



Nelson
English

Workbook 1



Sarah Lindsay and Wendy Wren

OXFORD



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English

Workbook 1

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Sarah Lindsay and Wendy Wren

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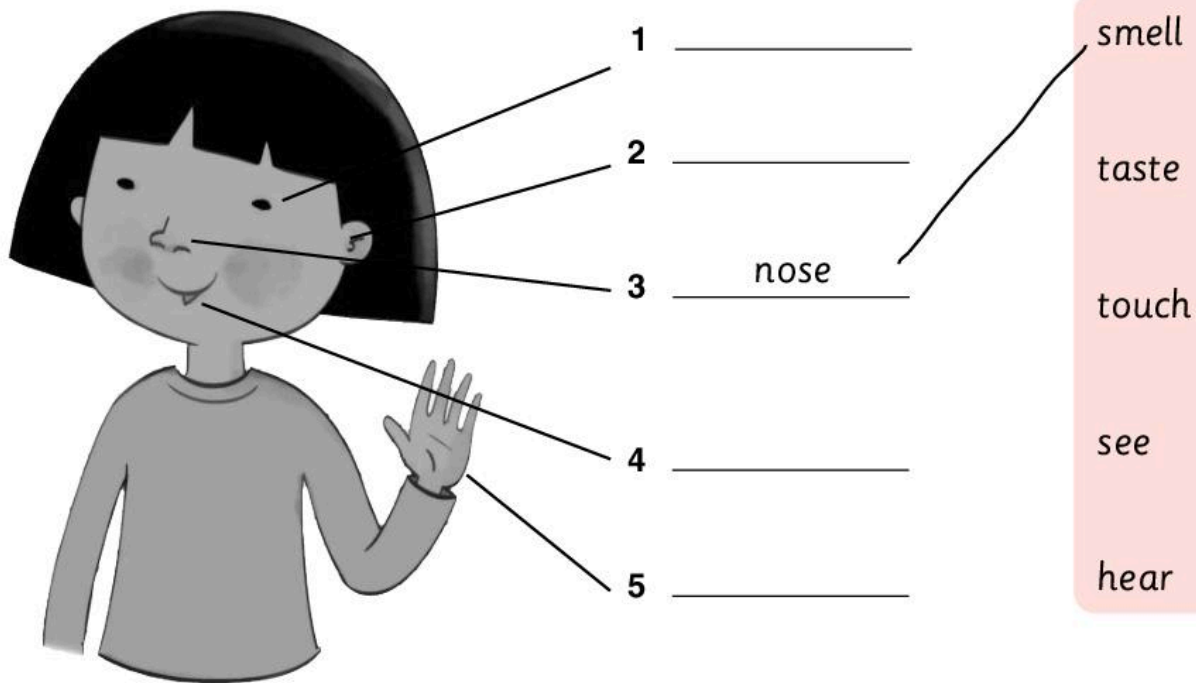
Using Your Senses

Vocabulary

Body words

ears eyes mouth hand nose

A Label the picture with the words from the box.



B Draw a line from the body part to the sense.

Punctuation

Capital letters

A Trace the **capital letters**.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

B Write these words in **capital letters**.

1 hand _____

2 boy _____

3 tree _____

4 dog _____

Spelling

The alphabet

Do you remember the letters of the **alphabet**?

a b c d e f g h i j k l m n o p q r s t u v w x y z

A Fill in the missing letters.

a b ___ d e f ___ h ___

j k l m ___ o p q r ___

t u v ___ x y ___

Say the alphabet aloud.
It will help you to
learn it.



B Which letter comes next?

1 d → ___

2 s → ___

3 h → ___

4 u → ___

5 a → ___

6 o → ___

7 m → ___

8 q → ___

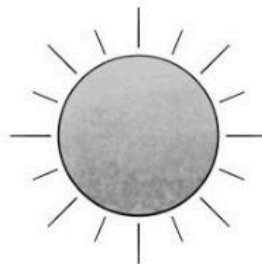
9 y → ___

C Write a word that begins with each letter.

The first one has been done to help you.



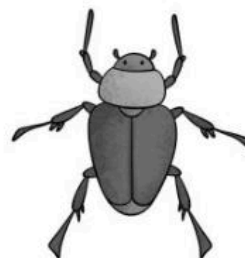
1 c cat



2 s _____



3 h _____



4 b _____

Grammar

Naming words

Naming words tell us the names of things.
Naming words are called **nouns**.



banana

- A** Read the sentences.
Say the **naming words**.
- 1 This is my nose.
 - 2 This is my mouth.
 - 3 This is my hand.
 - 4 This is my eye.
 - 5 This is my ear.

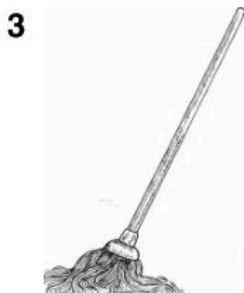


- B** Match the **naming words** in the box with the pictures.
Write the **naming words**.

cake baby girl mop









Writing

Using your senses

1 Look at this picture.

Imagine you are in this park.

What can you **feel**, **see**, **taste**, **hear** and **smell**?



2 Finish the sentences with your own words.

The words in the box might help.

water dog food children rain tree

I am in the park.

Each sentence begins with **I**.



I can feel the _____.

I can see the _____.

I can taste the _____.

I can hear the _____.

I can smell the _____.

Vocabulary

Family words

- A** Read aloud the **family words** in the word box.
What other family words are there?

mother father grandfather grandmother sister brother

- B** Label the pictures with the words from the box.

1



2



3



4



5



6



Punctuation

Special naming words

Names of people are special naming words.
Special naming words begin with **capital letters**.



Alisha

- A** Write:

1 your name _____

2 your friend's name _____

3 the name you would like to be called _____

4 the name of a member of your family _____

Spelling

Adding vowels

These letters are called **vowels**.

a e i o u

Say the **vowel letters** aloud.
How many letters are there?



A Circle the **vowel letters** in these words.

1 h **o** t

2 r u n

3 w i n

4 b i g

5 s a t

6 m e t

7 r a t

8 c u p

9 m e n

B Write the missing **vowel letter** in each of these words.

1



d _ _ g

2



v _ _ n

3



b _ _ g

4



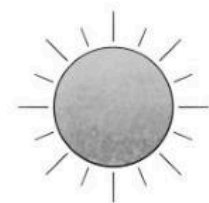
m _ _ p

5



c _ _ t

6



s _ _ n

C Write five short words.

Each word must have a different vowel.



Grammar

More than one

We add **s** to lots of naming words when we mean **more than one**.



two bikes



three cups

One is **singular**.
More than one is **plural**.



A Circle the plural words.

hand girl boys bun
 mother bikes eyes
cat ball toys shops

B Write the missing plural words.

