

ENGLISH

Year 4/Primary 5

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PARENT PACK

DAY 121

- Write the missing letters. **sc cs**
The *ience experiment made a big mess.*
- Circle and rewrite the misspelt word.
I like playing rock, paper, sissors with my friends.
- Circle the word that is spelt correctly.
obay obey obai
- Make a new word. **bi un**
 cycle
- Write the plural form of **computer**.
- Circle the word closest in meaning to **afraid**.
helpful brave frightened
- Circle the opposite of **boring**.
interesting smart dopey
- Circle the two rhyming words.
vein cane dine
- Add speech marks. *Look at that rainbow! the children said excitedly.*
- Add speech marks. *My younger brother asked, What's for lunch?*
- Circle the noun. *Our team plays very well.*
- Circle the joining word. *Rory runs everyday because it's good for his health.*
- Write the correct verb in the box.
I cook. Jim .
Jim and Jane cook.
- Write the three missing letters.
eleph
- Cross out the word that doesn't belong.
I put in the pieces in the box.

MY SCORE

DAY 122

- Circle the word with NO **sh** sound.
machine chef chief
- Circle and rewrite the misspelt word.
The ants walked in a perfectly strate line.
- Which word means **a cold-like illness**?
flew flu
- Add **ation** to one word to make a noun.
catch watch prepare
- Write the singular form of **adventures**.
- Circle the word closest in meaning to **knowledge**.
entrance information extinct
- Circle the opposite of **hardworking**.
lazy bored energetic
- Circle the two rhyming words.
tray they key
- Add speech marks. *Can I come too? the little girl asked.*
- Add speech marks. *Children, the teacher said, it's time to come inside.*
- Cross out the word that doesn't belong.
Yesterday Gina could be competing in the Olympics some day.
- Write the three missing letters.
Don't scr if you get a fright!
- Write the correct form of **buy**.
We a lot of fruit at the market.
- we** or **us**? *Throw the ball to .*
- Write the missing word. **Who's What's**
 happening over there?' Mum asked.

MY SCORE

DAY 123

- Write the missing letters. **ant ent**
The museum had a lot of anci
objects.
- Write the jumbled word correctly.
*My hand couldn't fit behind the table
because the space was too warnor.*
- Circle the word that is spelt correctly.
enuff **enough** **inouf**
- Add **sub** to make a new word. *pay day way*
- Write the plural form of **river**.
- Circle the word closest in meaning to **chat**.
scream **speak** **shout**
- Circle the opposite of **find**.
lose **search** **seek**
- Circle the rhyming words.
bubble **trouble** **bubbled**
- Add two commas. *The plane flew over
Indonesia India Iran and Iraq.*
- Add punctuation. *the small child threw a
tantrum in the shop*
- Write the two missing letters.
Teacher likes sil *ce in the
classroom.*
- Circle the better word. **beside into**
He dived *the pool.*
- Write the missing verb.
I have. You have. He *.*
- was** or **were**?
They *playing football.*
- Which means **not strong**? **week** **weak**

MY SCORE

DAY 124

- Circle the word with the **j** (jam) sound.
grade **guard** **giant**
- Circle and rewrite the misspelt word.
*The treats were shared among the
children.*
- Which word is the opposite of **receive**?
give **go**
- Add **ly** to make a new word.
start true face
- Write the singular form of **flowers**.
- Circle the word closest in meaning to **tired**.
exhausted **exit** **energetic**
- Circle the opposite of **cheap**.
costly **free** **young**
- Circle the rhyming words.
bean **jeans** **scene**
- Add speech marks. *Are you the team's
goalkeeper? she asked.*
- Add two commas. *Hurling soccer football
and rugby are sports played in Ireland.*
- Circle the joining word. *The children were
wet because they got caught in the rain.*
- Circle the noun. *He was a great acrobat.*
- Circle the present tense.
*They were saying. They are saying.
They is saying.*
- they** or **them**?
Go and give it to *.*
- Circle the missing word. **hadn't couldn't**
Mum *finished making dinner when the
guests arrived.*

MY SCORE

DAY 125

- Circle the letters that make an **off** sound.
ough **ouff**
The child's c__ sounded very serious.
- Circle the word with the **sh** sound.
sugar snake scared
- Which word is spelt correctly?
hellow helo hello
- Make a new word.
ful ness cheer
- Change the ending to make this word mean **the most dear**. *dearer*
- breathe** or **breath**? *The sick man couldn't*
 very well.
- Which word is NOT similar in meaning to **letter**?
drawing postcard note
- Which word is NOT similar in meaning to **tear**?
split fix rip
- Add punctuation. *jen gave laura a present*
- Add capital letters. *the aran islands are in the atlantic ocean.*
- a** or **an**? *interesting read*
- Circle the joining word.
Jessie pulled up some carrots but her sister collected beans.
- Circle the tense this sentence is written in.
past present future
Samara will be going to France for a holiday.
- Add the missing word. **didn't don't**
The dog *finish its dinner last night.*
- Cross out the word that does not belong.
My instant birthday is in February.

MY SCORE

DAY 126

- Which letters make the **k** sound? **ch ck**
I have a bad tooth *e so I need to see the dentist.*
- flew** or **flu**?
The bird *onto the branch.*
- Which word is spelt correctly?
supose suppose supowse
- Make a new word. **ness ful**
thank
- Change the ending to make this word mean **the most lovely**. *lovelier*
- our** or **hour**?
The cake baked for an .
- Which word is NOT similar in meaning to **vas**?
huge reward enormous
- Which word is NOT the opposite of **everybody**?
none everyone nobody
- Add punctuation.
have you seen big ben in london
- Add a capital letter.
The longest river in the world is the Nile.
- a** or **an**? *sleepy cat*
- Circle the joining word. *Our dogs are very afraid of thunder and lightning.*
- Cross out the word that doesn't belong.
I am cooked a special dinner for my family.
- Cross out the word that does not belong.
Put the note not on the fridge.
- Circle the missing word. **hasn't wasn't**
Sally *seen her grandparents for a year.*

MY SCORE

DAY 127

- Rewrite the misspelt word correctly.
We were just in time for the konsert!
- Which letters make a long **o** sound?
ough ow
She'll arrive later, alth I'm not sure what time.
- Write the letter that makes the **s** sound.
once
- Write a word that sounds the same as **pause**. (hint – dog or cat)
- Write these words in alphabetical order.
laid layer later
- Which word? **there their they're**
I really like house!
- Circle the plural form of **dairy**.
dairys dairies
- Circle the word you can add to **bike**.
motor wheel
- Add punctuation. *where are your brothers and sisters living*
- Add speech marks. *Will you be coming too? I asked them.*
- Circle the correct word. **make makes**
Cats and dogs ___ good pets.
- Circle the verb group. *They are going home soon.*
- Circle the noun. *She is a great artist.*
- was** or **were**? *Mum and Dad in the garden.*
- I** or **me**? *Natalie gave a sticker.*

MY SCORE

DAY 128

- Circle the word that ends with a **t** sound.
decided read cooked
- Write the jumbled word correctly.
A big psriures party was held for Dad's 40th birthday.
- How many syllables in this word?
special
- Make a new word. **able en**
respect
- Circle the plural of **diary**.
diaries diaries
- Circle two words that can be built from **seem**.
seemingly seemest seems seemful
- Circle the correct spelling of **believe + able**.
belivable believable
- Circle the rhyming words.
birth south earth
- Add speech marks.
Will the last remaining passengers please go to gate seven? the lady announced.
- Add punctuation.
Mercury Venus Mars and Jupiter are planets
- Circle the correct word. **constant constantly**
The mobile phone was ___ ringing.
- Circle the verb. *The child ran clumsily.*
- Circle the noun. *The large jet took off.*
- Add the two missing letters.
fright ed
- I** or **me**? *When grow up I'd like people to watch act in plays.*

