth.

"Oh! You naughty boy!" they heard Miss Vile say as Lucifer disappeared back into the house. "You know how I disapprove of unnecessary killing!" There was a burst of uncontrollable laughter from her guests. Amber was overcome with emotion and large tears rolled down her cheeks. Mr Crumb indicated that it was time to leave and they quickly, but quietly, retraced their steps across the ant-infested garden. They scrambled through the hedge and were safely (or so they thought) on the other side before they dared speak.

"We must return and rescue him!" Amber burst out as soon as they were in the field.

"Shhhh! Not so loud!" Mr Crumb reminded her. "We don't want the witches to overhear us!"

"We can't just leave him!" Amber quietly sobbed.

"It's too late," said Mr Crumb, shaking his head. "I dislike leaving him as much as you do, but we would be putting our own lives at risk unnecessarily. We are now the only ones who can stop Esmeralda Evil from mistreating the schoolchildren. We must reconsider our options."

"We could tell the police," suggested Amber.

"They wouldn't believe our story," sighed Mr Crumb, "and if they did, the consequences for witches would be disastrous. They would be mistrusted for ever. They would never recover from such a scandal. Witches would have to stand trial all over again. I'm afraid we have to sort this out for ourselves."

Amber couldn't disagree with Mr Crumb's logic, but she felt sure they could enlist the help of someone. "I'll go back to Spellcaster and explain to Miss Canning," Amber decided. "She'll listen to me if you confirm my story." Mr Crumb doubted it (Miss Canning was one of the high witches who had presided over his ban from witchcraft all those years ago), but, as they didn't have any other plan, he nodded his head in agreement. They recovered the abandoned broomstick and, unaware of a certain cat who had followed them into the field, they remounted the broom and soared up into the night sky. Mr Crumb hadn't controlled a broomstick for years, but it all came back to him. Although he oversteered the broomstick at first, he was soon in full control and was even confident enough to step on the gas and overtake a startled owl. He didn't decelerate until he was back over Grandad's house.





Name: _____

I can use prefixes to change the meaning of verbs.



A **prefix** is a letter or group of letters placed before a word to form a new word.

The most frequently used ones are:

re- meaning back or again as in **revisit**.

dis- which reverses the meaning of the verb as in **disappear**.

over- meaning too much as in **overwork**.

un- which reverses the meaning of the word as in **untie**.

mis- meaning badly or wrongly as in **misbehave**.

de- meaning to do the opposite of as in **declutter**.

trans- meaning across or change as in **transform**.



Place an appropriate prefix from the brackets before the verb.

- 1 Mr Broomformed himself into a mouse so that he would not be seen. (*re / trans*)
- 2 But Lucifer caught him and heappeared inside the cat's mouth. (*over / dis*)
- 3 Amber and Mr Crumb waited expectantly for Mr Broom toappear. (*un / re*)
- 4 But Mr Broom hadreached himself – he had become a cat snack! (*over / un*)
- 5 Theyliked Lucifer intensely for what he had done to Mr Broom. (*un / dis*)
- 6 Amber was completelymoralised by what she had just witnessed. (*dis / de*)
- 7 She sadly realised she would never beunited with her old friend and teacher. (*re / dis*)
- 8 Back in the field, they had toconsider their next move. (*un / re*)
- 9 If word got out, the whole situation could easily behandled. (*trans / mis*)
- 10 Amber decided she shouldvisit Spellcaster and explain the situation to them. (*re / un*)
- 11 Mr Crumb thought Miss Canning mightunderstand their intentions. (*mis / dis*)
- 12 Amberagreed with Mr Crumb – they desperately needed assistance. (*un / dis*)
- 13 Mr Crumblocked the combination lock to the broomstick. (*de / un*)
- 14 Theymounted the broom and soared into the night sky. (*trans / re*)
- 15 They were bothaware that Lucifer was watching them from a distance. (*over / un*)

Extension Using the verbs with prefixes in the passage write your own sentences.



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Place an appropriate verb after the prefix in bold. (Hint: most of the verbs you need can be found in the passage.)

- 1 Mr Broom **trans**..... himself into a mouse so that he would not be seen.
- 2 But Lucifer caught him and he **dis**..... inside the cat's mouth.
- 3 Amber and Mr Crumb waited expectantly for Mr Broom to **re**.....
- 4 But Mr Broom had **over**..... himself – he had become a cat snack!
- 5 They **dis**..... Lucifer intensely for what he had done to Mr Broom.
- 6 Amber was completely **de**..... by what she had just witnessed.
- 7 Amber sadly realised that she would never be **re**..... with her old teacher and friend.
- 8 They **re**..... their steps across the garden **over**..... with nettles and
over..... with ants.
- 9 Back in the field, they had to **re**..... their next move.
- 10 If word got out, the whole situation could easily be **mis**.....
- 11 Amber decided she should **re**..... Spellcaster Academy and explain the situation to them.
- 12 Mr Crumb thought Miss Canning might **mis**..... their intentions.
- 13 Amber **dis**..... with Mr Crumb – they desperately needed assistance.
- 14 Mr Crumb **un**..... the combination lock to the broomstick.
- 15 They **re**..... the broom and soared into the night sky.
- 16 They were both **un**..... that Lucifer was watching them from a distance.

Extension Using the verbs with prefixes in the passage write your own sentences.

Mr Crumb landed the broom, rather badly, in Grandad's small yard. Grandad, who had been waiting up for them, greeted them at the back door. They described, in great detail, everything that had occurred that evening. Grandad was very upset when he heard what had happened to Mr Broom, a good friend to the family. He agreed with Amber that it was worth going to Spellcaster Academy and trying to persuade Miss Canning to help them, even though Mr Crumb was not convinced she would believe them.

They got up early on Monday morning, at the crack of dawn, and headed straight for Spellcaster Academy. Amber knew, from bitter experience, that the formidable Miss Canning would always ensure she was the first to arrive on the school premises. Today, however, it was Amber who was waiting for Miss Canning outside the school gates.

"Early for once I see, Dripping!" Miss Canning snorted when she saw Amber. "What a pity you're no longer a member of our school!"

Amber decided to get straight to the point; there was no time to waste. "I have information about Miss Wand," she told her ex-headmistress straightaway. "I think you need to hear it. She has joined forces with Esmerelda Evil!"

"Indeed! Well you had better follow me, Dripping. I'll give you five minutes – no more! And you had better not be wasting my time," she added.

She led them both into her office and closed the door, which Amber noted had been mended since the last time she was there. Amber sat on a chair while Mr Crumb, who had not said a word so far in Miss Canning's presence, stood sheepishly behind her. Miss Canning remained stony-faced as Amber explained everything that had happened since the day Miss Vile had arrived at St Augustine's. She finished her account by saying, "Mr Crumb was once a great wizard. He'll vouch for me. Won't you, Mr Crumb?"

Mr Crumb looked embarrassed and muttered, "It's all true."

Miss Canning remained silent for several seconds before answering. "Amber Dripping, do you really expect me to believe this far-fetched story? You're telling me that a young lady, who couldn't even make a pencil vanish, can now make herself disappear into thin air! And the chance of Esmerelda Evil returning to our shores is highly unlikely. I understand your need to avenge your mother's death, but this woman you describe – Miss Vile I believe you called her – is, without doubt, another person altogether. And as for bringing this man with you!" She looked across to where Mr Crumb was awkwardly standing. "He is an extremely unsavoury character and under no circumstances is he to be trusted!"





Name: _____

I can use commas to indicate parenthesis.



Commas can be used to separate information (extra information that is not essential to the meaning of the sentence) from the rest of the sentence.

Sometimes the **parenthesis** (the part between the commas) comes in the middle of the sentence, and sometimes it can come at the end.

This has been set out like a play script

Miss Canning and Amber then began a rather heated exchange.

Underline all the words in parenthesis which are not essential to the sentence.