1



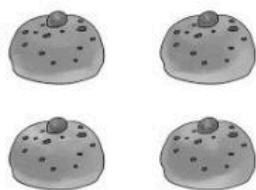
two _____

2



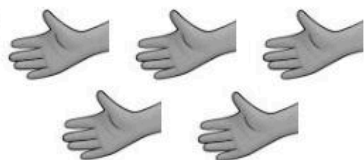
three _____

3



four _____

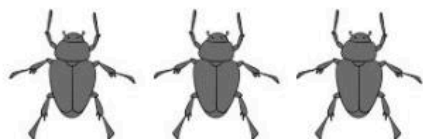
4



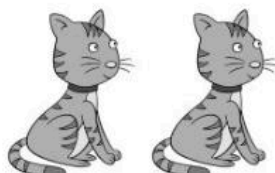
five _____

C Write what you can see in each picture.

1



2



Writing

Family words

1 Draw a picture of yourself.



2 Write your name.

Remember to start your name with a **capital letter**.



3 Finish these sentences about yourself.

Useful words

mother father grandfather grandmother sister brother

a My name is _____.

b I live with my _____.

_____.

Vocabulary

Hunting for words!

the I a at to we

Always use a capital letter for the word 'I'.



A Look at the sentences.

Circle the words from the box in the sentences.

- 1 **We** feel hot.
- 2 We go to the shop.
- 3 I look at the red ship.

B Add the missing words from the word box.

- 1 _____ like ice cream.
- 2 _____ make _____ sandcastle.
- 3 _____ use shells from _____ beach.



Punctuation

Capital I

When we write about ourselves, we use **I**.
I like ice cream.

A Complete each sentence with a **capital I**.

- 1 _____ have a bucket and spade.
- 2 _____ make a sandcastle.
- 3 _____ use shells from the beach.

Spelling

sh words

A Add **sh** to the beginning or end of these words.

1



_____ell_____

2



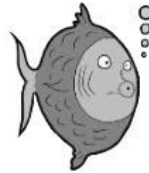
_____elf_____

3



_____di_____

4



_____fi_____

B Fill in the missing **sh** word.

1 shell or shelf

I like the _____ on the beach.

2 shut or crash

We _____ the door.

3 fish or ship

The _____ swims in the sea.

C How many **sh** words can you think of?

Grammar

Describing words

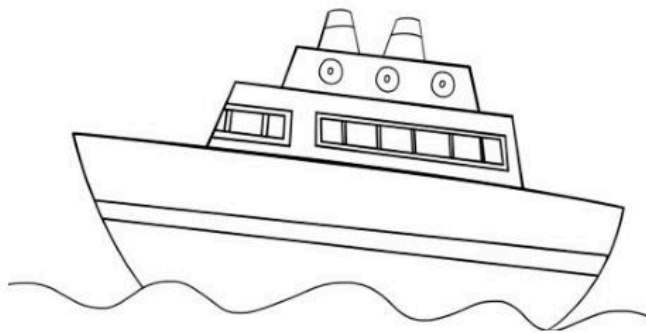
Colour words are describing words.

red blue green

A Finish each sentence with a **colour word** from the box.

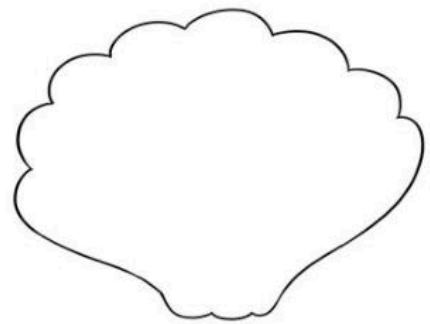
pink red blue yellow

1



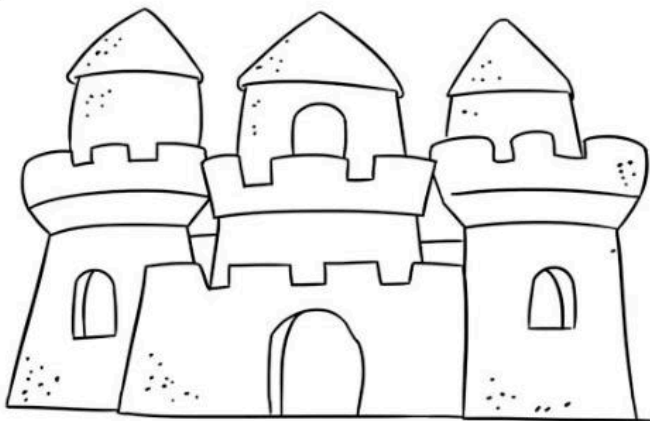
I see a r_____ ship.

2



This is a b_____ shell.

3



We make a y_____ sandcastle.

4



The p_____ ice cream is good.

B Circle the **describing words**.



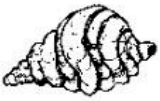
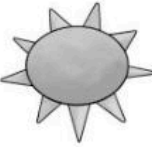


C Colour the pictures to match the describing words.

Writing

On the beach

1 Here are some things you might find on a beach.

Draw a line to match each word to the right picture.

a		sandcastle
b		wave
c		ice cream
d		crab
e		shell
f		sun

2 What would you do on the beach?

Draw a picture of you having fun on the beach.



3 Write a caption for your picture.

Write what you are doing on the beach.

Growing Beans

Vocabulary

Tricky words

A Trace and then copy the words.

1 he he _____ _____

2 we we _____ _____

3 she she _____ _____

4 me me _____ _____

B Write **he** or **me** or **we** or **she** in each sentence.

1 Tuhil says _____ likes beans.

2 His sister says _____ likes beans too.

3 My mum gave _____ some beans.

4 "Can _____ have some beans?" asked Mia and Tom.

Punctuation

Capital letters and full stops

A **sentence** starts with a **capital letter**.

A **sentence** usually ends with a **full stop**.

A Add **capital letters** and **full stops** to these sentences.
The first one has been done to help you.

1 We plant the seeds.____

2 ____ he bean plants grow____

3 ____ e pick the beans____

4 ____ he beans taste good____

B Write a **sentence** of your own about the bean plant.

Spelling

nd and ng words

A Write the full word to go with each picture.

1 l + ong = _____



2 r + ing = _____



3 h + and = _____



B Draw lines to join the words that rhyme.

1 bend _____ hand

2 sing _____ send

3 land _____ song

4 long _____ hung

5 rung _____ ring

C Sometimes we add **ing** to an **ng** word to show that something is happening now. This is called a **suffix**.

Add the **ing** suffix to each word.
The first one has been done to help you.

1 sing singing

2 sting _____

3 bang _____

4 hang _____

Now the word has
two **ngs**!



Grammar

Doing words – present simple tense

Doing words tell us what people, animals and things can do.



plant



grow

Doing words are called **verbs**.



A Underline the **doing words**.

- 1 He plants the seed.
- 2 She picks the beans.
- 3 The leaves grow.
- 4 We cook the beans.

B Answer each question with a **doing word**.

- 1 What can you do with a ball? _____
- 2 What can you do with a cake? _____
- 3 What can you do with a pencil? _____
- 4 What can you do with a book? _____
- 5 What can you do with a bag? _____

C Write a sentence using one of the **doing words** from **Activity B**.



Writing


Bean plants

1 Write a caption for each picture.

You could use the words in the box to help.