MY SCORE

DAY 129

- Rewrite the misspelt word correctly. *Kevin tried to cook pancakes at the weekend.*
- Which letter is missing? **a u**
sep rate
- Write the letters that make the **or** sound.
fourth
- Write a word that sounds the same as **raise**. (hint – the sun's ...)
- Write these words in alphabetical order.
until undone undress
- Circle the missing word. **too to two**
Take the dog ___ the vet.
- Circle the plural form of **name**.
nameis names
- Circle the word you can add to **yard** and **house**.
farm beach
- Add punctuation. *the lady shouted, That dog is dangerous!*
- Add speech marks. *Let's go for a swim, she suggested.*
- Circle the correct word. **real really**
That computer is ___ new.
- Circle the verb group. *They are writing very neatly.*
- Circle the noun. *Some cute, fluffy ducklings walked in front of us.*
- was** or **were**? *Johanna born in Germany.*
- she** or **her**? *Take with you to the park.*

MY SCORE

DAY 130

- Write the silent letter in this word.
comb
- Write the jumbled word correctly.
The train otanist was full of people.
- How many syllables in this word?
beginning
- Make this word mean the opposite.
mis un dis honest
- Circle the plural of **worry**.
worrys worries
- Circle two words that can be built from **love**.
loving lovest loveliest loveful
- Circle the correct spelling of **magic** + **ly**.
magically magicly
- Circle the rhyming words.
lose choose those
- Add punctuation.
id like to visit canada and america next year
- Add speech marks.
My new friend asked me, Do you play basketball?
- Circle the correct word. **lives live**
Whales ___ in the sea.
- Circle the correct word. **quiet quietly**
Mr Holmes spoke very ___.
- Circle the noun. *They showed their fangs.*
- Write the two missing letters.
fav rite
- Circle the joining word.
Janine takes her dog for a walk each day so they both get some exercise.

MY SCORE

18. should
19. Ava
20. kindest
21. copied
22. carry
23. I play with them.
24. february
25. haven't
26. They
27. my
28. under
29. she
30. was

Revision days 41–50

1. ai
2. Ireland
3. children
4. afraid
5. leaves
6. gnome sign
7. ey eigh
8. modern
9. should stood
10. 3
11. What's in those boxes?
12. Roald Dahl
13. danced
14. ripe
15. shouts
16. son
17. quite
18. it
19. Christmas Eve
20. I'm sure you'll like my friend Matt.
21. even
22. has
23. were
24. a
25. opening opened
26. is not
27. delicious
28. chain cheese chips
29. past
30. board

Revision days 51–60

1. yes
2. I
3. V 3 C 7
4. digging
5. wa/ter/fall
6. studied
7. oy oi
8. strong
9. learnt 2
least 3
latch 1
10. 3
11. When is your friend coming over?
12. I Saint Patrick's

- Day
13. laughing
14. un
15. disappear
16. wives
17. ate eight
18. might
19. Fiona
20. coming
21. writing
22. sleep
23. We eat oranges.
We are eating oranges.
24. thursday
25. wasn't
26. they
27. rain
28. join
29. her
30. were

Revision days 61–70

1. ce
2. square
3. machine
4. station
5. tomatoes
6. brought
7. ow oe
8. hard
9. though show
10. 3
11. We need butter, mik, sugar and bread.
12. London England
13. Friday
14. quietly
15. sees
16. sure
17. meet
18. she
19. Enid Blyton
20. I New Year's Day
21. fiction
22. who's
23. your
24. an
25. uglier ugliness
26. do not
27. broken
28. horse hotel house
29. past
30. will visit

Revision days 71–80

1. very
2. b
3. V 4 C 4
4. fairy
5. ex/pe/ri/ence
6. saving
7. b
8. question

9. film 2
first 3
fibre 1
10. 3
11. Would you like an ice-cream?
12. We packed our shoes, socks, t-shirts and shorts.
13. dancing
14. il
15. answerous
16. batteries
17. buy by
18. Can
19. Danny
20. courageous
21. invention
22. use
23. I eat quickly.
24. saturday
25. hadn't
26. we
27. gold
28. plain
29. him
30. were

Revision days 81–90

1. ue
2. probably
3. colour
4. metre
5. bridges
6. tail
7. tion
8. weeping
9. liar tyre
10. 4
11. Where are you gong?
12. 'Is Athens the capital of Greece?' asked the pupil.
13. Wales
14. because
15. is guessing
16. heel
17. hour
18. he
19. Samantha's computer
20. The teacher said 'Make sure you bring your coat tomorrow.'
21. release
22. he's
23. your're
24. a
25. perfectly perfected
26. you have
27. guess
28. phone phonics

- photo
29. Mum
30. is visiting

Revision days 91–100

1. stick
2. y
3. V 4 C 6
4. sky
5. ex/per/i/ment
6. decoration
7. cks cks
8. boring
9. waste 3
wake 2
wait 1
10. 3
11. James won't be coming until later.
12. 'Can you please turn the TV down?' Mum asked.
13. careful
14. re
15. angryless
16. person
17. witch which
18. I borrowed two books from Andy.
19. and
20. caring
21. viewing
22. sing
23. spl
24. scr
25. it'll
26. she
27. web
28. str
29. because
30. was

Revision days 101–110

1. eau
2. measure
3. leather
4. breathe
5. oceans
6. some
7. w
8. coat
9. spoon tune
10. 3
11. Hannah wasn't feeling well on Thursday.
12. 'Help! I'm stuck!' the small child cried.
13. became
14. bird
15. I go
16. lion
17. breath
18. in

19. ph
20. 'What's for dinner tonight?' I asked.
21. past
22. done
23. she
24. an
25. greater greatest
26. had not
27. innocently
28. July June junk
29. Jamie
30. lion

Revision days 111–120

1. little busy
2. n
3. V 6 C 7
4. chair
5. know/ing/ly
6. hoping
7. tion ssion
8. float
9. noodle 2
normal 3
nobody 1
10. 3
11. Did you make your bed this morning?
12. Vera shrieked, 'Oh no, there's a spider in my room!'
13. shouts
14. dis
15. disfright
16. city
17. where wear
18. Tash comes from Canada.
19. of
20. foolish
21. action
22. agree
23. Dad's cooking dinner
24. ou
25. mustn't
26. she
27. foot
28. scent
29. but
30. was

Revision days 121–130

1. ough
2. enough
3. straight
4. station
5. ferries
6. Raise
7. ch ch
8. talk speak
9. vein cane
10. 3

11. My computer wasn't too expensive.
12. 'We had so much fun!' Mandy exclaimed.
13. game
14. dog
15. She bought
16. breath
17. pause
18. over
19. en
20. She'll get here at about four o'clock.
21. lose
22. they
23. I
24. a
25. magician magically
26. could not
27. straight
28. laid later layer
29. Flora
30. because

Revision days 131–140

1. packet
2. i
3. V 2 C 5
4. cart
5. ki/lo/gram
6. information
7. ea ey
8. weakness
9. busy 3
built 1
buries 2
10. 4
11. We travelled through India and Nepal.
12. 'Look, that house is on fire!' screamed the woman.
13. busiest
14. un
15. misbusy
16. women
17. would wood
18. Fran doesn't like peas.
19. much
20. careful
21. happiest
22. build
23. The girls are laughing.
24. flower
25. wasn't
26. swims
27. break
28. weak
29. because
30. were

Revision days 141–150

1. ur
2. which
3. ordinary
4. history
5. calendars
6. pale
7. ch ch
8. describe
9. two glue
10. 4
11. I couldn't see the board so I moved closer to the front of the room.
12. 'Good afternoon everyone,' the teacher announced.
13. artist
14. beautiful
15. They open.
16. wheel
17. there
18. on
19. ven
20. Dad couldn't catch the dog.
21. nervous
22. am not
23. we
24. an
25. angry angrily
26. do not
27. disappear
28. guard guess guide
29. the teacher
30. surprised



List Words

Practise

Practise

T

D

chick				
garden				
crown				
rabbit				
flowers				
flowerbed				
heaven				
daisy				
hatch				
rainbow				
raincoat				
tomb				
puddle				
foal				
meadow				
springtime				
windy				
daffodil				
splash				
worship				
point				
letter				

Small Words

1. Find small words in these list words.

- (a) heaven _____
- (b) crown _____
- (c) worship _____
- (d) point _____
- (e) flowers _____
- (f) meadow _____