- 1 **Miss C:** That man, Mr Crumb, did not abide by the witches' code of conduct.
- 2 **Amber:** That man, as you call him, is a very good friend of mine.
- 3 **Miss C:** He performed magic, strictly against our rules, for his own personal gain.
- 4 **Amber:** His magic, I'll let you know, saved our lives on a couple of occasions.
- 5 **Miss C:** He performed magic on a television show, a talent contest no less!
- 6 **Amber:** His crime, if you can call it that, is nothing compared to the crime Esmeralda Evil is about to commit.
- 7 **Miss C:** That is highly improbable, in my opinion, and I will hear no more about it!
- 8 **Amber:** Mr Broom, the best teacher at Spellcaster, would tell you it was true.
- 9 **Miss C:** I shall ask him when he comes into school which, I'm sure, shall not be long!
- 10 **Amber:** He won't be able to because he has been eaten by Lucifer, Esmeralda's cat.
- 11 **Miss C:** Mr Broom, a highly experienced wizard, would not allow that to happen.
- 12 **Amber:** He died, completely selflessly, trying to save the lives of innocent children.
- 13 **Miss C:** He will be teaching the history of wizardry in Y4 this morning, as always.
- 14 **Amber:** Then I will have to save the school, St Augustine's, on my own!

And with that Amber swept out the office with Mr Crumb following closely behind.

Extension Write a dialogue between Amber and Mr Crumb using the comma for parenthesis.





Name: _____

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Miss Canning and Amber then began a rather heated exchange.

The commas for parenthesis have not been placed in the sentences below. Place the commas in the correct position.

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Miss Canning and Amber then began a rather heated exchange.

Make up some non-essential detail of your own to go between the commas for parenthesis.

- 1 **Miss C:** That man, _____, did not abide by the witches' code of conduct.
- 2 **Amber:** That man, _____, is a very good friend of mine.
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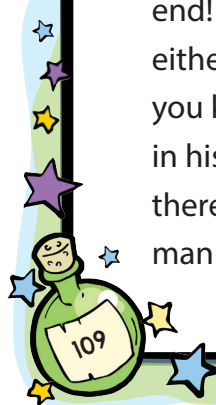


Chapter 8

Amber ran at full pelt down the road towards St Augustine's School – there was no time to lose! She had to get to school and warn the children not to have the soup for lunch – luckily very few children liked soup, so this shouldn't be too difficult a task. Mr Crumb – considerably older than Amber – ran breathlessly some distance behind. Amber spoke to several children and their parents on the way. She thought it best not to scare them, so she told them a story about the soup having snail slime in it. Most of the parents laughed – they didn't take her seriously. But she hoped she had done enough to put the children off. Head down, running fast, she rounded a corner and bumped straight into Miss Vile.

"Ah! Amber Dripping! How fortunate! I was hoping I would run into you!" Miss Vile put on her sickly sweet voice to impress the parents who were chatting outside the school gates. "Come with me, sweetie! I believe I have something of yours in my office." Amber had no option but to follow – to do anything else would have given the game away. As Miss Vile led Amber down the corridor, Amber considered what was about to happen to her. Miss Vile had found her mobile and she was – no doubt – about to be severely punished. She just hoped it would be over quick, so that she could go back to warning the rest of the children. However, she was not prepared for what happened next.

As soon as she was inside the room – quick as a whip – Miss Vile slammed the door behind her. At the same time, she grabbed hold of Amber's wrist and – with a strength that belied her tiny frame – twisted her arm behind her back. Miss Vile then seized hold of Amber's hair and pulled her head back until she was able to press her mouth into her ear and spit out, "You thought you could get the better of me, did you? You thought you could stop Esmeralda Evil – you little brat!" She opened the cupboard door and shoved Amber inside. "Oh! I know all about you! You were listening to me on Friday night, weren't you? And you paid me a little visit over the weekend! What a shame that your sweet, little friend – a field mouse I believe it was – came to such an unfortunate end! And I don't want you thinking that ridiculous man, Mr Crumb, is going to save you either. We will take care of him – so to speak! It's very useful having a talking cat, don't you know." The last thing Amber noticed before the door was locked was Lucifer – sitting in his favourite chair – smirking at her. Then suddenly everything changed! Where once there had been shelves of sweets, the cupboard was now crawling with spiders and all manner of revolting creatures – including venomous snakes!





Name: _____

I can use dashes to indicate parenthesis and mark boundaries between clauses.



Dashes have two functions. They can be used in pairs, like commas or brackets, to indicate parenthesis (to add extra information).

Or a single dash can be used, like a colon or a semi-colon, to separate two clauses.

The single dash can also give the impression of a dramatic pause.

The cupboard was crawling with all manner of revolting creatures – including venomous snakes!

Insert dashes in the appropriate places within the sentences.

- 1 Amber tried to stay calm a near impossibility as a snake wrapped itself around her leg.
- 2 The spiders there were dozens of them crawled all over her hands and face.
- 3 Amber breathed slowly and steadily she had to stay calm.
- 4 She kept telling herself one thing these creatures are not real!
- 5 She was convinced they didn't actually exist she would make them disappear.



Rewrite these sentences replacing the existing punctuation with dashes.

- 6 Meanwhile, Mr Crumb was hiding in the caretaker's room; he hadn't been caught!
.....
- 7 He had seen Miss Vile (before she saw him) and he had quickly made himself invisible.
.....
- 8 Somehow he had to get the sleeping potion (Potion X) before it was put in the soup.
.....
- 9 Back in the cupboard, Amber had her eyes shut tight; she was concentrating hard.
.....
- 10 When she opened her eyes the creatures had gone; she was right in thinking it was a trick.
.....
- 11 Amber's magic powers (limited though they were) occurred when she was scared or angry.
.....

Write extra information to go between or after the dashes.

- 12 And now she was so angry – – she was ready to take on those evil witches.
- 13 The locked door was no longer a barrier – !

Extension Find the sentences in the passage that use dashes and rewrite them using commas, brackets, colons or semi-colons.





Name: _____



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- 7 He had seen Miss Vile (before she saw him) and he had quickly made himself invisible.
.....
- 8 Somehow he had to get the sleeping potion (Potion X) before it was put in the soup.
.....
- 9 Back in the cupboard, Amber had her eyes shut tight; she was concentrating hard.
.....
- 10 When she opened her eyes the creatures had gone; she was right in thinking it was a trick.
.....

Write extra information for these sentences. (Don't forget the dashes!).

- 11 Amber's magic powers occurred when she was scared or angry.
- 12 And now she was so angry she was ready to take on those evil witches.
- 13 The locked door was no longer a barrier !

Extension Find the sentences in the passage that use dashes and rewrite them using commas, brackets, colons or semi-colons.





I can use dashes to indicate parenthesis and mark boundaries between clauses.

Dashes have two functions. They can be used in pairs, like commas or brackets, to indicate parenthesis (to add extra information).

Or a single dash can be used, like a colon or a semi-colon, to separate two clauses.

The single dash can also give the impression of a dramatic pause.

The cupboard was crawling with all manner of revolting creatures – including venomous snakes!

Insert dashes in the appropriate places within the sentences.

- 1 Amber tried to stay calm a near impossibility as a snake wrapped itself around her leg.
- 2 The spiders there were dozens of them crawled all over her hands and face.
- 3 Amber breathed slowly and steadily she had to stay calm.
- 4 She kept telling herself one thing these creatures are not real!



Rewrite these sentences replacing the existing punctuation with dashes.

- 5 She was convinced they didn't actually exist; she would make them disappear.

.....

- 6 Meanwhile, Mr Crumb was hiding in the caretaker's room; he hadn't been caught!

.....

- 7 He had seen Miss Vile (before she saw him) and he had quickly made himself invisible.

.....

- 8 Somehow he had to get the sleeping potion (Potion X) before it was put in the soup.

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Write extra information for these sentences. (Don't forget the dashes!).

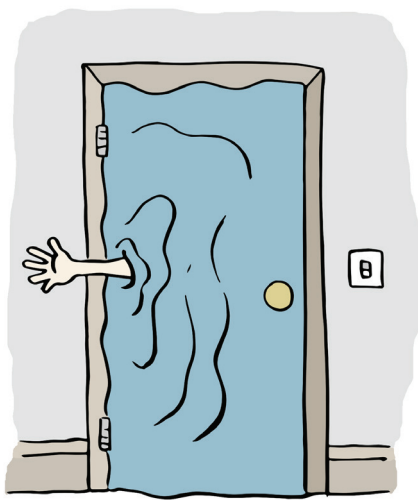
- 10 When she opened her eyes the creatures had gone
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Chapter 9

With a self-assurance that she didn't have before, Amber was able to harness the power of her anger and convert it into magic. She reached out her hand towards the locked door. Instead of meeting solid wood, her hand slid through a soft elastic substance and came out on the other side unharmed, though somewhat sticky! She had successfully turned the door to jelly! She then pushed her arm through, before squeezing her whole body between a gap in the gummy, glutinous matter that was once the door. It was not an unpleasant experience: she emerged somewhat tacky, but with lips that tasted of strawberry! It had taken her most of the morning, but she was now free!