Useful words

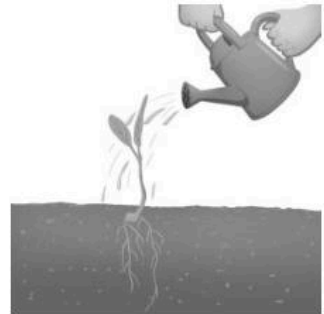
seeds grow plant boy
girl water flowers bigger
beans pick small

Remember, **captions** give us more information about a picture than labels. 

a _____



b _____



c _____



d _____



Vocabulary

Weather words

A Draw line to join the weather word with its symbol.

1



rain

2



snow

3



sun

4



wind

B Add the missing weather words to these sentences.

1 It is hot when the _____ comes out.

2 The _____ blew my ball away!

3 _____ makes puddles.

4 _____ falls when it is cold.

Punctuation

Questions and question marks

Some **sentences** end with a **question mark**.

These are **asking sentences**.

Do you like the wind?

A Put **full stops** at the end of the **telling sentences**.

Put **question marks** at the end of the **asking sentences**.

1 The hail is howling ____

2 Is the snow soft ____

3 Is the wind wild ____

4 I like the rain ____

5 Can you see floating fog ____

6 The sun is scorching ____

Spelling

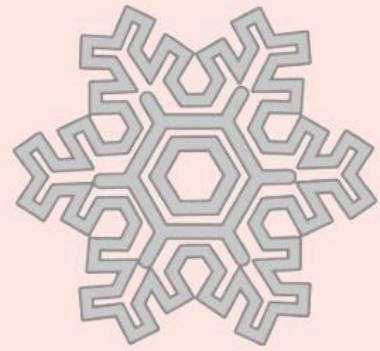
ai, ay and a-e words



rain



play



snowflake

What sound does **ai**,
ay and **a-e** make?



A Draw lines to join the rhyming words.

- | | |
|---------|-------|
| 1 cave | shake |
| 2 sail | day |
| 3 say | save |
| 4 snake | nail |
- A line is drawn from 'cave' to 'save'.

B In each sentence underline the words with **ai**, **ay** and **a-e**.

- 1 One sunny day I went on a plane.
- 2 I put a plate with some cake on a tray.
- 3 I hit a nail in the rail with a spade!

C Write **three** words with these spelling patterns.

- 1 ai pain _____ _____
- 2 ay _____ _____ _____
- 3 a-e _____ _____ _____

Grammar

Describing words

Describing words tell us more about people, places and things.

soft snow

scorching sun

Describing words are called **adjectives**.



A Copy a word from the box to **describe** each picture.

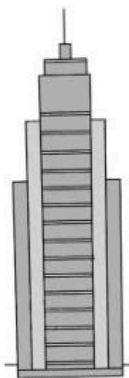
tiny

fast

tall

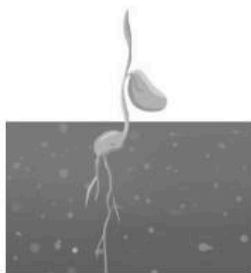
slow

1



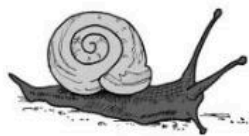
the _____ building

2



the _____ seed

3



the _____ snail

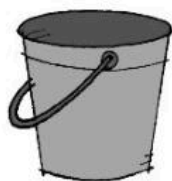
4



the _____ motorbike

B Write a **describing word** and a **naming word** for each picture.

1



2



3



4



Writing

What do you like?

1 Draw four things you like.

a An animal you like



b A food you like



c A drink you like



d A toy you like



2 Write the **four** things you like.

Add a describing word to describe each thing, such as:

soft rabbit

a _____

b _____

c _____

d _____

A **describing word** tells us more about the naming word.



3 Finish the sentences.

Fill the gaps with the things you like.

I like _____.

I like _____.

I like _____.

I like _____.

Vocabulary

Alphabetical order

- A Read and sing the **alphabet** aloud.

a b c d e f g h i j k l m n o p q r s t u v w x y z

- B Write the words from the box in alphabetical order.

not	_____	all	_____
they	_____		
for	_____		
all	_____		
you	_____		
be	_____		
said	_____		
one	_____		
have	_____		

Use the written alphabet to help you order the words.



Punctuation

Spaces between words

To make sentences easier to read we leave **spaces between words**.

Atoykitefliesintheair. ✗ A toy kite flies in the air. ✓

- A Write each sentence with **spaces between the words**.

1 Ikickedtheballtomyfriend.

2 Thekiteisredandblue.

3 Ihaveputthepuzzlettogether.

Spelling

ll, ff, and ss endings

A Find the **ff**, **ss** and **ll** words hidden in the word grid.

Write each word in the correct list below. The first one is done for you.

c	r	o	s	s	y	d
o	p	f	m	e	b	r
f	e	f	e	l	h	e
u	t	e	l	l	u	s
s	u	g	l	i	f	s
s	t	p	u	f	f	a

ff words

ss words

ll words

off

_____	_____	_____
_____	_____	_____
_____	_____	_____

B Use the words you have found to help you finish these sentences.

- 1 I can _____ the cake cooking.
- 2 My mother likes to _____ me stories.
- 3 Running made me _____ and _____!

C Write **two** more words ending in these double letters.

ff

ss

ll

_____	_____	_____
_____	_____	_____

Grammar

Describing words – numbers

Describing words are called **adjectives**.



Describing words tell us more about people, places and things.

Numbers are **describing words**.



one kite



three kites

A Write the numbers in **words**.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

B Underline the **describing word** in each sentence.

1 The doll has two eyes.

2 I have three kites.

3 The ball bounced four times.

4 I jumped six times.

C Use this **number describing word** in a sentence of your own.

seven



Writing

Writing a dictionary page

- 1 Choose a topic for your dictionary page.
- 2 Choose **three** words linked to your topic. Each word should begin with a different letter.

Now write the words in **alphabetical order**.

- 3 Finish the dictionary page by adding a picture and description for each word.

Dictionary page about _____

The Gingerbread Man

Vocabulary

Words within words

- A** How many smaller words can you find in each of these words?

Write the words.

1 stop to, top 2 pan _____ 3 chip _____

4 plate _____ 5 beat _____ 6 your _____

- B** This word has **five** smaller words in it. Can you find them all?

because

cause _____

Remember, you can find smaller words in longer words.

For example **do** and **or** in the word **door**.



Punctuation

Capital letters, full stops and question marks

A **sentence** starts with a **capital letter**.

A **telling sentence** ends with a **full stop**. He ran and ran.

Some **sentences** end with a **question mark**.

These are **asking sentences**.
Why did he run?

- A** Put **full stops** at the end of the **telling sentences**.
Put **question marks** at the end of the **asking sentences**.

- 1 Who made the gingerbread man ____
- 2 The gingerbread man ran away ____
- 3 What did the old woman shout ____
- 4 The gingerbread man ran and ran ____

- B** Write a **telling sentence** about the story.

- C** Write an **asking sentence** about the story.

Spelling

Plurals

Remember, we add **s** to some words when we are talking about more than one thing.



one boy



two boys

But we add **es** if a word ends with **s**, **x**, **ch** or **sh**.



one fox



two foxes

A Fill in the missing words.