Letters into Words

2. Write three list words using the letters in the puddle. (Letters can be used more than once.)

**D, S, H, W, A,
I, K, N, Y, C**

CROSSWORD

3. Use list words to solve the crossword.

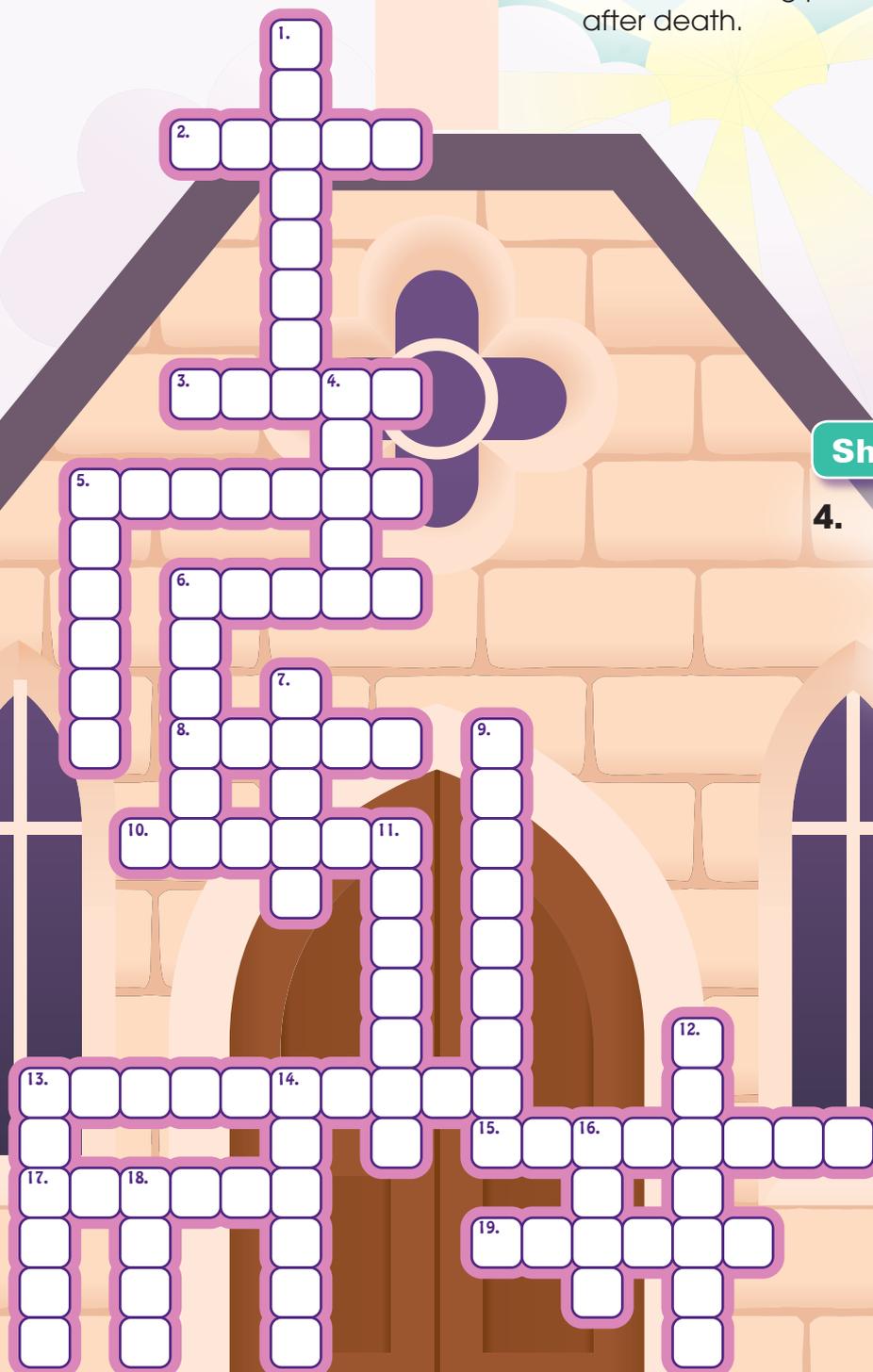
Across

- 2. Baby chicken.
- 3. Come out of egg.
- 5. Colours of the ...
- 6. Sharp end of something.
- 8. Small flower.

- 10. Grassy field.
- 13. Time between winter and summer.
- 15. A yellow flower.
- 17. Postman delivers this.
- 19. Perfect dwelling place after death.

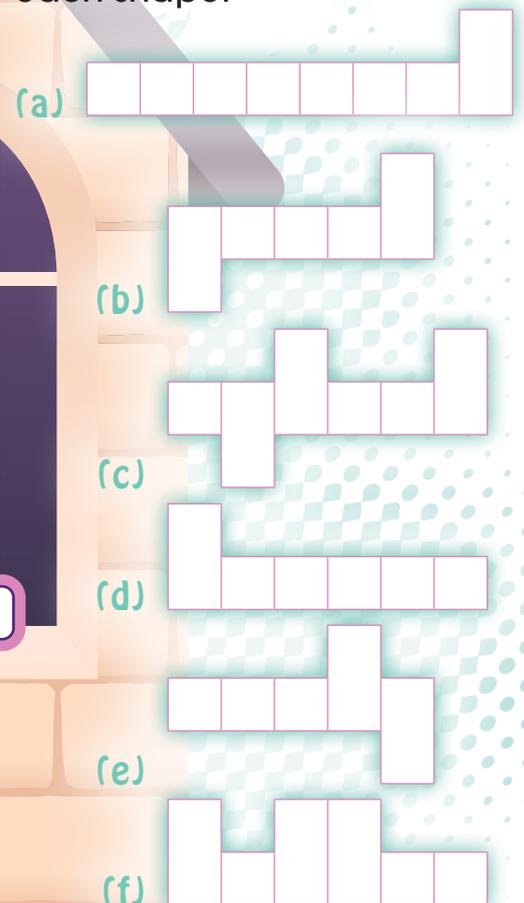
Down

- 1. Used to keep the rain off.
- 4. A king or queen wears this on their head.
- 5. Animal associated with Easter.
- 6. A collection of water on the road.
- 7. Blustery.
- 9. Plot for plants.
- 11. Adoration.
- 12. A bouquet of ...
- 13. Scatter liquid.
- 14. Cultivated area around house.
- 16. Baby horse.
- 18. Mummies are buried in this.



Shape Sorter

4. Write the word that fits in each shape.



List Words

- chick
- garden
- crown
- rabbit
- flowers
- flowerbed
- heaven
- daisy
- hatch
- rainbow
- raincoat
- tomb
- puddle
- foal
- meadow
- springtime
- windy
- daffodil
- splash
- worship
- point
- letter

