



Nelson  
English

# Workbook 2



Sarah Lindsay and Wendy Wren

OXFORD





Nelson  
English

# Workbook 2

This book belongs to

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Sarah Lindsay and Wendy Wren

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UNIT  
**1**

# Secrets

## Vocabulary

### Compound words

**A** Draw a line to join the pictures that make a **compound word**.



shelf



tea



hand



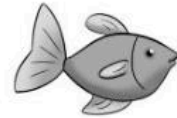
book



spoon



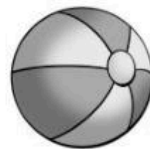
foot



fish



bag



ball



jelly

**B** Write the compound words you have made.

\_\_\_\_\_

\_\_\_\_\_

## Punctuation

### Capital letters and full stops

A **sentence** starts with a **capital letter**.  
A **sentence** usually ends with a **full stop**.

Jimmy is not good at keeping secrets.

**A** Write the sentences, adding the **capital letters** and **full stops**.

1 jimmy went to school

\_\_\_\_\_

2 he was not good at keeping secrets

\_\_\_\_\_

3 libby would not tell him the secret

\_\_\_\_\_

4 he ran home to tell his Mum

\_\_\_\_\_

## Spelling

**or, ore, aw and au words**

Remember, these letter patterns all sound similar.



**A** Finish the words using **or**, **ore** or **aw**.

1 y\_\_\_\_\_n

2 sh\_\_\_\_\_t

3 h\_\_\_\_\_se

4 b\_\_\_\_\_n

5 sn\_\_\_\_\_

6 m\_\_\_\_\_

7 h\_\_\_\_\_k

8 c\_\_\_\_\_n

9 st\_\_\_\_\_

10 st\_\_\_\_\_m

11 cl\_\_\_\_\_

12 s\_\_\_\_\_

**B** Match the clue with the correct **au** word.

author    August    dinosaur    astronaut

1 A month of the year.

\_\_\_\_\_

2 Someone who goes to space.

\_\_\_\_\_

3 A creature that lived millions of years ago.

\_\_\_\_\_

4 Someone who writes books.

\_\_\_\_\_

# Grammar

## Nouns and adjectives

**Nouns** are naming words.

**Adjectives** are describing words.

**snake**



A **little** snake

**A** Copy the **adjective** from the box to describe each picture.

long

dirty

tiny

tall

1



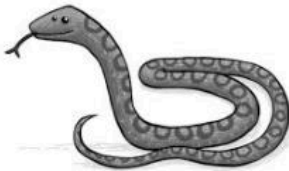
the \_\_\_\_\_ buildings

2



the \_\_\_\_\_ football

3



the \_\_\_\_\_ snake

4



the \_\_\_\_\_ snail

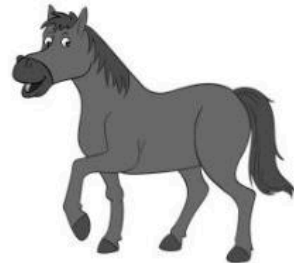
**B** Write a **describing word** and a **naming word** for each picture.

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

# Writing

## Putting events in order

Write your own simple story about something that happened to you.

- 1 Start by drawing a picture in each box to show the **beginning, middle** and **end** of your story.
- 2 Next to each box write a sentence describing what happens in your story. Remember to put the events in the right order.

If you can't think of your own idea here is one for you to use:

Imagine you went out for the day.

You took your favourite toy with you but it got lost.

How did you find it again?



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# UNIT 2

## How Do We Move?

### Vocabulary

#### Body words

A Write the missing body part in each sentence.

knee      heart      leg      foot  
back      ankle      skeleton      neck



- 1 My sister stood on my f\_\_\_\_\_.
- 2 My father has a bad b\_\_\_\_\_.
- 3 I can feel my h\_\_\_\_\_ beat.
- 4 A s\_\_\_\_\_ is made of bones.

B Write two sentences. Use a body part in each sentence.

---

---

### Punctuation

#### Contractions and apostrophes

**Contractions** are words that have been made smaller. A letter or more than one letter is left out.

An **apostrophe** is used in place of the missing letter or letters.

I'm feeling really hungry.      I'm = I **am**

This is an  
**apostrophe: '.** 

A Write the underlined words as **contractions**.