1



two _____

2



three _____

3



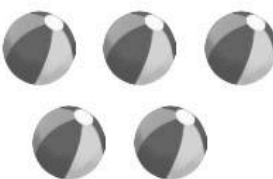
four _____

4



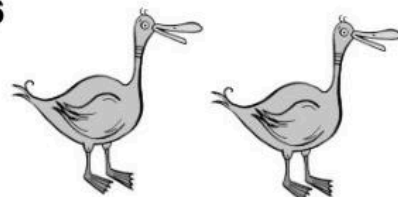
three _____

5



five _____

6



two _____

B Add **s** or **es** to each of these words.

1 fox _____ 2 pot _____ 3 bush _____

4 sock _____ 5 class _____ 6 match _____

C Label these pictures.

1



three bushes _____

2



3



4



Doing words – present simple tense of verb **to be**

Doing words are called **verbs**.

Verbs come in **families**.

A special verb family is **the verb to be**.

singular	plural
I am	we are
you are	you are
he is	they are
she is	
it is	



I **am** the gingerbread man.

A Underline the **verb to be** in each sentence.

- 1 I am a girl.
- 2 He is a gingerbread man.
- 3 She is an old woman.
- 4 It is a cat.
- 5 We are boys.
- 6 They are happy.

B Add the missing parts of the **verb to be** in each sentence.

1 Tom _____ taller than his brother.

2 You two _____ muddy.



3 Alisha _____ at the beach.

4 The weather _____ wet and cold.



5 Kim and I _____ sisters.

6 We _____ good at singing.



Writing

Telling a story

Draw arrows to tell the story.

The first one has been done to help you.

Do you remember what happened in *The Gingerbread Man* story?



The old woman baked a gingerbread man.

The gingerbread man jumped out of the oven.

The old woman said, "Stop!"

The girl said, "Stop!"

The boy said, "Stop!"

The cat said, "Stop!"

The hen said, "Stop!"

The gingerbread man came to a river.

The fox said he would help the gingerbread man to cross the river.

The fox said, "Stand on my tail."

The fox said, "Stand on my back."

The fox said, "Stand on my nose."



Vocabulary

Tricky words

A Trace and then copy the words.

1 do do do _____

2 to to to _____

3 so so so _____

4 no no no _____

B Write **do** or **to** or **so** or **no** in each sentence.

1 Jenny said, "I want _____ draw a fox."

2 Mum said, "Sorry, we have _____ time to draw."

3 Jenny said, "Where _____ foxes sleep?"

4 "They must get _____ cold," she added.

Punctuation

Spaces between words

To make sentences easier to read we leave **spaces between words**.

A Write each sentence with a **space between the words**.

1 Isawafoxoutside.

2 Ithadapointednoseandabushytail.

Spelling

ck endings

A Do these word sums.

The first one has been done to help you.

1 st + ick = stick

2 tr + ick = _____

3 tr + ack = _____

4 bl + ack = _____

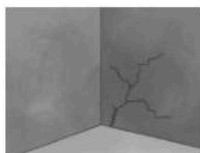
5 cl + ick = _____

6 fl + ick = _____

B Add the missing letter, then write the word.

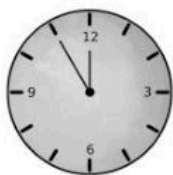
The first one has been done for you.

1 cr _ ck



crack

2 cl _ ck



3 tr _ ck



4 st _ ck



C Add **ing** to each of these words ending in **ck**.

1 pack + ing = _____

2 rock + ing = _____

3 stick + ing = _____

4 flick + ing = _____

Grammar

Doing words – present progressive tense

The words **am**, **is** and **are** help to make lots of **doing words**.

am + verb family name + ing I **am reading** a book about foxes.

is + verb family name + ing The fox **is eating** some fruit.

are + verb family name + ing We **are learning** about foxes.

A Read the words.

am reading is eating is running
am sleeping are singing is kicking

Doing words are called **verbs**.



B Look at the pictures.

Write the **doing words** that match each picture.



You _____.



I _____.



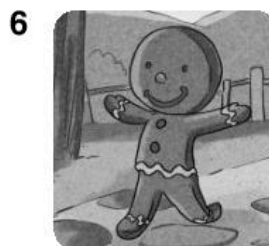
She _____.



The cat _____.



The fox _____.



He _____.

Writing

Writing facts

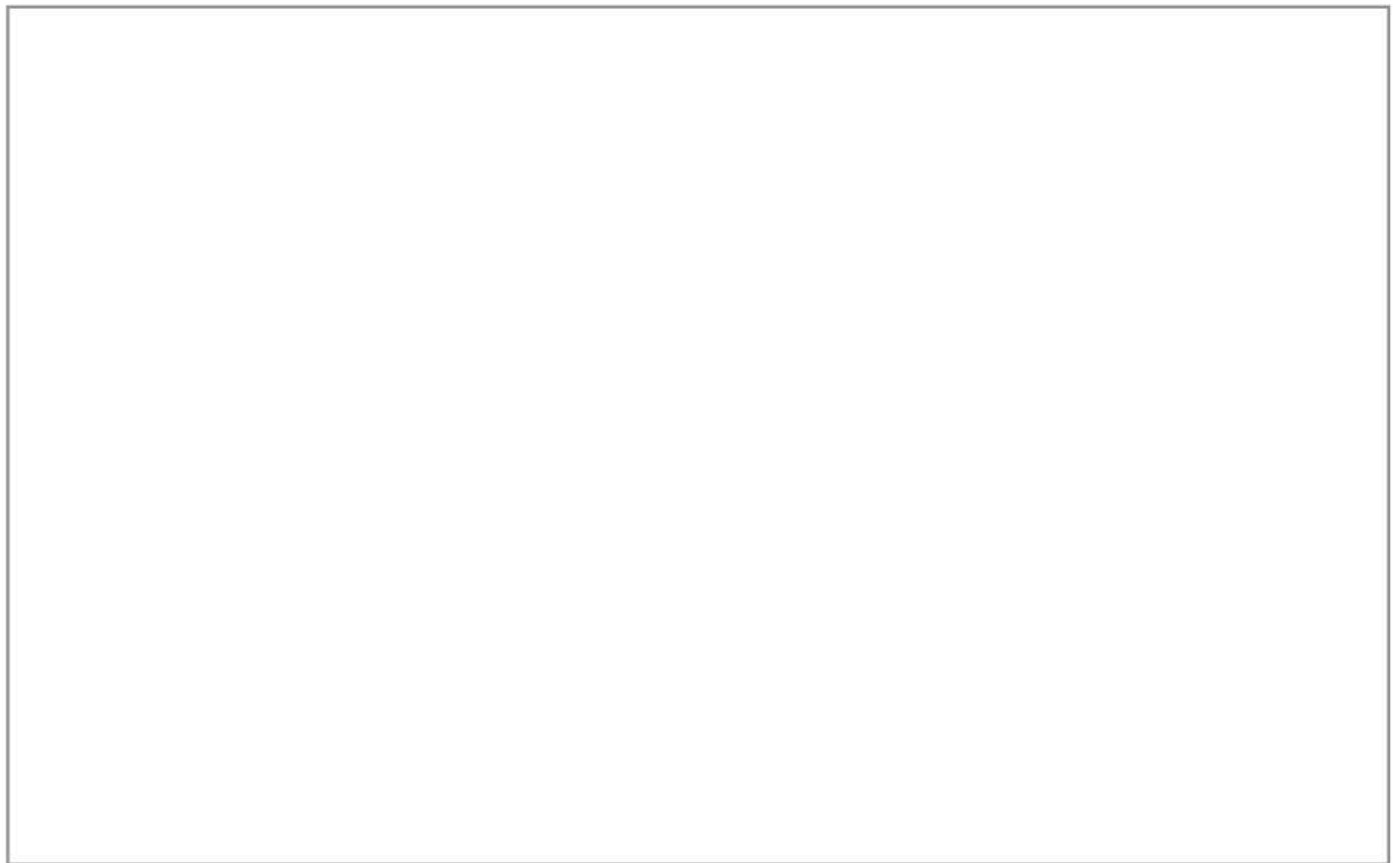
Write a **factsheet** about a pet.