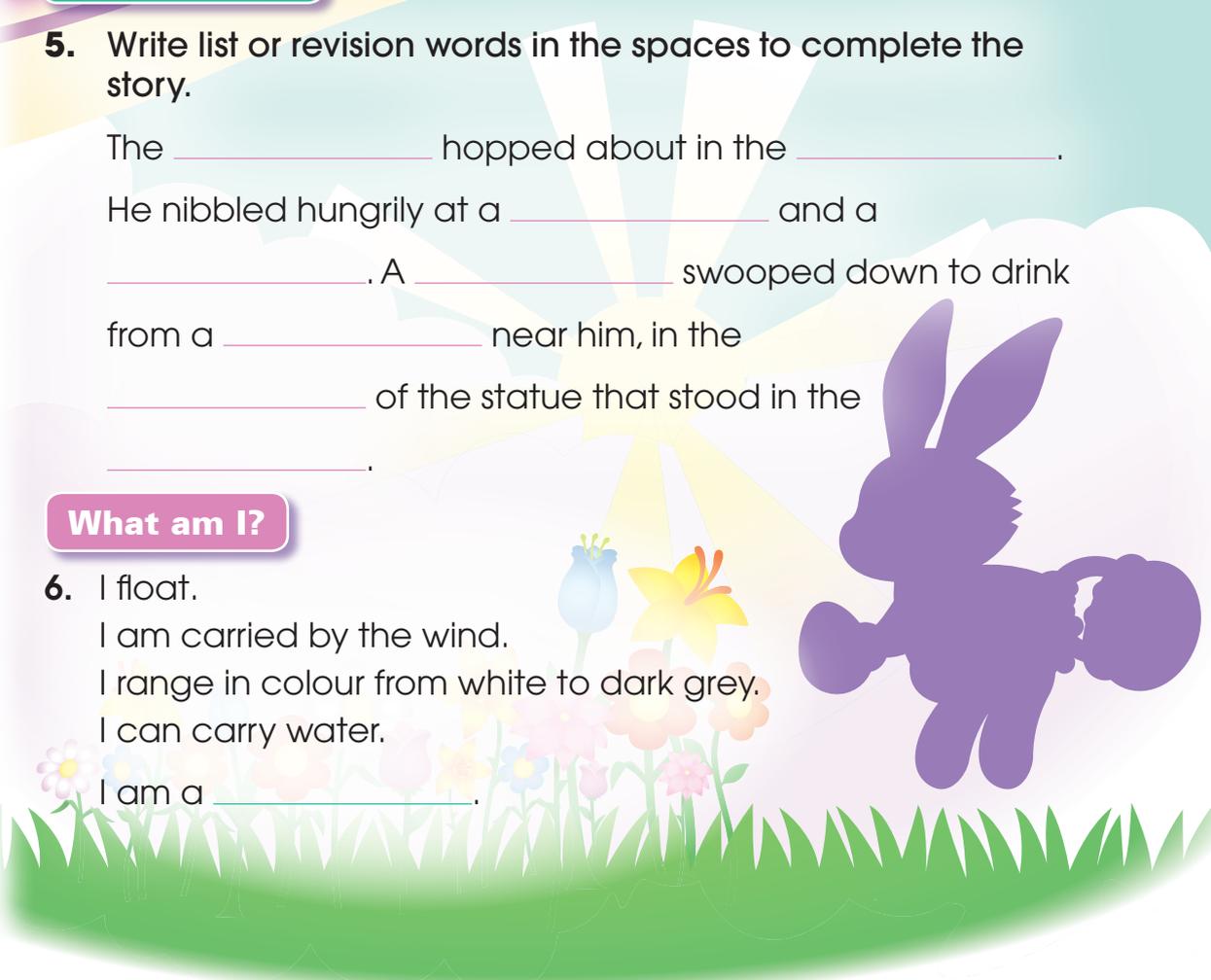
Missing Words

5. Write list or revision words in the spaces to complete the story.

The _____ hopped about in the _____.
 He nibbled hungrily at a _____ and a _____.
 A _____ swooped down to drink from a _____ near him, in the _____ of the statue that stood in the _____.

What am I?

6. I float.
 I am carried by the wind.
 I range in colour from white to dark grey.
 I can carry water.
 I am a _____.



Compound Words

7. Make compound words from these list and revision words.

- | | | |
|------------|---|--------|
| (a) rain | • | • time |
| (b) dragon | • | • bow |
| (c) rain | • | • bed |
| (d) spring | • | • fly |
| (e) flower | • | • coat |

Revision Words

- bonnet
- cloud
- Christ
- crocus
- Easter
- death
- dragonfly
- bluebird
- eighteen
- seventeen

Secret Code

8. Use the secret code to find out the message.

6 1 11 3 1 6 1 7 7 12
 3 1 9 10 3 8

1	a
2	d
3	e
4	f
5	g
6	h
7	p
8	r
9	s
10	t
11	v
12	y

WORD SEARCH

9. Find the list and revision words in the word search.

- | | | |
|------------|-----------|----------|
| chick | garden | crown |
| flowers | flowerbed | heaven |
| hatch | rainbow | raincoat |
| puddle | foal | meadow |
| windy | daffodil | splash |
| point | letter | bonnet |
| Christ | crocus | Easter |
| dragonfly | bluebird | eighteen |
| rabbit | daisy | tomb |
| springtime | worship | cloud |
| death | seventeen | |

Rhyming Words

10. Write a rhyming word from the list and revision words.

- (a) breath _____
- (b) proud _____
- (c) coal _____
- (d) focus _____
- (e) better _____
- (f) crash _____
- (g) zoom _____
- (h) cuddle _____

Additional Activities

- 11. (a) Write a list of eight activities for your Easter holiday.
- (b) Write your eight activities in alphabetical order.
- (c) Write an invitation to a friend, inviting him or her to join you on one of these activities.

List Words	Word Building
chick	chicks
garden	gardens, gardening, gardener, gardeners
crown	crowns, crowning, crowned
rabbit	rabbits
flowers	flower, flowering, flowered, flowery
flowerbed	flowerbeds
heaven	heavens, heavenly
daisy	daisies
hatch	hatches, hatching, hatched
rainbow	rainbows
raincoat	raincoats
tomb	tombs, tombstone, entomb
puddle	puddles
foal	foals, foaling, foaled
meadow	meadows
springtime	springtimes
windy	windier, windiest, wind, winds
daffodil	daffodils
splash	splashes, splashing, splashed
worship	worships, worshipping, worshipped, worshipper, worshippers
point	points, pointing, pointed, pointedly, pointer, pointers, pointless, pointlessly, point-blank
letter	letters, letter box, letter boxes, lettering

Revision Words	Word Building
bonnet	bonnets
cloud	clouds, cloudy
Christ	—
crocus	crocuses
Easter	—
death	—
dragonfly	dragonflies
bluebird	bluebirds
eighteen	eighteenth
seventeen	seventeenth

Unit Focus

- This unit focuses on **spring** words.
- This unit also includes two common, high frequency words, **'point'** and **'letter'**.

Teaching Points

- Identify difficult parts of words.
- Discuss ways to remember how to spell a word.
- Brainstorm other words to add to each list.

Dictation

1. I had to post a **letter**, so I put on my **raincoat** as it was **windy**, and my boots, in case I stepped in a **puddle** and made a **splash**.
2. The queen wore a **crown** when she went to the **tomb** to **worship** and send a prayer to **heaven**.
3. We had to **point** out a **daisy** and a **daffodil** from all the other **flowers** which we had to grow in the **garden**.
4. I drew a **rainbow** of many colours, a **foal** eating grass in a **meadow** and a **rabbit** sitting in a **flowerbed**.
5. In **springtime** on the farm, you can see a **chick hatch** from the egg.

Answers

1. (a) he, heave
(b) row, own, crow
(c) or, hip, ship
(d) in
(e) we, flow, low, lower
(f) me, do, mead
2. daisy, chick, windy
3. Across
2. chick 3. hatch
5. rainbow 6. point
8. daisy 10. meadow
13. springtime
15. daffodil 17. letter
19. heaven
Down
1. raincoat 4. crown
5. rabbit 6. puddle
7. windy 9. flowerbed
11. worship 12. flowers
13. splash 14. garden
16. foal 18. tomb
4. (a) raincoat (b) point
(c) splash (d) heaven
(e) windy (f) letter
5. rabbit, flowerbed/garden, crocus/daffodil, daffodil/crocus, bluebird, puddle, crown, garden/flowerbed
6. cloud
7. (a) rainbow
(b) dragonfly
(c) raincoat
(d) springtime
(e) flowerbed
8. Have a happy Easter.
9. Word search answer see p. 59
10. (a) death (b) cloud
(c) foal (d) crocus
(e) letter (f) splash
(g) tomb (h) puddle

Getting to school

ANALYSIS

This procedure explains how to do something.
The main purpose is to direct, inform or explain.

Ryan moved into Davies Road, the street where Jeremy and his family live. He will be attending Jeremy's school. Ryan's mother, Mrs Gill, was asked to attend an interview with the principal. Mrs Gill asked Jeremy for directions to the school. Read the discussion between Ryan's mother and Jeremy.



