

Subject: Reading

Next Step: To identify examples of dialogue that show different degrees of formality and consider what this implies about the relationships and context.

Exemplification

What is formal and informal dialogue?

Formal and informal language serve different purposes. **Formal** language does not use colloquialisms or contractions. **Informal** language is more casual and spontaneous. It is used when communicating with friends or family either in writing or in **conversation**.

Example of formal dialogue

“It just cannot be done without help!” said the Mayor sadly.

Just then, while the citizens milled around outside, there was a loud knock at the door. “Who can that be?” the city fathers wondered uneasily, mindful of the angry crowds. They gingerly opened the door and to their surprise, there stood a tall thin man dressed in brightly coloured clothes, with a long feather in his hat, and waving a gold pipe at them.

“May I introduce myself? The Pied Piper,” the stranger announced, “and for a thousand florins, I can rid you of your rats!”

“Well, that sounds marvellous!” replied the Mayor. “Our town would welcome all the help it can get! When can you start?” he continued.

“After inspecting the problem, I will then, forthwith, introduce my magic pipe and bring peace back to the city of Hamelin,” he proclaimed.

The formal dialogue indicates that the characters are previously unknown to each other and that one character, the Mayor, has more authority over the Pied Piper. This is shown in the formal language the Pied Piper uses when addressing the Mayor, eg, “May I introduce myself?” In addition, the language used is old English, indicating the event took place some time back, eg. forthwith, proclaim.

Example of informal dialogue

“Hey! Jimmy, do you want to come out and have a game of footie? I’m fed up with all the work I’ve been doing lately and need a break,” cried Bob to his mate, standing at the door.

“I’d love to but my mum’s got me peeling spuds for dinner. What about later?” he replied.

“Sounds fab! Catch you on the field later!” cried Bob.

“Ok!” shouted Jimmy.

The informal dialogue indicates that the two characters, Bob and Jimmy, are great friends and know each other well. There is a familiarity between them, shown by the use of contractions, eg I’d, I’m etc. They also use colloquial terms, eg spuds, footie in their conversation.

Subject: Reading

Next Step: To identify key words and phrases as evidence when making a point.

Exemplification

Using the examples of dialogue in the previous next step, to identify examples of dialogue that show different degrees of formality and consider what this implies about the relationships and context, children should then be able to answer the following questions:

- 1) What words or phrases indicate that the meeting between the Mayor and the Pied Piper was the first occasion that they had met?

Answer

It was the first time that the Mayor and Pied Piper had met because the Pied Piper had to introduce himself with the words, “May I introduce myself?”

- 2) What words or phrases show that Bob and Jimmy are good friends?

Answer

The two boys are good friends because they are familiar with each other and share the same interest in football. When Bob said, "Catch you on the field later!" Jimmy didn't have to ask which field, probably because they are used to playing there together.

Subject: Writing

Next Step: To use verb tenses consistently and correctly throughout most writing.

Exemplification

When a child is writing a story, they need to make sure that whether it is written in the past or present tense, the tense is kept consistent throughout.

I woke up on a sunny morning and ran excitedly into the kitchen. My mum was making me pancakes, my favourite! She laid a pancake on my plate and I picked up the maple syrup and squeezed this all over the top. I roll up the pancake and stuff it in my mouth: it is delicious!

The verbs underlined are in the present tense and should be in the past, eg rolled, stuffed and was!

For further information about the range of different tenses, you can refer to this website:

<https://www.theschoolrun.com/what-is-verb-tense>

Subject: Writing

Next Step: To use commas to separate clauses and for parenthesis in writing.

Exemplification

What is a clause?

A clause is a group of words containing a verb that can either stand alone as a complete sentence or make up part of a more complex sentence. Complex sentences are usually split into main clauses and subordinate clauses.

Subordinate Clauses

A subordinate clause doesn't make sense on its own – it needs the main clause to add meaning to it. Adding a comma between a main clause and a subordinate clause often helps make a sentence as clear as possible.

Here are some examples of subordinate clauses:

- **Having putting it off all day**, she finally sat down to do her homework.
- **After we finished work**, we counted how much money we had made.

Relative Clauses

A relative clause follows a word like 'that', 'when', 'where', 'which', 'who', 'whom', or 'whose' and adds extra information to a sentence. If the information being added is interesting but not essential, a comma often adds clarity to the sentence.

- My mother went to Venice, **where she enjoyed exploring the canals and eating spaghetti.**
- I celebrated my birthday with my cousins, **who I hadn't seen in years.**

What is parenthesis?

Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own.

Brackets () are also known as parentheses and usually used to show parenthesis.

Commas and dashes can also be used to show parenthesis.

Examples

George Washington, the first American President, was born in 1732.

I went to the cinema to watch my favourite film, Frozen.

My favourite film, Frozen, is now showing at the cinema.

Subject: Maths**Next Step:** To add and subtract fractions whose denominators are multiples of the same number.**Exemplification**

To add fractions, there are 3 steps:

1. Make sure the bottom numbers, the denominators, are the same.
2. Add the top numbers, the numerators, put that answer over the denominator.
3. Simplify the fractions if needed.

Example

$$\frac{3}{4} + \frac{2}{4} = \frac{5}{4} \text{ or } 1\frac{1}{4}$$

$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4} \text{ or } \frac{1}{2}$$

To subtract fractions:

1. Make sure the bottom numbers, the denominators, are the same.
2. Subtract the top numbers (the numerators). Put the answer over the same denominator.
3. Simplify the fraction (if needed).

Example

$$\frac{3}{4} - \frac{1}{4} = \frac{2}{4} \text{ or } \frac{1}{2}$$

$$\frac{3}{8} - \frac{2}{8} = \frac{1}{8}$$

Subject: Maths**Next Step:** To become more confident and accurate with the calculation of short division and long multiplication.**Exemplification****Multiplication Example**

$$\begin{array}{r}
 391 \\
 \times 39 \\
 \hline
 3519 \\
 \square \quad 8 \quad \square \\
 11730 \\
 \square \quad \square \quad \square \\
 \hline
 15249
 \end{array}$$

First we multiply each of the digits 391 by 9.

$9 \times 1 = 9$
 $9 \times 9 = 81$ (put the 1 down; carry the 8)
 $9 \times 3 = 27$
 $27 + (\text{carried}) 8 = 35$

Now we multiply each of the digits 391 by 3. Because it is actually 30, not 3, we put a zero down first.

$3 \times 1 = 3$
 $3 \times 9 = 27$ (put the 7 down and carry the 2)
 $3 \times 3 = 9$ (plus the 2 which makes 11)

Last of all, we add the results of our calculations to get the answer.

$$3519 + 11730 = 15249$$

Division Example

$$186 \div 6 =$$

$$\begin{array}{r}
 031 \\
 6 \overline{) 186} \\
 \underline{6} \\
 18 \\
 \underline{18} \\
 0
 \end{array}$$

no groups of 6 can be made $3 \times 6 = 18$ $1 \times 6 = 6$