Draw a picture of a pet animal and add facts to each section.

Pet: _____

Where they live

What they look like



What they eat

Where they sleep

Vocabulary

Days of the week

- A** Write the missing days of the week in the table.
- B** Write what you do on each day.

Day of the week	What I do
Monday	I go to
Wednesday	
Saturday	

Punctuation

Capital letters – days of the week

Special naming words begin with **capital letters**.

Days of the week are also special naming words.

Harry and Basma's birthday is on **Saturday** 15th June.

Special naming words are **proper nouns**.



- A** Add the **capital letters**.

- 1 _____unday 2 _____onday 3 _____uesday 4 _____ednesday
- 5 _____hursday 6 _____riday 7 _____aturday

Spelling

ee and ea words

A Write a **rhyming word** from the box.

team seed sea tree

Often **ee** and **ea** have the same sound.



1 **bee** rhymes with _____



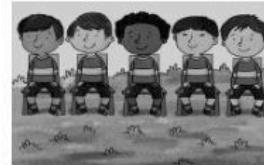
2 **tea** rhymes with _____



3 **need** rhymes with _____



4 **dream** rhymes with _____



B What am I? Write the **ee** or **ea** word from the box.

dream tree bee sea team

1 I am an insect. _____

2 I happen when you are asleep. _____

3 I grow and have leaves. _____

4 I am wet and ships sail on me. _____

5 I am a group of people. _____

C Write a rhyming word for each of these.

1 feet _____

2 seal _____

3 green _____

4 seal _____



Grammar

Joining words

We use **joining words** to join sentences.

Sentence 1: We will meet in the park.

Sentence 2: We will play team games.

You can make **one sentence** by using **and**.

We will meet in
the park **and** play team games.

Joining words are
called **conjunctions**.



You need **one** capital
letter and **one** full stop.



A Underline the **joining word** in each sentence.

- 1 They go to the park and they play games.
- 2 The children eat cake and they wear party hats.
- 3 Basma dances on Tuesday and plays football on Friday.

B Join the sentences with **and**.

- 1 Basma went to the cinema. She enjoyed the film.

- 2 Harry saw his grandparents. He told them about the party.

C Write **two sentences** about the picture.

Join your sentences with **and**.



Writing

Writing about a party



1 Write about a party you have been to.

Answer these questions first.

Write notes.

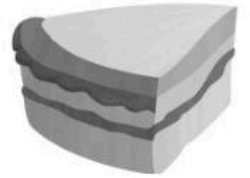
a Who was the party for?

b Who was at the party?

c Did you enjoy the party?

d What did you eat?

e What did you do?



2 Now write about the party.



Vocabulary

Body words

A Draw a line to match the name of the body part with its picture.

ankle

wrist

shoulder



knee

nose

elbow

A These letters are muddled body parts.

Can you sort the letters to make a body part?

1 y e e = eye 2 e l g = _____

3 m a r = _____ 4 t f e e = _____

Punctuation

Capital letters, full stops and question marks

A **sentence** starts with a **capital letter**.

Telling sentences end with a **full stop**.

Asking sentences end with a **question mark**.

This is my sister.

Is this your sister?

A Finish each sentence with a **full stop** or a **question mark**.

1 I hurt my foot _____ 2 Are your eyes brown _____

3 Is your hair wet _____ 4 We shook hands _____

B Write a **telling sentence** about your eyes.

C Write an **asking sentence** about hands.

Spelling

i-e, ie, igh and y words

A Write a rhyming word from the box.

rice cry slide fly night thigh

Listen carefully, i-e, ie, igh and y can have the same sound.



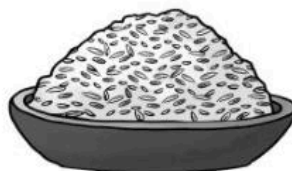
1 **light** rhymes with _____



2 **dry** rhymes with _____



3 **price** rhymes with _____



4 **sly** rhymes with _____



5 **bride** rhymes with _____



B Write as many words with **igh** as you can.

high

C Finish these words. Add **igh** or **y**.

1 fl _____

2 r _____ t

3 sp _____

4 fl _____ t

5 m _____

6 s _____ t

7 sh _____

8 l _____ t

9 br _____ t

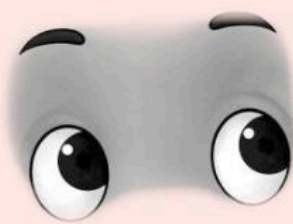
Grammar

More than one

We add **s** to lots of **naming words** when we mean **more than one**.



one eye



two eyes

If a **naming word** ends in **ch, sh, s** or **x** we add **es**.

Cubs are young foxes.

One is **singular**. More than one is **plural**.



A Fill in the missing **naming words**.

- | one | more than one |
|---------|---------------|
| 1 neck | _____ |
| 3 box | _____ |
| 5 bush | _____ |
| 7 wrist | _____ |
| 9 watch | _____ |

- | one | more than one |
|---------|---------------|
| 2 torch | _____ |
| 4 knee | _____ |
| 6 glass | _____ |
| 8 arm | _____ |
| 10 head | _____ |

B Write the **singular naming word** for each of these.

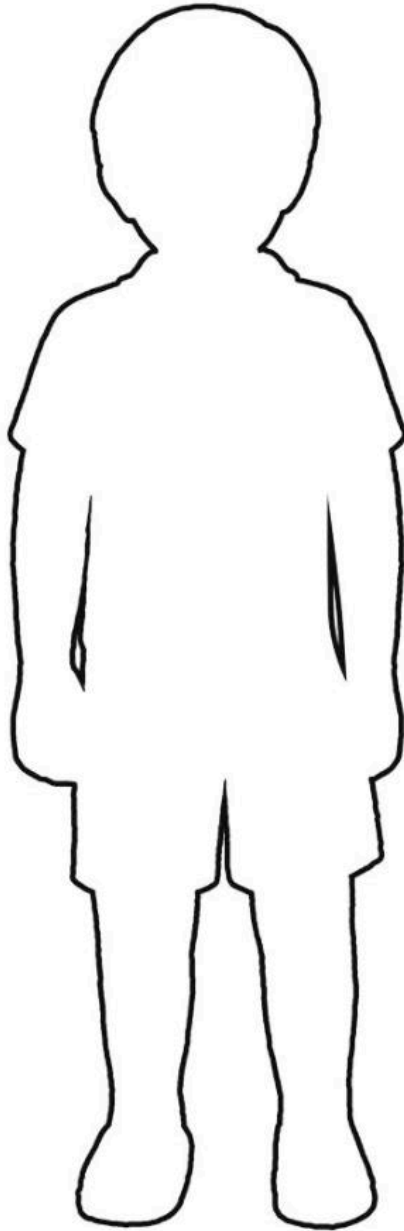
- three classes one _____
- five buses one _____
- two foxes one _____

C Write a sentence of your own using the word **boxes**.