Getting to school

- Mrs Gill: Jeremy, can you please explain to me how I get to your school?
- Jeremy: Of course! It's not very far. First you have to drive along Davies Road until you reach the T-junction at the end. This is Gallop Road. Turn right into Gallop Road and continue until you reach the next T-junction.
- Mrs Gill: OK. You mean go to the end of this road and then turn right. What happens at the T-junction?
- Jeremy: That's correct. Gallop Road forms a T-junction with Adelma Road. Turn left into Adelma. You will go past Watkins Road on your right and a littler further on you will see Edna Road on your left. Continue past these two streets. You will come to a roundabout which has a large oak tree in the middle. This road is Brook Avenue.
- Mrs Gill: Is that the street with the shopping centre?
- Jeremy: Yes. Go straight ahead at the roundabout and continue along Adelma Road. After you cross Riley Road, which is the next street, you will see the school playing fields. Turn right into Colin Street. There is a car park for visitors near the main entrance. Then you will see the signs to the principal's office.
- Mrs Gill: Thank you, Jeremy. I should be able to follow your directions quite easily.

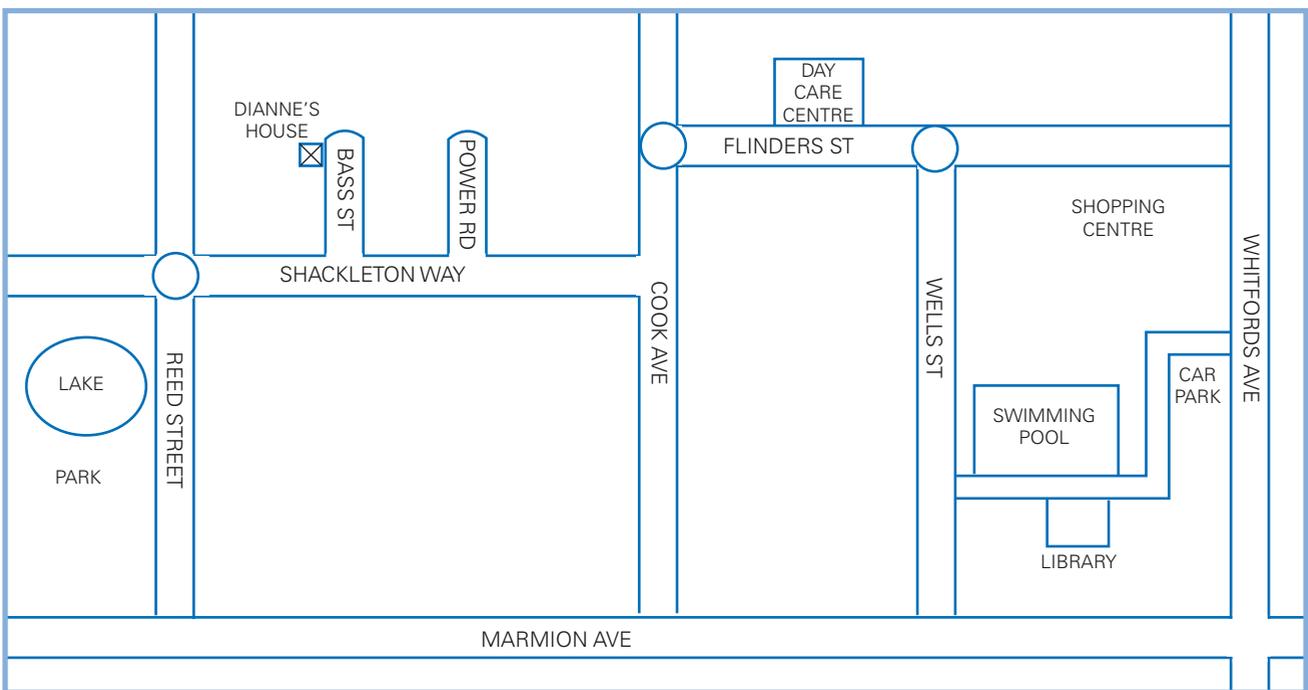
Partner activity

Following directions

1. Choose one of the destinations listed below.
2. Using the map, start at Dianne's house and give clear concise instructions to your partner on how to reach the destination you chose.
3. Ask your partner to listen carefully and mark the route on the map.
4. When you finish, swap roles.

Destinations:

- the library
- the park
- the day care centre
- the shopping centre
- the swimming pool.



1. Did your partner follow your directions correctly? _____
2. Did you need to repeat any instructions? _____
3. Did you need to change any instructions? _____
4. What could have happened if your partner took a wrong turn?

Structure

The format of the procedural text *Getting to school* is different from the one studied previously (*Mini pizzas*). *Getting to school* is a set of directions to follow.

Answer the following questions on the structure of this procedure.

1. Does this procedure have a **goal**? **yes** **no**

What is it? _____

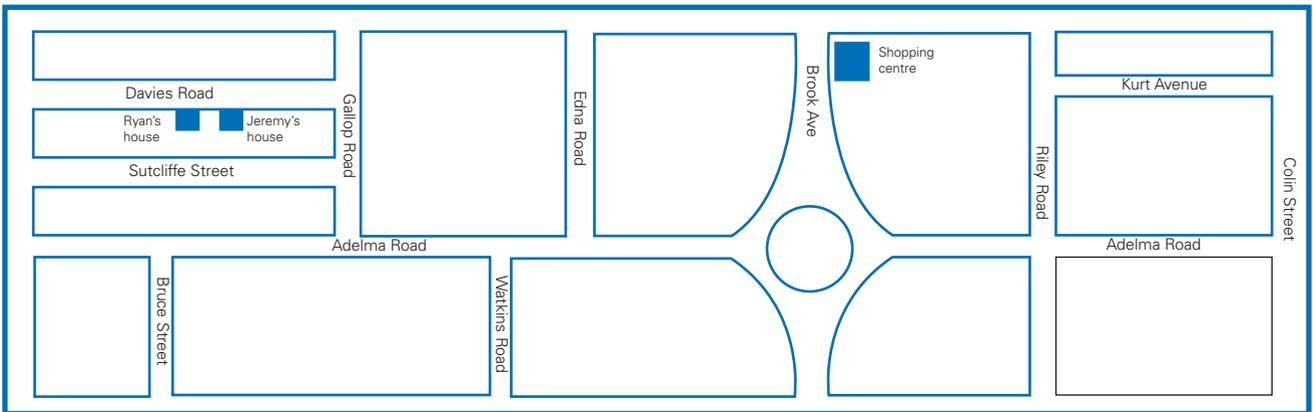
2. Are there any **requirements** listed? **yes** **no**

Explain why/why not. _____

3. Are there **instructions** to follow? **yes** **no**

Is it important that they are followed in a particular order? **yes** **no**

4. Use the map to mark the route Mrs Gill needed to follow. Draw the school and the oak tree.



5. Write a list of the important **steps** Mrs Gill had to follow to reach the school.

Test

6. How would you know if Mrs Gill followed this procedure correctly?

Reading for information

True or false? Reread the discussion between Jeremy and Mrs Gill. You will need to refer to the map. Colour the correct answer.

1. Mrs Gill lives in Gallop Road. true false
2. The school is in Colin Street. true false
3. There is a roundabout where Brook Avenue crosses Adelma Road. true false
4. The shops are in Riley Road. true false
5. The oak tree is in the middle of the roundabout. true false

Reading for understanding

1. Which street do you think is the busiest?

Why? _____



2. On which two streets would you expect to find a person to help pupils cross the road safely?

Why? _____

3. The shops are located close to the school.

What is one advantage of this?

What is one disadvantage of this?

Applying your knowledge

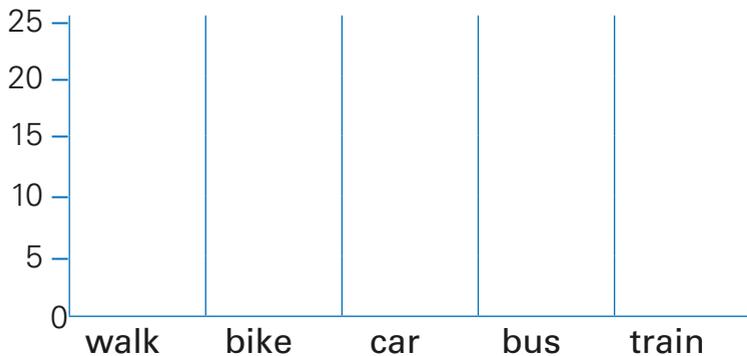
1. (a) How long does it take you to travel from home to school? _____
- (b) Do you walk to school? _____
- (c) Draw a map showing the way from your home to school.