To stop Miss Vile she would need to get around the school unseen, and for that she would need to make herself invisible. She knew she had the confidence to make



herself disappear, but how would she know if she had succeeded? The other times, when she had achieved invisibility, she hadn't realised it until much later.

There was no way of knowing for sure if it had worked. She decided she just had to risk it. She took a deep breath and opened the office door. There was no one in the corridor. She turned towards the hall and just as she did, who should come charging round the corner? Her ex-friend – AJ. She stood still and watched him run straight past without the slightest notion that she was there. Now she knew her magic had worked – she could, at last, control her ability to make herself invisible.

She confidently reversed the spell and called out to AJ. He turned back surprised.

"Oh! Hello, Amber. Funny! I didn't see you there!" he started. Then he babbled everything out at once, with hardly a pause for breath. "Sorry I ignored you the other day, but I had the most terrible toothache. I was on my way to the dentist's. Mum said it was because of all the sweets I keep eating. She's banned me from having any more sweets, and she threw the bag that Miss Vile had given me in the bin. I haven't had any sweets all weekend! And do you know what? I'm feeling much better. It was as if those sweets were doing something to me! Over the last few weeks, I have behaved like a real jerk – telling on my friends and stuff, doing everything Miss Vile wanted. I can't believe I did it. Do you really think it could be the sweets that made me act like that?" Amber couldn't stop herself from putting her arms around him and giving him a hug – it was good to get her old friend back.

"Yes, it was the sweets. I've got so much to tell you." She told him everything that had happened over the last few days and about Miss Vile's plan to drug the children and kidnap them. "Come on," she said. "You can help."

"We'd better hurry," said AJ. "They're about to serve lunch!"





Name: _____

I can use synonyms to improve my sentences.



*A synonym is a word that means the same thing (or a very similar thing) to another word.
We use synonyms so that we don't keep repeating the same words over and over again.
It is very useful to know and use a range of synonyms to make our writing more interesting to read.*

Underline one of the synonyms in the brackets that is the closest in meaning to the original word written in bold. (You will find all these synonyms in the thesaurus, but you will have to make sure it makes sense in the context of the sentence.)

- 1 Amber had a **self-assurance** she didn't have before. (*belief / confidence / trust*)
- 2 She was able to **convert** her anger into a magic power. (*reform / alter / change*)
- 3 She **reached** out her hand towards the door. (*stretched / extended / touched*)
- 4 Her hand slid through a jelly-like **substance**. (*stuff / material / fabric*)
- 5 She squeezed her whole body through the **sticky** jelly. (*tacky / tricky / gluey*)
- 6 She **emerged** on the other side tasting of strawberry. (*surfaced / appeared / materialised*)
- 7 She had to make herself invisible in order to **stop** Miss Vile. (*pause / thwart / quit*)
- 8 AJ came **charging** round the corner of the corridor. (*accusing / attacking / rushing*)
- 9 He ran past without **noticing** she was there. (*regarding / seeing / marking*)
- 10 Amber confidently **reversed** the spell. (*upset / overturned / undid*)
- 11 AJ's mother had **banned** him from eating any more sweets. (*forbidden / outlawed / excluded*)
- 12 AJ thought that the sweets were making him **behave** in a strange way. (*act / perform / operate*)
- 13 Amber told AJ about Miss Vile's plan to **kidnap** the children. (*hijack / abduct / seize*)
- 14 AJ said they must hurry for they were about to **serve** lunch. (*assist / obey / dish up*)

Extension Using a thesaurus see how many words in the passage you can change whilst keeping the meaning the same.





Name: _____



I can use synonyms to improve my sentences.

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We use synonyms so that we don't keep repeating the same words over and over again.
It is very useful to know and use a range of synonyms to make our writing more interesting to read.

Replace the word in **bold** with a synonym from the list that is the closest in meaning to the original. (You will find all these synonyms in the thesaurus, but you will have to make sure it makes sense in the context of the sentence.)

<u>reached</u> stretched extended touched	<u>sticky</u> tacky tricky gluey	<u>self-assurance</u> belief confidence trust	<u>substance</u> stuff material marking	<u>noticing</u> regarding alter change
<u>convert</u> reform alter change	<u>stop</u> pause thwart quit	<u>emerged</u> surfaced appeared excluded	<u>banned</u> forbidden outlawed excluded	<u>charging</u> accusing attacking rushing

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Use a thesaurus to find synonyms for the words in bold.

- 11 Amber confidently **reversed** the spell.
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Find the words that were used in the passage to complete the sentences. Then replace the words with a synonym from the list. (You will find all these synonyms in the thesaurus, but you have to make sure it makes sense in the context of the sentence.)

<u>reached</u>	<u>sticky</u>	<u>self-assurance</u>	<u>substance</u>
stretched	tacky	belief	stuff
extended	tricky	confidence	material
touched	gluey	trust	marking
<u>convert</u>	<u>stop</u>	<u>emerged</u>	
reform	pause	surfaced	
alter	thwart	appeared	
change	quit	excluded	

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- 8 AJ came **charging** round the corner of the corridor.
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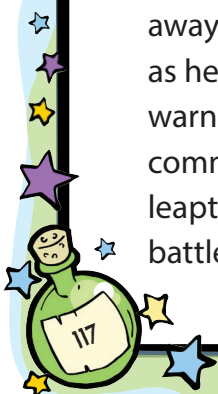
When they peered through the windows of the hall door, they saw rows of bewildered children sitting at the tables. Instead of the normal canteen system, they were being served by the teachers and the dinner ladies. The staff had steaming bowls of tomato soup in their hands.

"Because the Year 6 children did so well in their SATs, we have a treat for you," Miss Vile was saying. "All children can enjoy a free school meal."

Amber knew that the majority of the children would not want the soup, but she couldn't risk even one child eating it. "Get in there and mingle," she said to AJ as she pushed him through the doors. "And act just like Miss Vile would expect you to." Amber then made herself invisible and followed AJ in.

There were about twenty members of staff carrying the hot soup in their hands. Amber knew exactly what she had to do. She blanked everything else out of her mind and just concentrated on those bowls of soup. Almost at once, the bowls turned to jelly and the hot soup poured through the rubbery, wobbly containers. The women shrieked as the hot liquid went down their fronts. "Success!" thought Amber. "I didn't realise it would be this easy!"

Miss Vile remained unnervingly calm as chaos broke out around her. "No matter!" she said in a cool manner. "Don't fuss. Just mop it up!" The ladies did as they were ordered as Miss Vile strode across the hall towards Amber. Only, of course, Miss Vile wouldn't have been able to see her because Amber was invisible to her. Or so Amber thought! But Miss Vile went straight up to her and, grabbing her by the throat, pushed her up against the wall bars. "You look surprised! Thought I couldn't see you? You forget I am a witch with over a hundred years' experience, and you, Amber Dripping, whoever you are, are just a mere novice!" Miss Vile loosened her grip around Amber's throat, and Amber felt invisible bindings around her wrists which fastened her to the bars behind. "Just thought I'd tell you," she hissed in Amber's ear. "Potion X wasn't in the soup. I put it in the ice cream!" She then ordered her special helpers, including AJ, to serve the children's treat. The poor puzzled children looked longingly at the ice cream. Amber struggled against the invisible shackles, but she was being held by a strong magic. She felt her own powers sapping away. She could do nothing to stop Miss Vile. But AJ gave her one last glimmer of hope as he bravely began picking up the bowls of ice cream and throwing them to the floor, warning the children not to eat it. Miss Vile looked genuinely surprised, but with a command to Lucifer (who had been watching the proceedings from the counter), the cat leapt at AJ and pinned him to the floor. The situation was hopeless! They had lost the battle against the witches!





