

**PAPER THREE ANSWERS**  
**LANGUAGE CONVENTIONS**

|    | <b>ANSWER</b> | <b>GENERAL LEARNING STATEMENT</b><br><b>A student can:</b>                          |
|----|---------------|---|
| 1  | sheep         | spell a word correctly with one syllable and a double middle consonant.             |
| 2  | cough         | spell a word correctly with one syllable ending in –ough.                           |
| 3  | calendar      | spell a word correctly with three syllables ending in –ar.                          |
| 4  | except        | spell a word correctly with two syllables and the ‘exc’ prefix.                     |
| 5  | marriage      | spell a word correctly with two syllables ending in –iage.                          |
| 6  | grateful      | spell a word correctly with two syllables in the presence of a competing homophone. |
| 7  | summer        | spell a word correctly with two syllables and a double middle consonant.            |
| 8  | person        | spell a word correctly with two syllables ending with –son.                         |
| 9  | students      | spell a word correctly with two syllables ending with –ents.                        |
| 10 | might         | spell a word correctly with one syllable in the presence of a competing homophone.  |
| 11 | sails         | spell a word correctly with one syllable in the presence of a competing homophone.  |
| 12 | seats         | spell a word correctly with one syllable and the vowel combination –ea.             |
| 13 | captain’s     | spell a word correctly with two syllables and the vowel combination –ai.            |

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| 14 | jackets   | spell a word correctly with two syllables and the combination –ck.                      |
| 15 | season  | identify a mistake and spell a word correctly with two syllables.                       |
| 16 | Although  | identify a mistake and spell a challenging two syllable word correctly ending in –ough. |
| 17 | thunder   | identify a mistake and spell a word correctly ending in –er.                            |
| 18 | leaves  | spell a word correctly with one syllable and the vowel combination –ea.                 |
| 19 | February  | identify a common mistake and correctly spell a month of the year.                      |
| 20 | grammar   | identify a mistake and spell a word correctly with two syllables ending in –ar.         |
| 21 | friends   | identify a mistake and spell a word correctly.  |
| 22 | animal  | identify a mistake and spell a word correctly with three syllables.                     |
| 23 | body  | identify a mistake and spell a word correctly with two syllables ending in ‘y’.         |
| 24 | hop   | identify a mistake and spell a simple one syllable word correctly.                      |
| 25 | grass   | identify a mistake and spell a one syllable word correctly.                             |
| 26 | can’t   | choose the correct contraction.   |
| 27 | Which   | choose the correct homophone to begin a sentence.                                       |
| 28 | Luigi’s brother found his books on top of the cupboard. | insert correct punctuation in a sentence using an apostrophe.                           |
| 29 | broke   | choose the correct tense (past) to use in a sentence.                                   |

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| 30 | captain   | choose the correct spelling of a noun.                  |
| 31 | I went to the shops to buy a newspaper, a new book and a pen. | insert correct punctuation in a sentence using a comma. |
| 32 | Until   | choose the correct conjunction to begin a sentence.     |
| 33 | living  | choose the correct adjective to complete a sentence.    |
| 34 | “Do you play the drums?” Alfred asked Georgia.                | identify correct punctuation in a sentence.             |
| 35 | types   | choose the correct noun form to complete a sentence.    |
| 36 | people  | choose the correct homophone to complete the sentence.  |
| 37 | while   | choose the correct conjunction to complete a clause.    |
| 38 | can   | choose the correct verb form to use in a sentence.      |
| 39 | around  | choose the correct preposition to complete a sentence.  |
| 40 | like  | choose the correct preposition to use in a sentence.    |
| 41 | came  | choose the correct verb form to use in a sentence.      |
| 42 | crooked   | choose the correct adjective in a sentence.             |
| 43 | The boys in the pool were swimming laps.                      | identify a complete, complex sentence.                  |
| 44 | many  | choose the correct adjective to complete a sentence.    |

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| 45 | Jan and I went to the beach.                         | choose the correct order of pronouns in a sentence.         |
| 46 | so I went to shops.                                  | choose the correct conjunction to complete a sentence.      |
| 47 | these  | choose the correct demonstrative to use in a sentence.      |
| 48 | large brown male Labrador                            | identify the correct order of adjectives according to type. |
| 49 | My bedroom is very messy, Dad told me to tidy it up. | insert correct punctuation in a sentence using a comma.     |
| 50 | are going  | choose the correct verb tense to use in a sentence.         |