- (d) Use your map to explain to a partner how you travel to school.

Class activity

2. (a) How many children usually walk to school?
- (b) How many ride a bike?
- (c) How many travel by car?
- (d) How many travel by bus?
- (e) How many travel by train?
- (f) Complete the bar graph showing this information.

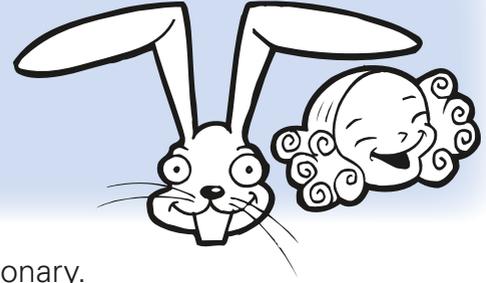
How children travel to school



Homophones

Homophones are words that sound the same but have a different meaning. For example:

hare and **hair**



1. Tick the correct meaning. You may need to use a dictionary.

(a) buoy

- a male child
- a marker which floats on water

(b) weather

- the state of the atmosphere – hot, cold, wet, dry
- a sheep

(c) weak

- seven days
- liable to break or fall down

(d) threw

- tossed or flung in the air
- to go in at one place and out of another

(e) plane

- a tool for smoothing wood
- not fancy

(f) gorilla

- a member of a small band of soldiers who carry out surprise attacks
- the largest kind of ape

2. Circle the correct homophone.

It was Ryan's first day at school. He did not like being a (knew, new) (boy, buoy). As he (road, rode) to school he wondered (weather, whether) he (would, wood) (meet, meat) (some, sum) (knew, new) friends. He had already met Jeremy, but he was sick today and (would, wood) (not, knot) (bee, be) at school. As he arrived at the school (gate, gait), he was greeted (by, buy) the school principal.

'Welcome Ryan. I have (heard, herd) a lot about (you, ewe). You are just the sort of (boy, buoy) we like to have (hear, here) at our school.'

3. Write a homophone for each word.

- | | |
|-----------------|-------------------|
| (a) road _____ | (b) meet _____ |
| (c) new _____ | (d) for _____ |
| (e) two _____ | (f) read _____ |
| (g) past _____ | (h) right _____ |
| (i) you _____ | (j) see _____ |
| (k) which _____ | (l) through _____ |

4. Read the words in the box. Complete the sentences using the correct word. Circle the correct homophone in the brackets.

course	plane	morning	witch	coarse
boarder	mourning	which	plain	border

- (a) The (dew, due) covered the grass early in the _____.
- (b) During the (rain, reign) of Queen Victoria, women used to (wear, where) _____ jewellery after their husbands died.
- (c) When we were in France we had to undergo very strict security (cheques, checks) at the _____.
- (d) My mother was (cent, sent) to school as a _____ from the age of (eight, ate).
- (e) My friend asked me (to, two, too) (meat, meet) her at the local golf _____.
- (f) The fabric on the (knew, new) sofa was very _____.
- (g) I don't know _____ footballers will be playing in (our, hour) team next (weak, week).
- (h) The wicked _____ poked Hansel to (sea, see) if he had gained (weight, wait).
- (i) My _____ landed at (for, four) o'clock.
- (j) The tourists (rode, road) (their, there) horses across the _____ towards the desert.

Suffixes

A suffix is a group of letters attached to the end of a word. For example:

love lovely loves loved lover loving loveless

Rule

The general spelling rule for adding a suffix to a word is simply to add it. For example:

Adding ly

soft – softly sad – sadly sudden – suddenly

1. Add the suffix **ly** to these words.

- | | | | |
|-----------|-------|-------------|-------|
| (a) glad | _____ | (b) rude | _____ |
| (c) proud | _____ | (d) slow | _____ |
| (e) quick | _____ | (f) sure | _____ |
| (g) bad | _____ | (h) serious | _____ |
| (i) brave | _____ | (j) savage | _____ |
| (k) swift | _____ | (l) light | _____ |
| (m) rapid | _____ | (n) coward | _____ |

Rule

To add **ly** to words ending in **le** after a consonant, change the **e** to **y**. For example:

horrible horribly

(**b** is a consonant so the **e** is changed to **y**)

2. Use this rule to add **ly** to these words. Is there a consonant before the **le**?

- | | | | |
|-----------------|-------|----------------|-------|
| (a) simple | _____ | (b) terrible | _____ |
| (c) visible | _____ | (d) idle | _____ |
| (e) noble | _____ | (f) feeble | _____ |
| (g) comfortable | _____ | (h) noticeable | _____ |
| (i) sensible | _____ | (j) possible | _____ |

3. Complete these sentences.

(a) The boy sat **comfortably** _____

(b) The teacher explained **simply** how _____

(c) After _____

_____ was **visibly** distressed.

(d) The girls watched **idly** while _____

(e) The girl looked **noticeably** different _____

(f) He was **terribly** frightened by _____

(g) Everything went **horribly** wrong when _____

(h) She was dressed **sensibly** for _____

Adding suffixes to some words is more difficult and there are other spelling rules we need to know.

The one-one-one rule

To apply this rule you need to understand:

- short vowels (see page 8)
- consonants (see page 9)
- syllables (see page 9)

Rule

When adding a suffix beginning with a vowel (for example: **er, ed, est, ing**) to words of **one** syllable, with **one** short vowel followed by **one** consonant, double the consonant.

For example: get – getting shop – shopper

4. (a) Look at each word and write **yes** or **no** to decide if you need to use the **one-one-one-rule**.

Word	one syllable	one short vowel	one final consonant
belt	yes	yes	no
boat	yes	no	yes
chop			
skip			
nest			
grind			
stick			
map			
swim			

(b) How many words fit the **one-one-one rule**?
 (Remember you need a **yes** in each column.)

(c) Choose three of these words and add two different suffixes. (Remember to double the consonants).

Word	Word and suffix	Word and suffix

(d) How many words do not fit the one-one-one rule?

(e) Choose three of the words and add two different suffixes. (Remember to just add the suffix.)

Word	Word and suffix	Word and suffix

Verbs

Verbs are the most important words in sentences.

There are: **doing verbs** *He **swims**.* **being verbs** *It **is** hot.* and **having verbs** *He **has** a cold.*

1. Here are some **doing, being** and **having** verbs from the procedure *Getting to school*. Write them in the correct boxes.

explain	drive	turn	go	see	continue
is	cross	follow	has	be	have

Doing	Being	Having

Did you notice that most of the verbs in the procedure *Getting to school* are **doing** verbs?

2. Think about some of the tasks people in your school do. Write two **doing** verbs for each person.

Person	Verb	Verb
librarian	stamps	lends
cleaner		
gardener		
teacher		
principal		
pupil		
secretary		



Adverbs

An adverb is a word which can add meaning to a verb.

They are used to tell **where**, **when** or **how** something happens.

For example:

Adverbs of place (where):

above, below, outside,
inside, near, behind

He ran **outside**.

Adverbs of time (when):

today, often, soon, then,
later, never

He **often** walks.

Adverbs of manner (how):

sweetly, suddenly, quickly,
roughly

She sang **sweetly**.

Place, time and manner

1. Choose one adverb from the box below to tell **where**, **when** or **how** these things happened.

inside	upstairs	yesterday
lazily	early	loudly

- (a) Jeremy's shoes were lost
_____ (when)
- (b) Ryan sang very
_____ (how)
- (c) The cat stretched
_____ (how)
- (d) Mum put her key _____
her handbag. (where)
- (e) The principal greeted Ryan
_____ (when)
- (f) The children ran
_____ (where)

Adverbs of place

2. Choose an adverb of **place** from the box below.

behind	out	close
inside	here	everywhere

- (a) The art room is a long way from our class but the library is
_____.
- (b) The librarian wants the returned books placed
_____.
- (c) The librarian dropped the box and the papers went _____.
- (d) The teacher told us to go
_____.
- (e) Mr Smith's class came into the library as we went _____.
- (f) When I went back to class I left my pencil case
_____.