Name: _____

I can use expanded noun phrases.



A noun phrase is simply a phrase that has a noun in it.

All the underlined words in the sentences below are examples of noun phrases.

It can be as simple as: The **witch** took off her hat.

It can have an adjective in it to modify the noun: The **ugly witch** took off her hat.

Or it could be an expanded phrase that modifies the noun: The **ugly witch** with the warts on the end of her nose took off her hat.

Underline the expanded noun phrases that modify the nouns in bold.

- 1 "Aubrey Jones is being a very naughty **boy!**" said the irate Miss Vile.
- 2 "But don't worry, my little ones. There is plenty more delicious **ice cream** in the freezer!"
- 3 Lucifer remained on top of the struggling AJ; his long sharp **claws** digging into his chest.
- 4 **Amber**, with her hands invisibly bound to the wall bars, wasn't able to do a thing to help.
- 5 A small group of **children** in a trance-like state once again began serving out the ice cream.
- 6 Then, from out of the caretaker's room, **Mr Crumb** sprang into action to save the innocent children.
- 7 Tipping over the tables, he sent bowls of ice cream splattering onto the already messy **floor**.
- 8 He was set upon and dragged to the sticky sloppy floor by a gang of crazed **witches**.
- 9 The children who had already been served now looked doubtfully at their **bowls** of softening ice cream.
- 10 The once tempting **ice cream** had lost its initial attraction.
- 11 **Miss Vile**, who was absolutely incensed by the turn of events, screamed at the top of her voice.
- 12 "You will eat the ice cream, you miserable little **brats**, or I will be forced to punish you all severely."
- 13 With trembling hands, the nervous children picked up their **spoons** full of melting ice cream.
- 14 They were just about to put the ice cream containing Potion X into their open **mouths** when there was a further interruption.
- 15 The hall doors swung open and the indomitable **Mr Broom** strode in with the whole staff from Spellcaster Academy to save the day.

Extension Write out the sentences using your own noun phrases to modify the nouns.



Name: _____

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Underline the noun phrases or expanded noun phrases that modify the nouns in bold.

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I can use expanded noun phrases.



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It can be as simple as: The witch took off her hat.

It can have an adjective in it to modify the noun: The ugly witch took off her hat.

Or it could be an expanded phrase that modifies the noun: The ugly witch with the warts on the end of her nose took off her hat.

Circle the nouns in the sentences. (There are at least two in each sentence.) Then underline the noun phrases or expanded noun phrases that modify the nouns.

- 1 "Aubrey Jones is being a very naughty boy!" said the irate Miss Vile.
- 2 "But don't worry, my little ones. There is plenty more delicious ice cream in the freezer!"
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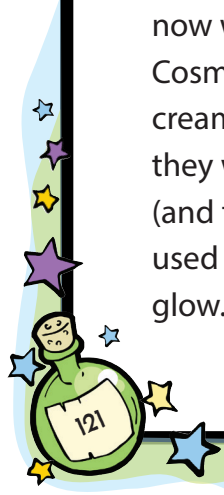
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The End

If you were expecting a huge battle between the witches, and the forces of good and evil, with flashes and bangs and explosions and lots of coloured smoke, then be prepared to be disappointed. (There are lots of films you can watch which are full of these special effects!) This story has a much more sedate ending. When Miss Vile saw Mr Broom enter the hall with Miss Canning and all the staff of Spellcaster Academy, she knew she was beaten. She knew her powers did not match those of her adversaries; she surrendered without a fight. True, she did have a coven of witches who all worked for her, but they were mostly very old (over two hundred years old in some cases), and just like the rest of us when we get older, their strength was failing. Their magic would have been next to useless compared to the considerably younger and much more energetic staff at Spellcaster. (Most of them weren't even seventy yet – still babies!) So Miss Vile gave herself up and is now spending the rest of her years in a dungeon on a remote island off the north-west coast of Scotland. The rest of the witches were treated more leniently and were given community service. You can still see them from time to time sweeping school playgrounds with ancient brooms (though not the flying kind!).

You would have noticed that Mr Broom was alive and well at the end of the story. As you might have guessed, it wasn't Mr Broom that Lucifer had caught and killed that night. When Mr Broom (disguised as the mouse) scurried inside the potting shed he bumped into an actual field mouse who was nibbling on some seeds. Quick-thinking Mr Broom darted behind a sack of compost and tragically – for the field mouse at any rate – Lucifer pounced on the real mouse and instantly killed it. When Amber saw the dead mouse, she naturally thought it was Mr Broom. Thankfully, however, he was very much alive (though somewhat battered and bruised from his encounter with Lucifer). He lay low for a couple of days before struggling back to Spellcaster where he confirmed Amber's story, alerted Miss Canning to the imminent danger and then led the attack against Miss Vile.

But why did Miss Vile need to drug and kidnap the children in the first place? What was Plan R all about? Well, R stood for Rejuvenation and rejuvenation means to make young again. As has already been explained, Miss Vile and her cronies were well past their best-before date and were looking for a remedy to make them more youthful, hoping that with restored youth would come renewed magical powers. By boiling down children's bones they believed they could make a potion that would bring them eternal youth. Total rubbish, of course! But don't be too hard on them; there are people even now who believe all sorts of rot about various substances having medicinal benefits. Cosmetic companies make millions of pounds from their top-selling brands: anti-wrinkle creams and anti-ageing remedies. And there is no proper scientific evidence to prove they work! Much worse, however, are the elephants that are hunted for their tusks (and the rhinos that are killed for their horns) which are ground into a powder and are used to supposedly cure a variety of ailments, including giving ageing skin a luminous glow. Perhaps, some of us are no better than those witches?



So what happened to the original staff at the school? The lovely Miss Maple, Mrs Rose and all the rest of the staff returned from their enforced absences or recovered from their various illnesses, and once again took up their positions at St Augustine's. Ironically, they never reproduced the excellent SATs results that Miss Vile and her team of witches achieved when they were in control. But, as we know, there is a lot more to a child's education than simply passing exams. The children who left St Augustine's were happy, confident children who went on to become good citizens, which is all that really matters.



Mr Crumb was forgiven his crimes from the past and is now working at Spellcaster Academy. He is still a caretaker, but now he is allowed to use spells to help him. The mop and bucket can be seen hard at work while he sits in his room reading the paper!

Amber didn't go back to Spellcaster Academy even though Miss Canning offered her a place. This pleased Grandad; he wanted her to have a proper career. Witchcraft seemed a very dated occupation for the 21st century! After St Augustine's she went on to study at high school where she is presently working very hard on her GCSEs. She no longer practises magic, though that night on the broomstick did leave her with a love of flying. She now wants to be a pilot. She feels that a woman flying a plane is a much more positive image than a woman on a broomstick. She is still friends with AJ, who wants to be a dentist – he hasn't touched a sweet from that day to this.

Lucifer's punishment was that his ability to talk was taken away from him; all he can do now is squeak like a mouse. So if you ever see a black cat, with white markings on its face (that makes it look as if it has a mask), and sounds as if it has swallowed a child's squeaky toy, don't try to stroke it. Remember: children don't touch cats! (Not that one at any rate!)



So that just about wraps everything up; pretty much a happy ending. Apart from, that is, the mysterious disappearance of Miss Wand. She vanished shortly before Mr Broom and the teachers of Spellcaster appeared on the scene. No one has seen her since, though there are rumours she has yet again disguised herself as a teacher and is working at a school in the vicinity. Keep an eye out for her! She might be closer than you think!



Answers



There will be some variation in the answers due to the differentiation.

Part One

Chapter 1

I can punctuate sentences using speech marks.

Answers to pages 1 – 4

"I have your school report here, Dripping," she said.

"There has been a sharp decline in your grades this term," she added.

"You appear to have Ds or below in every subject," she said.

"I like studying the history of magic with Mr Broom," Amber replied.

"Dear Mr Broom sees the good in everyone,"

Miss Canning sighed wearily.

"He gave me a B+," Amber said proudly.

"Is there any other subject that you are good at?"

Miss Canning asked.

"No, not really," Amber admitted.

"Go back to your classroom and concentrate on your lessons," Miss Canning instructed.

"This is your last chance," Miss Canning warned her.

"And don't forget to clean up those dirty scuff marks you made down the corridor," she said.