Writing

Writing a description

- 1 Draw on this outline and colour it so it looks like a friend or someone in your family.
- 2 Add labels with arrows to describe how they look.



Vocabulary

Tricky words

A Trace and copy the words.

1 come come _____

2 some some _____

3 give give _____

4 live live _____

B Write **come** or **some**, **live** or **give** in each gap.

1 If you _____ to my house today we will
make _____ jelly.

2 I _____ near my friend.

3 I will _____ her _____ of my pancakes.

Punctuation

Making sentences

We can put **words** together to make **sentences**.

Make + a + pancake = Make a pancake.

We can add **more words** to make a **longer sentence**.

We should make a pancake **for your grandmother**.

A Add some more words to make each sentence **longer**.

You can make **telling sentences** or
asking sentences.

Remember your **full
stop** or **question mark**.



1 I like jelly.

2 He makes pancakes.

3 The jelly is red.

Spelling

er, ir and ur words

Remember **er**, **ir** and **ur** can make the same sound in words.



A Write the **er**, **ir** or **ur** word to match each picture.

perch

bird

nurse

kerb

surf

shirt

fur

stir

her

1



2



3



4



5



6



7



8



9



B Finish this short story with **er**, **ir** and **ur** words.

One day a pipe b_____ in the road. This made a poor old

b_____ fall off its p_____ and h_____ its beak.

A n_____ in a smart sh_____ came to help.



Joining words

We use **joining words** to join sentences.

Sentence 1: Cook the pancake.

Sentence 2: Eat the pancake.

You can make **one sentence** by using **and**.

Cook the pancake **and** eat the pancake.

You need one **capital letter** and one **full stop**.

Joining words are called **conjunctions**.



A Underline the **joining word** in each sentence.

- 1 I made jelly and we ate all of it.
- 2 The jelly wobbled and fell off the plate.
- 3 Mum stirred the pancake and Dad tossed it.

B Join each pair of sentences with **and**.

- 1 I like jelly. I like ice cream.

- 2 Mum made jelly. Dad made a cake.

C Write a **sentence** of your own about your favourite food.

Use the word **and**.

Remember!
You only need
one capital letter and **one full stop**.



Writing

Food poems

Add your own words to complete the poems. Write about a food you like.

_____ on the Plate

_____ on the plate,

_____ on the plate,

_____, _____,

_____, _____,

on the plate.

The _____

_____ a _____,

_____ a _____,

Pop it in _____.

_____ the _____,

_____ the _____,

_____.



Vocabulary

Opposites

A Add the right **opposite word** to the sentences.

1 Jack is _____ that he is in trouble.

happy unhappy

2 Jack's garden is _____.

tidy untidy

3 Jack's Mother thinks Jack was _____
to bring the beans home.

wise unwise



B Write three more opposite words beginning with **un**.

Punctuation

Exclamation marks

All sentences begin with a **capital letter**.

Telling sentences end with a **full stop**.

Asking sentences end with a **question mark**.

We use an **exclamation mark** to show when people are:

shouting Help! **cross** Go away!

surprised Look at that!

A End each sentence with a **full stop** or **question mark** or an **exclamation mark**.

1 Mother: Where are you _____

2 Jack: I don't want to go out today _____

3 Mother: Do as you are told _____

4 Jack: It's not fair _____

Spelling

oa, o-e, oe and ow words

A Sort the words into the table.

show note road flow broke grow goat smoke coat

oa words	ow words	o-e words

B Add another word to each group in the table.

C Look carefully at this picture.

There are nine **oa**, **ow** and **o-e** words to find.

Complete the words.



1 c__t

2 g__t

3 r__d

4 st__n__

5 sm__k__

6 n__t__

7 wind__

8 cr__

9 rainb__

Grammar

Doing words – past simple tense

Some **doing words** tell us what people, animals and things **did** in the **past**.

We make these **doing words** like this:

Verb family name + **ed**

need + **ed** = needed

We **needed** money to get food!

This is the **simple past tense**.



A Underline the **doing word** in each sentence.

- 1 Jack and his mother needed food.
- 2 Jack walked to the market.
- 3 The old man looked at the cow.
- 4 Jack swapped the cow for some beans.
- 5 Jack's mother shouted at him.

The first one is done for you.



B Do the word sums. Make the **doing words**.

- 1 to look + ed looked
- 2 to shout + ed _____
- 3 to plant + ed _____
- 4 to mix + ed _____
- 5 to play + ed _____

C Use this **doing word** in a sentence of your own.

wanted

Writing


Writing descriptions

- 1 Describe Jack.
- 2 Describe his mother.
- 3 Describe their home.


Use as many **describing words** as you can.




1



2



3



Vocabulary

More words within words

A Write all the small words you can find in these words.

- 1 today _____
- 2 some _____
- 3 party _____
- 4 care _____

B What am I?

- 1 I am not young. I'm found in **folding**. _____
- 2 I am very sharp. I'm found in **spin**. _____
- 3 I am eaten. I'm found in **price**. _____
- 4 I am used to unlock. I'm found in **monkey**. _____

Punctuation

Punctuating sentences

All sentences begin with a **capital letter**.

Telling sentences end with a **full stop**.

Asking sentences end with a **question mark**.

Exclamation sentences end with an **exclamation mark**.

I like ice lollies.

Do you like ice lollies?

My ice lolly melted!

A End each sentence with a **full stop** or **question mark** or an **exclamation mark**.

- 1 You need juice to make an ice lolly_____
- 2 Where is the ice-lolly mould_____
- 3 Can I have an ice lolly_____
- 4 It's freezing_____


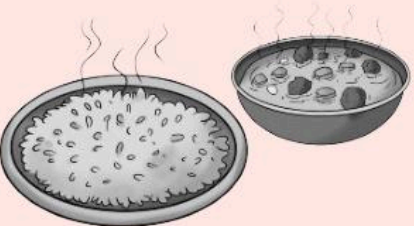
Spelling

ing and ed endings

Remember...

If something is **happening now** the doing word often ends with **ing**.

If something has **happened already** the doing word often ends in **ed**.

cooking	cooked
	

A Finish this table.

	+ ing	+ ed
1 pour		
2 mix		
3 help		
4 talk		
5 jump		

B Add **ing** or **ed** to each of these doing words and use it in a sentence.

1 brush

2 work

3 play

4 watch

Grammar

Naming words – using the suffix er

Naming words are the name of things.