3. Use each **adverb of place** in a sentence.

(a) outside

(b) upstairs

(c) below

(d) somewhere

(e) nowhere

(f) near

Adverbs of time

Adverbs of time tell **when** something happens.

4. Choose an adverb of time from the box below to replace the words highlighted in each sentence.



yesterday early often later now today

(a) We will make some cakes **the day it is now**. _____

(b) The teacher bought the ingredients we needed to school **the day before today**.

- (c) The children arrived at school **before the usual time**. _____
- (d) Our class has cooking lessons **lots of times**. _____
- (e) The cakes need to go into the oven **straightaway**. _____
- (f) We will eat the cakes **at a future time**. _____

5. Write sentences using these words as **adverbs of time** (when).

(a) never

(b) soon

(c) before

(d) seldom

(e) often

(f) occasionally

(g) sometimes

Adverbs of manner

Adverbs of manner tell **how** something happens.

- | | |
|---|--|
| <p>6. Circle the adverb of manner to complete each sentence.</p> <p>(a) Ryan ran (quick, quickly).</p> <p>(b) Jeremy jumped the hurdle (easy, easily).</p> <p>(c) Richard showed his medal (proud, proudly).</p> <p>(d) Alex swam (strong, strongly) to win the race.</p> <p>(e) All the children dressed (warm, warmly) for the ski trip.</p> <p>(f) Tom wrote the letter (careful, carefully).</p> | <p>7. Change the word in brackets into an adverb of manner to complete each sentence.</p> <p>(a) Mary cheered _____. (loud)</p> <p>(b) Kate ran _____. (slow)</p> <p>(c) Nicky hurt herself _____. (bad)</p> <p>(d) Ann cleared the high jump _____ (safe)</p> <p>(e) Kay tucked her shirt in _____. (neat)</p> <p>(f) After the race, Jessie ate _____ (quick)</p> |
|---|--|

8. Write sentences using the words as **adverbs of manner** (how).

(a) softly

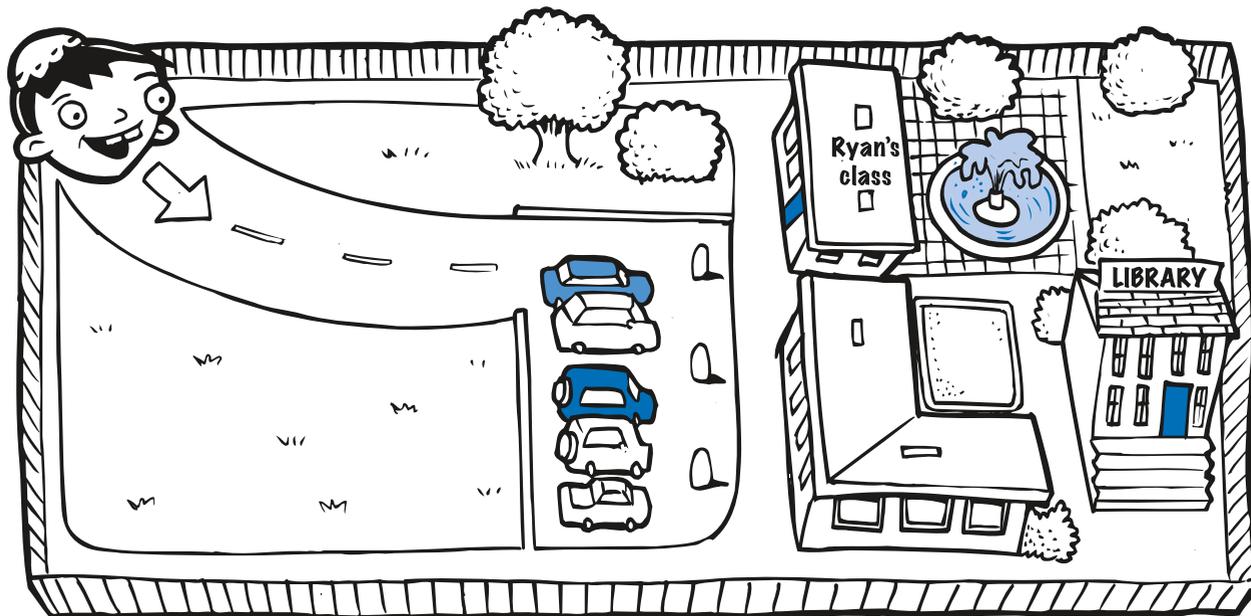
(b) sadly

(c) angrily

(d) roughly

(e) suddenly

Look carefully at the map of Ryan's new school.



Write the steps to help Ryan find his way from the car park to his classroom to collect his library bag and then go on to the library.

GOAL: To reach the library

EQUIPMENT: Library bag

STEPS:

TEST: Ryan arrives at the library.



Write a procedure to explain: **How I get to school**

Use the planner below.

GOAL: _____

EQUIPMENT: _____

STEPS: _____

TEST: _____

Editing and proofreading are very important parts of writing. Use the checklist below to edit and proofread your work.

You will be self-editing for:

Spelling *Punctuation*
Grammar *Sentence structure*
Capitalisation

Your partner will edit for:

Clear instructions
Correct order

Checklist

Title of the procedure: _____

1. Does your procedure make sense? **yes** **no**
2. Did you include a goal? **yes** **no**
3. Did you need any equipment or tools? **yes** **no**
4. Are the steps in the correct order? **yes** **no**
5. Did you add a test to check that your procedure works? **yes** **no**
6. Have you used common verbs? **yes** **no**
7. Are your statements short, clear and concise? **yes** **no**
8. Does each sentence make sense when you read it on its own? ... **yes** **no**
9. Have you corrected any spelling errors?
 - (a) Did you check that your words look right? **yes** **no**
 - (b) Did you use a dictionary? **yes** **no**
 - (c) Did you ask someone? **yes** **no**
10. Have you used capital letters and full stops correctly? **yes** **no**
11. Ask a partner to read your procedure.
 - (a) Did he/she find it easy to understand? **yes** **no**
 - (b) Did your partner find any errors? **yes** **no**

1. Choose a topic from the box and write a procedure on a separate sheet of paper.

- How to get to:
- the principal's office from your class
 - the library from your class
 - the sports hall from the office
 - the shops from your home
 - a train or bus stop from home
 - the bedroom from the kitchen



2. Complete the following statements.

Text: What is a procedure? _____

Language: The statements in a procedure must be _____
 _____ and _____

3. Answer the questions.

(a) Why do some procedures include maps?

(b) Why is order important in procedures?

4. (a) Homophones are words that sound the same but have _____ meaning(s).

(b) Find a homophone for each word.

- | | |
|-------------|-------------|
| to _____ | knew _____ |
| four _____ | witch _____ |
| write _____ | sea _____ |

5. Complete the following:

(a) A suffix is added to the _____ of a word.

(b) Add a suffix to each word:

(i) quick _____ (ii) serious _____

(iii) slow _____ (iv) proud _____

(v) hard _____ (vi) soft _____

6. Use the rule for adding **ly** to words ending in **le** to change these words so that they end in **ly**.

(a) horrible _____ (b) idle _____

(c) sensible _____ (d) visible _____

(e) feeble _____ (f) possible _____

7. Use the **one-one-one rule** to add **ing** to these words.

(a) hit _____ (b) shut _____

(c) ban _____ (d) let _____

(e) stop _____ (f) slap _____

(g) chop _____ (h) quit _____

8. Add **er** to these words. (Hint: Some words will need the one-one-one rule, some won't.)

(a) shake _____ (b) thin _____

(c) farm _____ (d) ride _____

(e) bat _____ (f) paint _____

(g) slip _____ (h) find _____

(i) hold _____ (j) swim _____

(k) jump _____ (l) wipe _____

9. There are **doing** verbs, **being** verbs and **having** verbs.

(a) Read *Melissa's first day at school*.

(b) Underline the verbs and write them in the boxes below.

Melissa's first day at school

It was Melissa's first day at Warren Primary School. After school, she walked home by herself. She carefully crossed the road and then, instead of turning left, she turned right. Suddenly she realised that she was hopelessly lost. She sat on a wall and cried. Luckily, an older pupil from her school saw her, and had time to walk her home.