Chapter 2

I can use commas to separate items in a list.

Answers to pages 5 – 8

(For children making their own lists, ensure they have used commas between each item in the list except the last two where 'and' has been used.)

The pupils in the concoction class used leeches, nettles and frogs' brain to make their potions.

Some used spider legs, snail slime, beetle juice and horse hair.

Some made a sleeping potion using knotweed, bee stinging, bats' blood and cowslip.

The potions made the children laugh, cry, giggle and weep.

After tasting the potions the children were shouting, screaming, shrieking and squealing.

Other children were running, jumping, bouncing and dancing.

The pupils of the Concoction class mixed the ingredients, stirred them with a wooden spoon and boiled them in a cauldron.

Amber had spent all weekend picking nettles, collecting honey wasp nectar, collecting lizards' eggs and curdling the goats' milk.

Chapter 3

I can use a colon to introduce a list or add further detail.

Answers to pages 9 – 12

(For children completing their own sentences, ensure that the colon is placed before the list, or the explanation.)

Amber went to sit on the back bench with a group of girls: Evie, Astrid, Alexa and Isadora.

Miss Finch strode to the front of the class stroking her favourite object: a cane.

She had many alarming traits: a bad temper, an evil laugh and a fondness for physical punishments.

Miss Finch showed the girls three objects: a pencil, a book and a chair.

Miss Finch wanted her pupils to do just one thing: make the objects disappear!

Amber had one overwhelming feeling: panic.

She had to make a choice: run away or stay and face the consequences.

Chapter 4

I can use modal verbs to indicate degrees of possibility.

Answers to pages 13 – 16

(Some modal verbs are interchangeable, so answers may vary.)

Amber thought she might be able to make the pencil vanish.

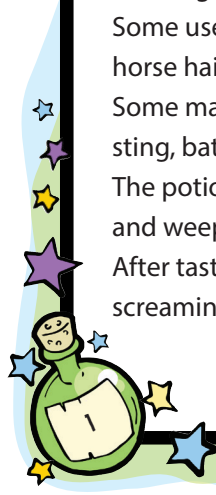
If she made it disappear she would be able to stay at Spellcaster Academy.

"I must do it!" she said to herself.

The pencil just wobbled like jelly and she feared she might have to leave the academy.

She realised that she should have done her homework.

Now she may never have another chance to graduate as a witch ever again.



- 1 Amber will have to leave the academy. ✓
- 3 Amber shall have to leave the academy. ✓
- 2 Amber may have to leave the academy.
- 4 Amber might have to leave the academy.

Amber **would** now have to go to Miss Canning's office.
Amber knew she **should** have practised at home.

Chapter 5

I can identify and use modal adverbs.

Answers to pages 17 – 20

(Some modal adverbs are interchangeable, so answers may vary.)

Surely she didn't ask you to leave!

She definitely did.

Maybe you misunderstood.

She certainly couldn't have made it any clearer.

Perhaps I could have another word with Miss Canning.

I absolutely messed up my assessment.

Turning a pencil to jelly possibly wasn't the most sensible thing to do.

I really don't deserve to stay at Spellcaster Academy.

You'll probably have to go to an ordinary school.

I don't exactly know what I'm going to do.

Chapter 6

I can use coordinating conjunctions.

Answers to pages 21 – 24

Mr Broom called for Amber the following day, and enrolled her into her new school.

She had never been to an ordinary primary school before, so she was feeling rather nervous.

The headmistress, Miss Maple, was very sweet, and made Amber feel at home.

Miss Maple hadn't been in the post for long, yet she was going to leave at the end of the term.

A new headteacher was starting after the holiday, so Miss Maple had to leave.

Amber asked why she had to go, but Miss Maple refused to say.

Everybody was kind to Amber, yet she never really felt part of the school.

The children would play with her, but she struggled to

make any close friends.

She finally made friends with a boy called Aubrey Jones, or AJ as he liked to be called.

He could be a really good friend, or he could be a complete pain in the backside!

Chapter 7

I can identify and use subordinating conjunctions

Answers to pages 25 – 28

Miss Vile was very fond of her cat even though it was an ugly looking creature.

Miss Vile called her cat Lucy whenever people were around.

When she thought nobody was listening, Amber heard her call the cat Luci-fer.

Lucifer is a name in the Bible which Amber knew was another word for the devil.

It was black with white markings on its face that gave the impression it was wearing a mask.

The cat followed Miss Vile wherever she went in the school.

Although it was a novelty to see a cat in school, none of the children went anywhere near it.

Children didn't try to stroke it because of the evil look in its eye.

It looked like it would scratch you if you tried to touch it.

Nobody attempted to go near it until the fateful day AJ decided to befriend it!

Chapter 8

I can write sentences using relative clauses and implied relative pronouns.

Answers to pages 29 – 32

Amber and AJ were helping Mrs. Rose **who was in charge of the gardening club.**

They were weeding the vegetable patch **which was full of weeds.**

Amber and AJ didn't go into class **when the dinner bell rang.**

AJ, **whose face was bright red**, went in for a drink of water.

Lucifer came out through the door **that AJ had left open.**

Lucifer stalked up to the wall **where AJ was nervously standing.**



Amber thought the cat had scratched AJ.
AJ ran away from Lucifer, the cat he had tried to stroke.
Amber saw the boy she liked turn as white as a sheet.

Green/Blue Magicians

The trowel *that* Amber was using had been left in the vegetable patch. ✓

AJ, *who* was hot and thirsty, went in for a drink of water.

The door *which* he went through had been left open. ✓

He ran away from the cat *which* belonged to Miss Vile.

Chapter 9

I can use the passive voice.

Answers to pages 33 – 36

The cat spoke to AJ. **Active**

AJ was spoken to by the cat. **Passive**

The tools were put away by the children. **Passive**

The children put away the tools. **Active**

The children left the door open. **Active**

The door had been left open by the children. **Passive**

Their hands were washed with soap.

The class was being taught by Miss Vile.

Miss Philips was liked by all the children.

Their books were inspected by Miss Vile.

Chapter 10

I can use the semi-colon to break up clauses in a sentence.

Answers to pages 37 – 40

Amber didn't trust AJ anymore; *he had been acting very strangely.*

There seemed to be no secrets from Miss Vile; *there were spies everywhere.*

Amber was looking forward to the holidays; *it would soon be half-term.*

AJ didn't call for her over the holidays; *it seemed they were no longer friends.*

She didn't want to go back to school; *the holiday was over too quickly.*

She walked to school on her own; *AJ was nowhere to be seen.*

The children had a nasty surprise in assembly; *all the teachers were new.*

Not one of the old staff was left; *even Mrs Rose, the deputy, had gone.*

The young children were scared; *some began to cry.*

Miss Vile smiled at them; *there was something menacing about her smile.*

Part Two

Chapter 1

I can use the perfect tense to mark relationships of time and cause.

Answers to pages 41 – 44

When Amber arrived at school, lots of things **had changed.**

Miss Vile **had made** lots of alterations to the school over the half-term.

She **had painted** the windows black, so the children could not see out.

She **had erected** a high fence, so that nobody could see in.

She **had replaced** all the staff since she took over as headteacher.

Some of the teachers **had worked** at St Augustine's for years before being dismissed.

Miss Vile introduced the new deputy head after she **had finished** her speech.

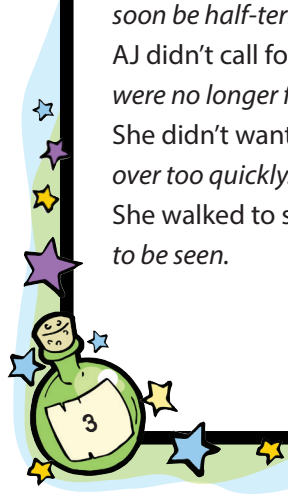
AJ gave Miss Dawn some flowers after the children **had clapped.**

Amber realised that she **had seen** Miss Dawn at her other school.

When she had seen her before she **had called** herself a different name.

Her name was Miss Wand and she **had taught** at Spellcaster Academy.

She **had left** Spellcaster because she was a witch who practised black magic.



Chapter 2

I can use prepositions of time.

Answers to pages 45 – 48

The children came back to school after the half-term holiday.