We can make **naming words** from doing words by adding **r** or **er**.

doing word



to freeze

water juice

naming word



freezer

A Match the **naming words** in the box with the correct picture.

driver

rider

shopper

1



2



3



B Make these doing word into **naming words**.

1 to walk _____

2 to call _____

3 to clean _____

4 to sweep _____

C Use two of the **naming words** you have made in **Activity B** in sentences of your own.

1 _____

2 _____

Writing

Writing instructions

Write the instructions for how to make a lemon drink.

- 1 Look carefully at these pictures.
- 2 Write a list of the things you will need to make a lemon drink.

You will need:

- 3 Now write instructions for each of the pictures.
The words in the word box may help.

stir pour lemon slice glass fill
water squeeze ice drink add

1



2



3



4



Vocabulary

Hunting for more words!

We use these words many times when we write:

and in is it that of was as but had him his on are

A Look at the sentences.

Circle the words from the box in the sentences.

- 1 Tigers like being **on** their own.
- 2 Is it true that tigers hunt at night?
- 3 Are tigers and cats from the same animal family?

B Add the missing words from the word box.

- 1 We _____ learning about tigers.
- 2 Did you know that they _____ part _____ the cat family?
- 3 They hunt _____ live _____ their own.

Punctuation

Special naming words

Special naming words begin with **capital letters**.

Names of places are special naming words.

India Siberia

Special naming words are **proper nouns**.



A These are the **names** of countries in the world.

Write them with **capital letters**.

- | | |
|------------------|-------------------|
| 1 india _____ | 2 sri lanka _____ |
| 3 thailand _____ | 4 malaysia _____ |
| 5 pakistan _____ | 6 bahrain _____ |

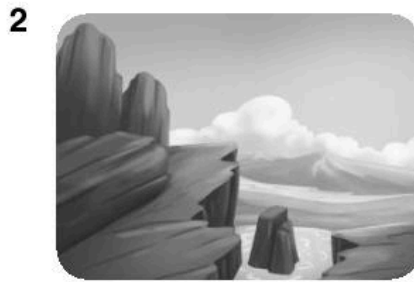
Spelling

y endings

A Write the y word to match each picture.

sandy stormy messy rocky fluffy fruity

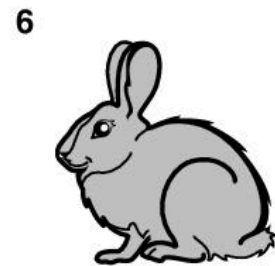












B Copy the smaller word in each of these words.

The first one has been done to help you.

1 smelly _____ smell _____

2 dusty _____

3 rusty _____

4 cloudy _____

5 salty _____

6 sleepy _____

7 milky _____

8 bushy _____

C Choose two of the words ending in y to write into sentences.

Grammar

Writing sentences

When we write a few sentences we can **tell a story** or give **information**.

These **sentences** give us information.

Tigers are big cats.

Most tigers live in hot places such as India.

Some tigers live in cold places such as Siberia.



A Write **three sentences** about yourself.

1 _____

2 _____

3 _____

B Write **three sentences** about your family or friends.

1 _____

2 _____

3 _____



Writing

Writing a Fact File

Write a Fact File on elephants.

You could use books or websites to find the information.

Fact File on elephants



What elephants look like

How elephants live

What elephants eat

Vocabulary

Question words



A Circle the words that can begin questions.

how what big where you it made is
can when have they you why and who

B Choose **three** question words beginning with **wh**.
Write three questions using the words.

Punctuation

Punctuating sentences

You have learned these **punctuation marks**.

•

?

!

A Add the missing **punctuation**.

Ada had a nest____ It had three eggs in it____

Mum said, "What's that____"

Ada said it was a nest____

Mum said, "That's my old red hat____"

Spelling

oo, u-e, ue and ew words

A Write the rhyming word.

1 root rhymes with _____



2 chute rhymes with _____



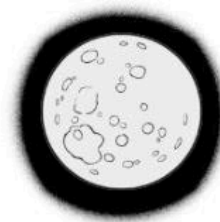
3 threw rhymes with _____



4 blue rhymes with _____



5 spoon rhymes with _____



B What am I?

Write the word.

spoon moon blue pool flute June

1 I am a month. _____

2 I am a colour. _____

3 You can play music on me. _____

4 I can be seen at night. _____

5 You can swim in me. _____

6 You use me to eat. _____

Grammar

Doing words – past simple tense

Some **doing words** tell us what people, animals and things **did** in the past.

We make these **doing words** like this:

verb family name + **ed**

ask + **ed** = asked

“What have you got there?” she **asked**.

If the verb family name ends in **e**, just add **d**.



A Write the **doing word** with **ed** for each picture.

1



2



3



B Add **ed** or **d** to these doing words.

1 touch_____

2 taste_____

3 like_____

4 mix_____

5 help_____

6 play_____

7 live_____

8 need_____

9 wobble_____

10 hope_____

C Use these **doing words** in sentences of your own.