Doing verbs

Being verbs

Having verbs

(c) Most of the verbs in the story are _____ verbs.

10. Adverbs tell **when** (time), **where** (place) or **how** (manner) something happens and they add meaning to verbs.

(a) Circle the adverbs in the story above. (The underlined verbs will be helpful.)

(b) List the adverbs and write **time**, **place** or **manner** after each. The first one has been done for you.

<u>home</u>	<u>place</u>
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____

Page 86

- Jade went **to** the park **with** Kelly. They got **off** the bus and walked **along** the path **beside** the lake. They jumped **over** the stepping stones then walked **under** the bridge **near** the trees. After crawling **through** the tunnel they sat **on** the grass **among** the flowers and watched the birds flying **above** their heads.

Page 87

- (a) of (b) with (c) to
(d) from (e) with
- (a) time (b) place (c) place
(d) place (e) time (f) place
(g) time
- Teacher check

Page 88

- Teacher check
- (a) Put the dishes **in** the dishwasher.
(b) Is your house **near** the school?
(c) My sister sat down **beside** the swimming pool.
(d) The horse came **from** France.
(e) I enjoy ice-skating **with** my friends.
- Teacher check

Page 89

- (a) fact (b) opinion (c) fact
(d) opinion (e) fact
- 2–3. Teacher check

Page 90

Teacher check

Page 91

Teacher check

Page 92 – Evaluation

- Teacher check
- (a) Reports give **facts clearly without unnecessary information or opinions.**
(b) A report has a **title, classification, description and conclusion.**
(c) A report should give **facts**, not opinions.
- (a) wishes (b) boats (c) crabs
(d) teachers (e) bosses (f) churches
- (a) babies (b) bunnies (c) shirts
(d) daisies (e) copies (f) colours

- (a) knives (b) leaves (c) caravans
(d) doctors (e) halves (f) desks
(g) spoons (h) lives

Page 93 – Evaluation

- (a) under (b) down (c) against
(d) near (e) at (f) along
(g) on
- (a) time (b) time (c) time
(d) place (e) time (f) manner
(g) place
- Teacher check

Procedure 2

Getting to school: pages 94–114

Page 95

Teacher check

Page 96

- Yes, to explain to Mrs Gill how to get to school.
- No, because Mrs Gill is not making anything.
- yes, yes
- Teacher check
- step 1. along Davies Road
step 2. turn right at T-junction
step 3. along to next T-junction
step 4. turn left
step 5. pass Watkins and Edna Road
step 6. go straight ahead at roundabout
step 7. cross Riley Road
step 8. turn right into Colin Street
- She would find the school.

Page 97

Reading for information

- false (2) true (3) true
- false (5) true

Reading for understanding

- 1–3. Teacher check

Page 98

Applying your knowledge

Teacher check

Page 99

- (a) buoy – a marker which floats on water
(b) weather – the state of the atmosphere—hot, cold, wet, dry
(c) weak – liable to break or fall down

- (d) threw – tossed or flung in the air
 (e) plane – a tool for smoothing wood
 (f) gorilla – the largest kind of ape
2. new, boy, rode, whether, would, meet, some, new, would, not, be, gate, by, heard, you, boy, here

Page 100

3. (a) rode (b) meat (c) knew
 (d) four, fore (e) to, too (f) reed
 (g) passed (h) write (i) ewe, yew
 (j) sea (k) witch (l) threw
4. (a) dew, morning (b) reign, wear, mourning
 (c) checks, border (d) sent, boarder, eight
 (e) to, meet, course (f) new, coarse
 (g) which, our, week (h) witch, see, weight
 (i) plane, four (j) rode, their, plain

Page 101

1. (a) gladly (b) rudely (c) proudly
 (d) slowly (e) quickly (f) surely
 (g) badly (h) seriously (i) bravely
 (j) savagely (k) swiftly (l) lightly
 (m) rapidly (n) cowardly
2. (a) simply (b) terribly (c) visibly
 (d) idly (e) nobly (f) feebly
 (g) comfortably (h) noticeably
 (i) sensibly (j) possibly

Page 102

3. Teacher check

Page 103

4. (a)

belt	yes	yes	no
boat	yes	no	yes
chop	yes	yes	yes
skip	yes	yes	yes
rest	yes	yes	no
grind	yes	no	no
stick	yes	yes	no
map	yes	yes	yes
swim	yes	yes	yes

- (b) 4 (c) Teacher check
 (d) 5 (e) Teacher check

Page 104

1. Doing: explain, drive, turn, go, see, continue, cross, follow
 Being: is, be
 Having: has, have
2. Teacher check

Page 105

1. (a) yesterday (b) loudly
 (c) lazily (d) inside
 (e) early (f) upstairs
2. (a) close (b) here
 (c) everywhere (d) inside
 (e) out (f) behind

Page 106

3. Teacher check
 4. (a) today (b) yesterday

Page 107

- (c) early (d) often
 (e) now (f) later
5. Teacher check

Page 108

6. (a) quickly (b) easily (c) proudly
 (d) strongly (e) warmly (f) carefully
7. (a) loudly (b) slowly (c) badly
 (d) safely (e) neatly (f) quickly
8. Teacher check

Page 109

Teacher check

Page 110

Teacher check

Page 111

Teacher check

Page 112 – Evaluation

1. Teacher check
2. Text: A procedure explains how to do (or make) something.
 Language: The statements in a procedure must be **short, clear** and **precise**.
3. (a) Maps are included to make the steps clearer and easier to understand.
 (b) Order is important because you need to do some things before others.

4. (a) different
(b) two/too, new, for/fore, which, right, see

Page 113 – Evaluation

5. (a) end (b) Teacher check
6. (a) horribly (b) idly (c) sensibly
(d) visibly (e) feebly (f) possibly
7. (a) hitting (b) shutting (c) banning
(d) letting (e) stopping (f) slapping
(g) chopping (h) quitting
8. (a) shaker (b) thinner (c) farmer
(d) rider (e) batter (f) painter
(g) slipper (h) finder (i) holder
(j) swimmer (k) jumper (l) wiper

Page 114 – Evaluation

9. (a) Teacher check
(b) doing verbs – walked, crossed, turning, turned, realised, sat, cried, saw, walk
being verbs – was
having verbs – had
(c) doing
10. (a) Teacher check
(b) time – after, suddenly
place – left, right
manner – carefully, hopelessly, luckily

Recount 2

The beach: pages 115–131

Page 116

1. Teacher check

Page 117

Teacher check. Answers may include

Title

The recount is about a family going to the beach.

Setting

Where – the beach

Who – Mum, Dad, Luke, the writer

When – A hot sticky day

Why – for a swim because it was hot

Events

- They needed petrol.
- They couldn't find a place to park.
- Dad went to park the car on his own.
- They picked up their boards and raced into the water.

5. Dad got into the water.

Ending

6. They thought it was great and worth the effort.

Page 118

Reading for information

1. false 2. true 3. false
4. false 5. true

Reading for understanding

- 1–3. Teacher check

Applying your knowledge

1. (a) Dad may have received a parking fine.

Page 119

- (b) Teacher check

- 2–3. Teacher check

Teacher check. Answers may include:

1. (a) grabbed, collected (b) escape, flee, avoid
(c) Finally, Eventually

Page 120

2. Teacher check. Answers may include:

- (a) a grassy area to play in; to stop a vehicle at a stationary point
(b) an event at which people dance; a rounded object that is used in sport
(c) to move one's hand to say hello or goodbye; a crest on water made by wind
(d) a popular game played with a bat and a ball; a small insect that hops
(e) a dot; a particular place

3. (a) cold (b) go (c) night
(d) happy/contented/calm
(e) sister (f) left/departed
(g) up
(h) displeased/unhappy/sad
(i) out (of) (j) empty/vacate

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4. (a) discontinued (b) unwanted
(c) imperfect (d) impatiently
(e) disagreed (f) uninviting
(g) not
1. (a) cube (b) ride (c) cane
(d) rode (e) shine (f) hate
2. (a) cap (b) pin (c) us
(d) cod (e) pan (f) fin