Most of the teachers had left since the day Miss Vile had been appointed headteacher.

On the first day back, the children were told they had a new deputy headteacher.

But Mrs Rose staggered into school during the first assembly.

She struggled on as deputy for a few more weeks.

Between nine o'clock and a quarter past three the children were made to work.

At exactly quarter past three the school gates were opened.

After school the children were keen to complete their homework.

In a matter of weeks Mrs Rose was nothing more than skin and bone.

From Mondays until Fridays the children's life was a torment.

Within a term, Miss Vile had completely changed the atmosphere in the school.

Mrs Rose tried to be at school from dawn to dusk.

She wouldn't be able to go on like this for much longer.

By the end of May, Mrs Rose could stand it no longer.

Chapter 3

I can use apostrophes correctly.

Answers to pages 49 – 52

Under the new leadership the rules were very strict.

Children's bags were searched every day.

Children **weren't** allowed to speak.

They **mustn't** laugh or smile in class.

They **couldn't** go out to play.

They'd only be allowed to march in single file around the playground.

The **children's** teachers were very severe.

Miss Dawn's temper was legendary.

Her punishments were brutal.

She put the children's hands in buckets of ice water.

She made them do sit-ups in the rain.

She attached wooden pegs to their eyelids.

Sometimes she put her **pupils'** hands under the chair legs and then sat on the chair.

Prisoners' lives would have been preferable to these **children's** lives.

Chapter 4

I can use imperative verbs (commands).

Answers to pages 53 – 56

Question - Italic Command - Bold

Would everybody listen to me?

Listen to me, everybody!

Could somebody tell me who did this?

Tell me who did this!

Would you please answer my question?

Answer my question!

Can somebody bring me another cane?

Bring me another cane, somebody!

Please could you get one for me now?

Get one for me now!

Would everybody just stop where they are?

Stp where you are!

Could you forget about the cane?

Forget about the cane!

Can you leave the cane where it is?

Leave the cane where it is!

Would everybody stand up, please?

Stnd up, everybody!

Teachers, please would you lead the children out?

Lead the children out, teachers!

Chapter 5

I can use the hyphen to form compound words.

Answers to pages 57 – 60

The children lined up for the **self-service** canteen.

The **worn-out** cook grumbled about her staff.

Mrs Rump was a **strong-minded** woman.

Amber chose the pizza with the **red-hot** chillies.

The **hand-picked** dinner ladies all worked for Miss Vile.

The **bad-tempered** supervisors told the children off.



The **left-handed** children were rapped on the knuckles.
The **red-haired** boy wasn't able to sit down.
Miss Vile used **strong-arm** tactics to deal with disobedient children.
Amber decided she needed to go on a **fact-finding** mission.

Chapter 6

I can identify and use fronted adverbials.

Answers to pages 61 – 64

Bravely, Amber entered Miss Vile's office.
Nervously, she tiptoed across to the cupboard.
Without warning, the office door began to open.
As quick as a flash, she hid inside the cupboard.
From behind the cupboard door, she could hear Miss Vile moving around.
After a while, she heard footsteps moving towards the cupboard.
Surprisingly, Miss Vile didn't see her when she opened the door.
With sheer delight, she realised that she had made herself invisible.
Eventually, she heard Miss Vile leave the room.
As quickly as possible, she escaped from the office and returned to class.

Chapter 7

I can build cohesion within paragraphs using adverbs and conjunctions.

Answers to pages 65 – 68

As a consequence of the day's events, Amber's head was simply buzzing with thoughts.
Needless to say, she was very excited about the magic she had performed earlier.
Furthermore, she was also very worried about what Miss Vile was planning to do.
So that she could practise her magic, she went up to her bedroom.
However, she was not successful with her attempts at making herself invisible.
As a result of her failed attempts, she decided to give up.

Despite this, she still made plans to return to school that evening.

Clearly, it was going to be a perilous task.

Nevertheless, she was determined to eavesdrop on the staff meeting.

Chapter 8

I can write in the first person and the third person (pronouns).

Answers to pages 69 – 72

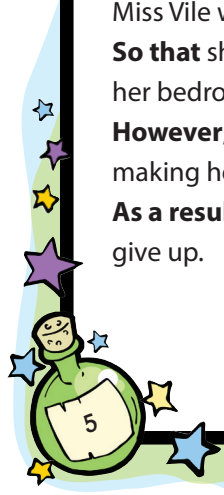
Grandad was much more like his normal self and made tea for **us** both.
Now that he was feeling better, **I** promised **myself** that **I** would tell him everything.
We dried the dishes together before **I** went outside.
Checking that **I** had **my** mobile on **me**, **I** set off down the road.
I saw AJ, but he looked the other way when he saw **me** coming.
When **I** arrived at school, **I** found the school gate firmly locked.
I was wondering what to do when the caretaker wandered out.
I lied and told him that some books on the table in the hall were **mine**.
He looked at **me** strangely, but allowed **me** through the gate.
I promised him **I** would only need a minute and **I** quickly ran to the caretaker's door.

Chapter 9

I can use the subjunctive form.

Answers to pages 73 – 76

Miss Vile advised the witch that she **listen** carefully.
She suggested that the witch **desist** from her practical jokes.
She requested that somebody **go** for an aerosol to get rid of the smell.
She demanded that everyone **make** a note of what she was saying.
She insisted that Mrs Rump never **return** to the kitchen.
She proposed that Miss Dawn **remove** the cook.
It was necessary that Miss Vile **put** Plan R into operation.
It was vital that each child **take** a dose of Potion X.



Chapter 10

I can punctuate with bullet points.

Answers to pages 77 – 80

- tell grandad everything
- play the recording
- stop the children going to school
- ring all the parents to warn them
- enlist the help of the staff at Spellcaster Academy
- bring an end to Miss Vile's diabolical plan

Part Three

Chapter 1

I can use brackets to indicate parenthesis.

Answers to pages 81 – 84

Amber stumbled back across the caretaker's room **(it was pitch black)**, trying not to kick the mop buckets. When she was back outside, she saw **(to her surprise and relief)** that Mr Crumb was waiting for her. She must have become visible again **(or so she thought)** because he waved for her to come over to him. "You not got those books then?" he asked with a smile. **(Amber had totally forgotten about the books!)** "But I expect you discovered something important," he added **(with what Amber thought was a knowing look)**. The witches **(having concluded their business)** were now beginning to come out of the school. She tried to hide behind Mr Crumb, but he pushed her **(gently)** back into view. With a sickening realisation, she understood what was going on. **(He was on the side of the witches!)** However, the witches marched past both of them **(without so much as a nod of recognition)**. "Don't worry," said Mr Crumb holding on to her firmly **(but not unkindly)**. "They can't see either of us!"

Chapter 2

I can use reported speech.

Answers to pages 85 – 88

They told Grandad that a coven of witches **had taken** over the school. Amber told him that the witches **were going** to put a sleeping potion in **their** school dinners.

Mr Crumb said that **he knew** this **was** hard to believe. Amber said that **they had** to do something to stop her. Mr Crumb said that **they would need** help if **they were** to beat her. Grandad said that **they would contact** Mr Broom.

Chapter 3

I can use adverbs of manner, time, place, degree, frequency and certainty.

Answers to pages 89 – 92

Mr Broom **immediately** recognised the photo of the wand. **(time)** He had **seldom** seen such good evidence. **(frequency)** But he was **extremely** angry when he realised who it belonged to. **(degree)** He **last** saw it being used by Miss Wand who was dismissed from Spellcaster Academy. **(time)** However, he was **more** interested in the headteacher, Miss Vile. **(degree)** Grandad told him that he **definitely** recognised her voice. **(certainty)** She was the witch who had **evilly** used black magic to try to gain power. **(manner)** She was the witch who escaped **abroad** before she could be tried for murder. **(place)**

Chapter 4

I can convert nouns and adjectives to verbs using suffixes.

Answers to pages 93 – 96

It **saddened** Mr Broom to have to tell Amber what had happened to her mother. He reluctantly **clarified** the facts for her. Esmeralda Evil had **terminated** her mother's life. Now she was **terrorising** the children at school. The thought **horrified** Amber. Mr Broom **summarised** the evidence so far. Mr Crumb **realised** that Vile was an anagram for Evil. Mr Broom **apologised** for his attitude towards Mr Crumb. He didn't want to **frighten** the others. However, Esmeralda Evil **specialised** in diabolical practices. He hoped they weren't **mistaken** about her identity. He told them to **fasten** their seatbelts as they boarded his broomstick!