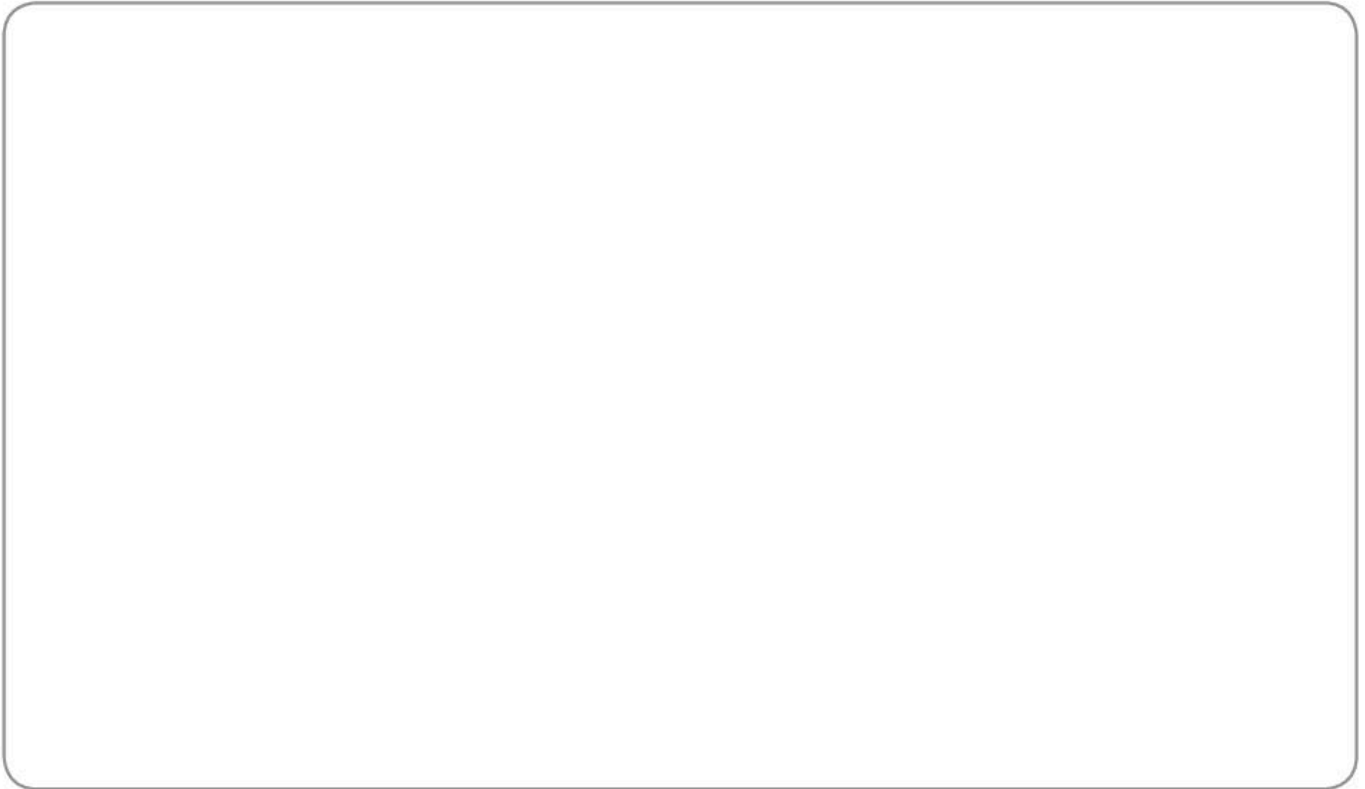
1 asked

2 smiled

Writing

Describing characters

1 Draw a picture of a character from a story you have read.



2 Write a list of words to describe the character.

What does the character look like?

Is the character kind or mean?



3 Use your words to write three sentences about the character.

Word Practice

Number words

Trace and write the number words.

Colour the numbers.

1

one

one

2

two

two

3

three

three

4

four

four

5

five

five

6

six

six

7

seven

seven

8

eight

eight

9

nine

nine

10

ten

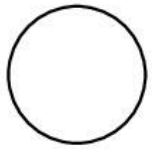
ten

Colour words

Trace and write the colour words.

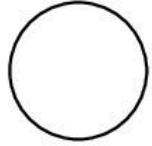
Colour the circles with the right colour.

Colour words are describing words.
Describing words are called **adjectives**.



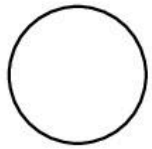
red

red



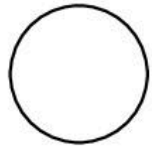
blue

blue



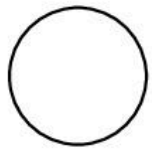
green

green



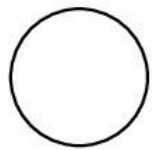
yellow

yellow



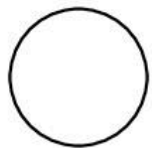
pink

pink



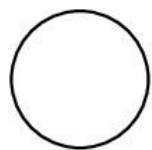
black

black



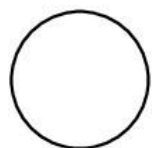
orange

orange



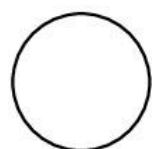
brown

brown



purple

purple



grey

grey

Naming words

Trace and write the naming words.

Colour the pictures.

Naming words are called **nouns**. 



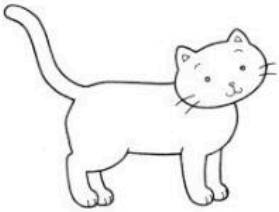
ball

ball



bike

bike



cat

cat



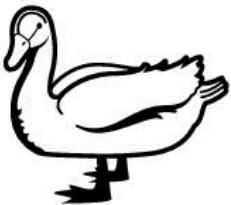
cloud

cloud



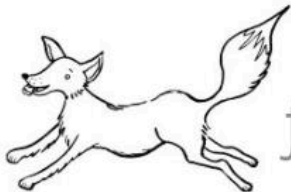
doll

doll



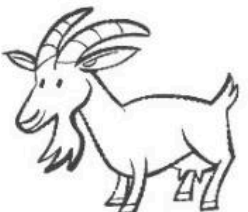
duck

duck



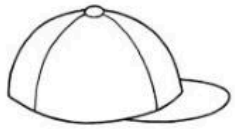
fox

fox



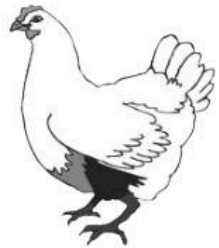
goat

goat



hat

hat



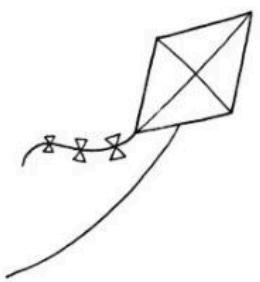
hen

hen



jug

jug



kite

kite



pen

pen



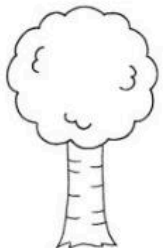
ship

ship



sock

sock



tree

tree

Doing words

Trace and write the doing words.

Doing words are called **verbs**.



clean

clean



cook

cook



eat

eat



give

give



hear

hear



kick

kick



mix

mix



pick

pick



plant

plant



play

play



read

read



run

run



smell

smell



shout

shout



sleep

sleep



taste

taste

Question words

Trace and write the question words.

We use a question mark ?
to end an asking sentence.



what

what



when

when



where

where



who

who



why

why

Add a question word to each asking sentence.

_____ is in that box?

_____ do you get up?

_____ are you going?

_____ is that person in the picture?

_____ is a rainbow different colours?

Days of the week words

Trace and write the days of the week.
Remember to use a capital letter.

Days of the week are
proper nouns.



Monday Monday _____

Tuesday Tuesday _____

Wednesday Wednesday _____

Thursday Thursday _____

Friday Friday _____

Saturday Saturday _____

Sunday Sunday _____



Glossary

adjective (describing word) a word that tells us more about someone or something

capital letter a large letter used at the start of a name or at the start of a sentence – for example:
A, B, C

conjunction (joining word) a word used to join two sentences – for example: *and*

consonant all the letters in the alphabet that are not vowels
(*a, e, i, o u*)

dictionary a list of words and their meanings, in alphabetical order

exclamation mark a punctuation mark (!) used at the end of a sentence when the sentence shows surprise, fear or excitement

full stop a punctuation mark (.) used at the end of a telling sentence

noun (naming word) a word that tells us the name of something

opposite a word that describes something that is the most different from something else – for example: *hot/cold; up/down*

plural when there is more than one

proper noun a special naming word, used for names of people, places and days of the week; proper nouns start with a capital letter

punctuation mark marks used to help us read and understand sentences

question an asking sentence that ends with a question mark (?)

question mark a punctuation mark (?) used at the end of a question (asking sentence)

rhyme when words have a similar sound – for example: *sky* and *fly*

singular when there is only one

suffix a word ending

telling sentence a sentence that ends with a full stop

tense tells us when something happens – in the past, the present or the future

verb (doing word) a word that tells us what someone or something is doing

vowel the letters *a, e, i, o u*



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This Workbook provides:

- Tips and reminders to support learning
- Write-in activities offering extra practice
- Planning support for extended writing tasks
- A list of useful grammatical terms

Workbook 1

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