

# Inference and Vocabulary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**How to use this sheet:** Read the extract carefully. Work through the tasks in order. Use the word bank and sentence starters. You do not need help from a teacher.

## 1. Read the extract

The school gate clanged shut behind Aisha. The playground, usually loud with shouting, was empty. A paper notice flapped on the fence: **CLUB CANCELLED**. Aisha held her model volcano carefully in both hands. She had painted it all weekend. At the bottom of the steps, she saw a trail of wet footprints leading into the science block. One light flickered in the upstairs window.

### Word bank

clanged = made a loud metal sound | flapped = moved in the wind | trail = a line of marks | flickered = flashed on and off

## 2. Match the words to the meanings

Word	Meaning
cancelled	a) stopped from happening
carefully	b) with care
empty	c) with no people inside
upstairs	d) on a higher floor

## 3. Find and copy

Copy one word or phrase from the extract for each answer.

Question	Your answer
What has Aisha brought to school?	
What does the notice say?	
Where do the wet footprints lead?	
What is strange about the upstairs window?	

## 4. Make an inference

Tick the best answer: Aisha probably feels...

proud but confused

relaxed and sleepy

angry with her friends

Copy one quote that proves your answer:

\_\_\_\_\_

### Challenge sentence:

Aisha may feel \_\_\_\_\_ because the quote " \_\_\_\_\_ " suggests \_\_\_\_\_.

# Descriptive Writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**Your task:** Build a short description of a stormy street. Complete each step, then write your own paragraph at the end.

**Remember:** You are not telling a whole story. You are describing what can be seen, heard and felt.

## 1. Choose powerful words

Useful word bank	fierce   gloomy   soaked   silent   rattling   sharp   freezing   lonely   cracked   distant
Noun	Add an adjective from the word bank
the _____ road	
the _____ windows	
the _____ wind	

## 2. Add the senses

Finish each sentence. Choose ideas from the box or use your own.

rain tapping on glass | wind pushing at doors | cold air on skin | lights shining in puddles | thunder in the distance

Sense	Finish the sentence
Sight	I could see _____.
Sound	I could hear _____.
Touch	I could feel _____.

## 3. Use a simile

A simile compares one thing to another using **like** or **as**. Example: The rain fell like tiny stones.

Start	Finish the simile
The wind howled like...	
The puddles shone like...	

## 4. Write your paragraph

### Sentence starters:

The stormy street looked \_\_\_\_\_.

I could hear \_\_\_\_\_.

The \_\_\_\_\_ was like \_\_\_\_\_.

This made the place feel \_\_\_\_\_.

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**Self-check:** [ ] capital letters [ ] full stops [ ] 2 adjectives [ ] one simile [ ] one sound detail

# Persuasive Writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**How to use this sheet:** Read the short speech. Then identify persuasive techniques and write your own short persuasive paragraph.

## 1. Read the speech

Students of Greenfield School, our library matters. Every week, hundreds of pupils use it to read, revise and feel calm. If we close it at lunchtime, where will quiet students go? A school without a library is like a garden without sunlight. We must protect this safe space because every student deserves a place to learn.

### Key words

**Audience** = who the text is for | **Purpose** = why it is written | **Rhetorical question** = a question that makes the reader think

## 2. Understand the speech

Question	Tick or write your answer
Who is the audience?	<input type="checkbox"/> teachers <input type="checkbox"/> students <input type="checkbox"/> parents
What is the purpose?	<input type="checkbox"/> to persuade <input type="checkbox"/> to entertain <input type="checkbox"/> to describe a monster
What place is the speech defending?	

## 3. Find the persuasive methods

Copy one quote for each method.

Method	Copy a quote from the speech
Rhetorical question	
Simile using like or as	
Emotive language	

## 4. Write your own persuasive paragraph

Topic: Persuade your school to keep clubs running after school.

### Use this structure:

1. Give your opinion: I believe school clubs are important because...
2. Add a rhetorical question: How would students feel if...?
3. Add emotive language: Clubs give students a safe / exciting / supportive place to...
4. Finish strongly: We must...

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**Self-check:**  opinion  rhetorical question  emotive word  clear final sentence