Chapter 5

I can identify determiners.

Answers to pages 97 – 100

Amber and Mr Crumb watched the two animals run across the lawn. (**number**)

Lucifer, the cat, was several metres behind. (**quantifier**)

Mr Broom, the mouse, dived into **some** bushes.

(**quantifier**)

His enemy chased in after him. (**possessive**)

The mouse came out of the other side. (**difference**)

The cat followed a few seconds later. (**quantifier**)

That cat would not give up. (**demonstrative**)

It nearly had hold of the mouse many times.

(**quantifier**)

Most mice would have given up by now. (**quantifier**)

But this mouse was no ordinary mouse. (**quantifier**)

Each time the cat caught up, the mouse sped away.

(**distributive**)

With the cat in hot pursuit, the mouse ran into a potting shed. (**article**)

For several minutes, neither animal appeared.

(**distributive**)

Then the cat came out of the shed with a mouse in its mouth. (**possessive**)

Lucifer had caught their friend! (**possessive**)

Chapter 6

I can use prefixes to change the meaning of verbs.

Answers to pages 101 – 104

Mr Broom transformed himself into a mouse so that he would not be seen.

But Lucifer caught him and he disappeared inside the cat's mouth.

Amber and Mr Crumb waited expectantly for Mr Broom to reappear.

But Mr Broom had overreached himself – he had become a cat snack!

They disliked Lucifer intensely for what he had done to Mr Broom.

Amber was completely demoralised by what she had just witnessed.

She sadly realised she would never be reunited with her old friend and teacher.

Back in the field, they had to reconsider their next move. If word got out, the whole situation could easily be mishandled.

Amber decided she should revisit Spellcaster and explain the situation to them.

Mr Crumb thought Miss Canning might misunderstand their intentions.

Amber disagreed with Mr Crumb – they desperately needed assistance.

Mr Crumb unlocked the combination lock to the broomstick.

They remounted the broom and soared into the night sky.

They were both unaware that Lucifer was watching them from a distance.

Chapter 7

I can use commas to indicate parenthesis.

Answers to pages 105 – 108

Miss C: That man, Mr Crumb, did not abide by the witches' code of conduct.

Amber: That man, as you call him, is a very good friend of mine.

Miss C: He performed magic, strictly against our rules, for his own personal gain.

Amber: His magic, I'll let you know, saved our lives on a couple of occasions.

Miss C: He performed magic on a television show, a talent contest no less!

Amber: His crime, if you can call it that, is nothing compared to the crime Esmeralda Evil is about to commit.

Miss C: That is highly improbable, in my opinion, and I will hear no more about it!

Amber: Mr Broom, the best teacher at Spellcaster, would tell you it was true.

Miss C: I shall ask him when he comes into school which, I'm sure, shall not be long!

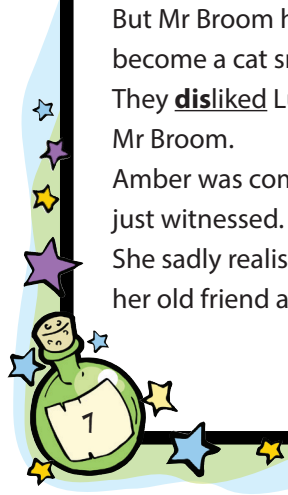
Amber: He won't be able to because he has been eaten by Lucifer, Esmeralda's cat.

Miss C: Mr Broom, a highly experienced wizard, would not allow that to happen.

Amber: He died, completely selflessly, trying to save the lives of innocent children.

Miss C: He will be teaching the history of wizardry in Y4 this morning, as always.

Amber: Then I will have to save the school, St Augustine's, on my own!



Chapter 8

I can use dashes to indicate parenthesis and mark boundaries between clauses.

Answers to pages 109 – 112

Amber tried to stay calm – a near impossibility – as a snake wrapped itself around her leg.
The spiders – there were dozens of them – crawled all over her hands and face.
Amber breathed slowly and steadily – she had to stay calm.
She kept telling herself one thing – these creatures are not real!
She was convinced they didn't actually exist – she would make them disappear.
Meanwhile, Mr Crumb was hiding in the caretaker's room – he hadn't been caught!
He had seen Miss Vile – before she saw him – and he had quickly made himself invisible.
Somehow he had to get the sleeping potion – Potion X – before it was put in the soup.
Back in the cupboard, Amber had her eyes shut tight – she was concentrating hard.
When she opened her eyes the creatures had gone – she was right in thinking it was a trick.
Amber's magic powers – limited though they were – occurred when she was scared or angry.
And now she was so angry – positively furious – she was ready to take on those evil witches.
The locked door was no longer a barrier – she would use her magic to escape!

Chapter 9

I can use synonyms to improve my sentences.

Answers to pages 113 – 116

Amber had a **self-assurance** she didn't have before. (**confidence**)
She was able to **convert** her anger into a magic power. (**change**)
She **reached** out her hand towards the door. (**stretched**)
Her hand slid through a jelly-like **substance**. (**material**)
She squeezed her whole body through the **sticky** jelly. (**tacky**)
She **emerged** on the other side tasting of strawberry. (**appeared**)
She had to make herself invisible in order to **stop** Miss Vile. (**thwart**)

AJ came **charging** round the corner of the corridor. (**rushing**)
He ran past without **noticing** she was there. (**seeing**)
Amber confidently **reversed** the spell. (**undid**)
AJ's mother had **banned** him from eating any more sweets. (**forbidden**)
AJ thought that the sweets were making him **behave** in strange way. (**act**)
Amber told AJ about Miss Vile's plan to **kidnap** the children. (**abduct**)
AJ said they must hurry for they were about to **serve** lunch. (**dish up**)

Chapter 10

I can use expanded noun phrases.

Answers to pages 117 – 120

"Aubrey Jones is being a very naughty boy!" said the irate **Miss Vile**.
"But don't worry, my little ones. There is plenty more delicious ice cream in the freezer!"
Lucifer remained on top of the struggling AJ; his long sharp **claws** digging into his chest.
Amber, with her hands invisibly bound to the wall bars, wasn't able to do a **thing** to help.
A small group of **children** in a trance-like state once again began serving out the ice cream.
Then, from out of the caretaker's room, **Mr Crumb** sprang into action to save the innocent children.
Tipping over the tables, he sent **bowls** of ice cream splattering onto the already messy floor.
He was set upon and dragged to the sticky sloppy floor by a gang of crazed **witches**.
The children who had already been served now looked doubtfully at their bowls of softening ice cream.
The once tempting ice cream had lost its initial **attraction**.
Miss Vile, who was absolutely incensed by the turn of events, screamed at the top of her voice.
"You will eat the ice cream, you miserable little brats, or I will be forced to punish you all severely!"
With trembling hands the nervous **children** with trembling hands picked up their spoons full of melting ice cream.
They were just about to put the ice cream containing Potion X into their open mouths when there was a further interruption.
The hall doors swung open and the indomitable Mr Broom strode in with the whole staff from Spellcaster Academy to save the day.

National Curriculum Notes & Coverage



National Curriculum Coverage and Notes

Teachers will note that, within the activity sheets, there are a number of exercises that consolidate previous learning, as well as exercises that go beyond the National Curriculum requirements for a particular age group. In the English Programme of Study (p 6 of the introduction) it states:

“Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate.”



















At HeadStart, we believe that there are a number of appropriate concepts that can be introduced at an earlier stage than stated in English Appendix 2. For example, in the Year 3 and Year 4 Programme of Study for writing composition, it states that children need to build a ‘varied and rich vocabulary’ (p 29), yet the term ‘synonym’ is not introduced until Year 6 of Appendix 2 (p 69). We have, therefore, introduced the use of synonyms at a much earlier age, though children will not be tested on the knowledge of the term “synonym” until the appropriate key stage.