## READING

|                                  | <b>ANSWER</b>   | <b>GENERAL LEARNING STATEMENT</b><br><b>A student can:</b>                                    |
|----------------------------------|---|---|
| <b><i>Film Advertisement</i></b> |   |   |
| 1                                | all of the above  | infer information from a visual text and make connections using cultural knowledge.           |
| 2                                | to persuade us to believe that giants can be friendly.      | identify the purpose of a visual text.  |
| 3                                | He is wearing a crown.                                      | interpret ideas and locate information in a visual text.                                      |
| 4                                | giants are usually mean and horrible.                       | infer reasons as to why a title is unusual, using prior knowledge about giants/fantasy genre. |
| 5                                | to tell the audience that the film will be released shortly | identify the purpose of a phrase in a visual text.  |
| 6                                | happy   | infer information about characterisation.   |

| <b>Double Chocolate Muffins</b> |   |  |
|---------------------------------|---|--|
| 7                               | to bake muffins   | identify the aim of a procedural text.   |
| 8                               | in a cookbook   | use information in and about procedural texts to identify a medium of publication. |
| 9                               | instructing   | identify the purpose of information provided in a procedural text.                 |
| 10                              | 3. Spoon the batter evenly into the muffin tray.<br>2. Pour the liquid ingredients into large bowl.<br>4. Remove the muffin tray from oven.<br>1. Preheat oven. | sequence events in chronological order in a procedural text.                       |
| 11                              | egg, bowl and milk  | locate information directly stated in a procedural text.                           |
| <b>My Favourite Sea Animals</b> |   |  |
| 12                              | because they have a gentle nature   | locate information directly stated in a speech.                                    |
| 13                              | the bottom of the sea   | locate information directly stated in a speech.                                    |
| 14                              | to conclude the speech  | identify structural elements of a speech (conclusion).                             |
| 15                              | adjectives  | identify the function of words as adjectives.                                      |
| 16                              | Their arms will grow back if they are cut off.  | locate information directly stated in a speech.                                    |
| 17                              | dark grey.  | locate information in a speech.  |

| <b><i>Fiery Dragon</i></b>        |  |   |
|-----------------------------------|--|---|
| 18                                | blazing  | locate information in a poem and identify a synonym.                    |
| 19                                | a metaphor.  | identify a metaphor in a poem.  |
| 20                                | vanished.  | locate information in a poem and identify a synonym.                    |
| 21                                | hobbles  | locate information in a poem and identify a verb.                       |
| 22                                | She has been captured by the dragon and is locked in a castle.   | locate information in a poem and infer meaning.                         |
| 23                                | 4. The dragon retreats.<br>3. The dragon's wing is injured.<br>2. The prince rides to rescue the princess.<br>1. The dragon stares out waiting for dusk. | sequence events in chronological order in a poem.                       |
| 24                                | <i>Like a river bank releasing water</i>   | identify a simile in a poem.  |
| <b><i>Uncharted Territory</i></b> |  |   |
| 25                                | before sunrise   | locate information and infer meaning in a narrative.                    |
| 26                                | he was excited   | locate information and understand a character's actions in a narrative. |
| 27                                | a simile.  | identify a simile in a narrative.                                       |
| 28                                | their shoulders slumped  | locate information and infer meaning stated in a narrative.             |
| 29                                | all of the above   | identify the purpose of a structural device in a narrative.             |
| 30                                | sternly  | infer meaning and identify a synonym.                                   |

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| 31                                  | wary and shy.  | locate information and infer meaning in a narrative.                   |
| 32                                  | Students need to reflect on what Mouse has learned. Some examples could include: needs to be cautious like the goat, people can be friendly; don't judge someone by their looks etc. | locate information and infer meaning in a narrative.                   |
| <b><i>Circus Extraordinaire</i></b> |  |  |
| 33                                  | in a circus tent   | link ideas and locate key information in a recount.                    |
| 34                                  | So they would stand on their back legs and wave their trunks   | make a connection and infer reasons between an idea/text in a recount. |
| 35                                  | describe.  | identify the purpose of a recount text.                                |
| 36.                                 | calmly.  | locate information and identify a synonym in a recount text.           |
| 37.                                 | verbs.   | identify words that are verbs.   |
| 38.                                 | The circus master blew his whistle and the crowd in the circus tent roared louder than the lions.  | locate information and infer meaning in a recount.                     |