Coverage

The following tables show the year group when the concepts are first introduced in the Programme of Study, either in the Statutory Requirements or in the Appendix. Some concepts appear under Spelling or Writing and have been included because of their close relationship to grammar. Some concepts, e.g. irregular adjectives (comparative and superlative), are not mentioned in the Statutory Requirements, but have been included because of the importance of teaching children Standard English. (For example, children need to understand not to use “more bigger”, or “my bestest friend”, or “worserer”.)

Coverage – Book 1

Learning Objectives	National Curriculum Programme of Study		
	Statutory Requirements	Appendix 2	Glossary/ Spelling/ Writing
Part One			
1. Direct speech	Year 3 & 4	Year 3	
2. Commas in lists	Year 2	Year 2	
3. Colons	Year 5 & 6	Year 6	
4. Modal verbs of possibility	Year 5 & 6	Year 5	
5. Modal adverbs	Year 5 & 6	Year 5	
6. Coordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
7. Subordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
8. Relative clauses	Year 5 & 6	Year 5	
9. Passive voice	Year 5 & 6	Year 6	
10. Semi-colons	Year 5 & 6	Year 6	
Part Two			
1. Perfect tense	Year 5 & 6	Year 3	
2. Prepositions of time	Year 3 & 4	Year 3	
3. Apostrophes	Year 2, 3 & 4	Year 2 & 4	
4. Imperative verbs (commands)	Year 2	Year 2	Writing Y3 & 4
5. Hyphens (in compound words)	Year 5 & 6	Year 6	
6. Fronted adverbials	Year 3 & 4		
7. Cohesive devices		Year 5 & 6	Glossary
8. First person/third person (pronouns)	Year 3 & 4	Year 4	Writing Y2, 3 & 4
9. Subjunctive form		Year 6	Glossary
10. Bullet points	Year 5 & 6	Year 6	
Part Three			
1. Brackets	Year 5 & 6	Year 5	
2. Reported speech			Writing Y3 & 4
3. Adverbs	Year 3 & 4	Year 2	
4. Suffixes		Year 2 & 5	Spelling Y2
5. Determiners			Glossary
6. Prefixes		Year 3 & 5	Spelling Y1, 3 & 4
7. Commas for parenthesis		Year 5	
8. Dashes	Year 5 & 6	Year 5	
9. Synonyms		Year 6	Writing Y3 & 4
10. Expanded noun phrases	Year 5 & 6	Year 4	

Learning Objectives (Headings marked with the wand symbol  denote concepts not covered in Book 1.)	Statutory Requirements	Appendix 2	Glossary/ Spelling/ Writing
1. Capital letters for titles 	Year 2		Glossary
2. Punctuating addresses 	Year 2		Glossary
3. Direct speech (speech marks)	Year 3 & 4	Year 3	
4. Commas in lists	Year 2	Year 2	
5. Colons	Year 5 & 6	Year 6	
6. Modal verbs of possibility	Year 5 & 6	Year 5	
7. Modal verbs for degrees of politeness 			Glossary
8. Modal adverbs	Year 5 & 6	Year 5	
9. Coordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
10. Subordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
11. Relative clauses	Year 5 & 6	Year 5	
12. Passive voice	Year 5 & 6	Year 6	
13. Semi-colons	Year 5 & 6	Year 6	
14. Perfect tense	Year 5 & 6	Year 3	
15. Prepositions of time	Year 3 & 4	Year 3	
16. Apostrophes	Year 2, 3 & 4	Year 2 & 4	
17. Imperative verbs (commands) (1)	Year 2	Year 2	Writing Y3 & 4
18. Imperative verbs (commands) (2)	Year 2	Year 2	Writing Y3 & 4
19. Hyphens (in compound words)	Year 5 & 6	Year 6	
20. Fronted adverbials (1)	Year 3 & 4		
21. Fronted adverbials (2)			
22. Cohesive devices		Year 5 & 6	Glossary
23. First person/third person (pronouns)	Year 3 & 4	Year 4	Writing Y2, 3 & 4
24. Subjunctive form		Year 6	Glossary
25. Bullet points	Year 5 & 6	Year 6	
26. Brackets	Year 5 & 6	Year 5	
27. Reported speech			Writing Y3 & 4
28. Adverbs	Year 3 & 4	Year 2	
29. Suffixes		Year 2 & 5	Spelling Y2
30. Determiners			Glossary
31. Prefixes (1)		Year 3 & 5	Spelling Y1, 3 & 4
32. Prefixes (2)		Year 3 & 5	Spelling Y1, 3 & 4
33. Commas for parenthesis		Year 5	
34. Dashes	Year 5 & 6	Year 5	
35. Synonyms		Year 6	Writing Y3 & 4
36. Antonyms (1) 		Year 6	Glossary
37. Antonyms (2) 		Year 6	Glossary
38. Prefixes and suffixes to form antonyms 		Year 6	Glossary
39. Expanded noun phrases (1)	Year 5 & 6	Year 4	
40. Expanded noun phrases (2)	Year 5 & 6	Year 4	
41. Expanded noun phrases (identification) (1)	Year 5 & 6	Year 4	
42. Expanded noun phrases (identification) (2)	Year 5 & 6	Year 4	
43. Formal language (letter writing) (1) 	Year 5 & 6	Year 6	
44. Formal language (letter writing) (2) 	Year 5 & 6	Year 6	
45. Formal language (letter writing) (3) 	Year 5 & 6	Year 6	
46. Commas (to avoid ambiguity) 	Year 5 & 6	Year 5	
47. Paragraphs (linking ideas) (1) 		Year 5 & 6	Writing Y5 & 6
48. Paragraphs (linking ideas) (2) 		Year 5 & 6	Writing Y5 & 6
49. Punctuation marks 		Year 5 & 6	Glossary
50. Word classes (parts of speech) (1) 	Year 3, 4, 5 & 6		Glossary
51. Word classes (parts of speech) (2) 	Year 3, 4, 5 & 6		Glossary
52. Standard English (1) 		Year 4	Glossary
53. Standard English (2) 		Year 4	Glossary

Coverage *(continued)*

The following table shows how the programmes of study are covered by the scheme of work presented in this book.

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Book 1 **p 73 – 76**

Book 2 **p 7, 24, 42 – 44**

using passive verbs to affect the presentation of information in a sentence

Book 1 **p 33 – 36**

Book 2 **p 12**

using the perfect form of verbs to mark relationship of time and cause

Book 1 **p 41 – 44**

Book 2 **p 14**

using expanded noun phrases to convey complicated information concisely

Book 1 **p 117 – 120**

Book 2 **p 39 – 41**

using modal verbs to indicate degrees of possibility

Book 1 **p 13 – 16**

Book 2 **p 6**

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Book 1 **p 29 – 32**

Book 2 **p 11**

Learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing

Book 2 **p 45**

Using hyphens to avoid ambiguity

Book 1 **p 57 – 60**

Book 2 **p 19**

Using brackets, dashes or commas to indicate parenthesis

Book 1 **p 81 – 84**

Book 2 **p 26, 33, 34**

Book 1 **p 105 – 108**

Book 1 **p 109 – 112**

Coverage *(continued)*

Using semi-colons, colons or dashes to mark boundaries between clauses

Book 1 p 9 – 12

Book 2 p 5, 13, 34

Book 1 p 37 – 40

Book 1 p 109 – 112

Using a colon to introduce a list

Book 1 p 9 – 12

Book 2 p 5

Punctuating bullet points consistently

Book 1 p 77 – 80

Book 2 p 25

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Appendix 2: Vocabulary, grammar and punctuation

Converting nouns or adjectives into verbs using suffixes

Book 1 p 93 – 96

Book 2 p 29

Verb prefixes

Book 1 p 101 – 104

Book 2 p 31 & 32

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Book 1 p 29 – 32

Book 2 p 11

Indicating degrees of possibility using adverbs

Book 1 p 17 – 20

Book 2 p 8

Modal verbs

Book 1 p 13 – 16

Book 2 p 6

Devices to build cohesion within a paragraph

Book 1 p 65 – 68

Book 2 p 22

Linking ideas across paragraphs using adverbials of time, place and number.

Book 2 p 46, 47

Brackets, dashes or commas to indicate parenthesis

Book 1 p 81 – 84, 105 – 108, 109 – 112

Book 2 p 26, 33 & 34

Use of commas to clarify meaning or avoid ambiguity

Book 2 p 45