- 1 I am feeling much better. \_\_\_\_\_
- 2 We are eating fruit. \_\_\_\_\_
- 3 They are drinking water. \_\_\_\_\_
- 4 He is using energy. \_\_\_\_\_

## Spelling

### wa and qua words

Listen to the sound the **qua** and **wa** make.

The bucket holds a large **quantity** of **water**.



- A** Read the clues. Write the answer.  
Each answer is a **wa** word.

wasp    water    watch    wash    warm    swan

- 1 I tell the time. \_\_\_\_\_
- 2 You do this to keep clean. \_\_\_\_\_
- 3 You can drink me. \_\_\_\_\_
- 4 I'm a bird with a long white neck. \_\_\_\_\_
- 5 I'm the opposite to cool. \_\_\_\_\_
- 6 I'm a type of insect. \_\_\_\_\_

- B** Write each of these **qua** words in a sentence.

- 1 squash \_\_\_\_\_  
\_\_\_\_\_
- 2 quantity \_\_\_\_\_  
\_\_\_\_\_
- 3 quarrel \_\_\_\_\_  
\_\_\_\_\_

- C** How many **wa** words can you write?

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |



# Grammar

## Present tense verbs

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

Our heart **pumps** the blood around our body.

Our skeleton **holds** our body in shape.

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

- 1 Your heart beats quickly.
- 2 He drinks lots of water.
- 3 She puts fuel in the car.
- 4 They work hard at school.
- 5 I can feel my heartbeat.

Doing words are called **verbs**.



**B** Complete each sentence with a **present tense verb**.

- 1 I \_\_\_\_\_ with my ears.
- 2 You \_\_\_\_\_ with your eyes.
- 3 They \_\_\_\_\_ with their legs.
- 4 He \_\_\_\_\_ with his nose.
- 5 We \_\_\_\_\_ with our brains.

**Present tense verbs** tell us what is happening **now**.  
For example: The boy **walks**. The girl **sings**.



**C** Use these **present tense verbs** in sentences of your own.

1 work \_\_\_\_\_  
\_\_\_\_\_

2 need \_\_\_\_\_  
\_\_\_\_\_

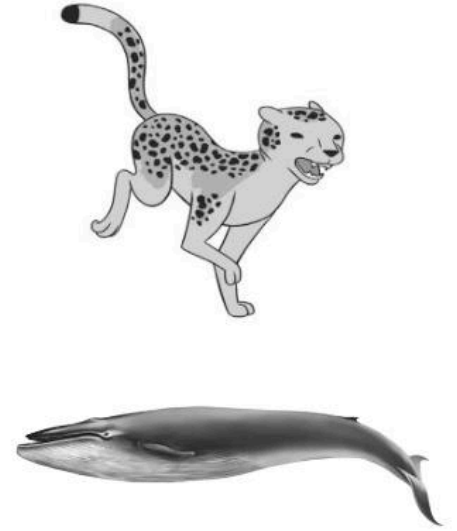
3 feels \_\_\_\_\_  
\_\_\_\_\_

## Writing

### Using subheadings

1 Read this information about animals carefully.

Some animals are much faster than other animals. The fastest land animal is the cheetah, which lives mainly in Africa. It can run at over 100 kilometres per hour! Some animals are much bigger than other animals. The blue whale is even bigger than a basketball court. Amazingly, blue whales feed on tiny fish called krill. They can eat over 4 tonnes of krill a day.



2 What can you find out about cheetahs and blue whales?

#### The fastest animal

a What is the fastest land animal?

---

b Where do cheetahs live?

---

c How fast can cheetahs run?

---

#### The largest animal

d How big is a blue whale?

---

e What do blue whales eat?

---

f How much food do they eat each day?

---

3 Use your notes to write sentences about each animal.

a The fastest animal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b The largest animal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# UNIT 3

## I Wouldn't

### Vocabulary

#### Rhyming words

- A** Each word from the box rhymes with another word from the box. Write the rhyming pairs. The first has been done to help you.

Remember, rhyming words often have the same letter patterns.



|       |      |       |      |      |      |
|-------|------|-------|------|------|------|
| floor | nice | house | play | cat  | mice |
| mouse | wall | fat   | hall | door | say  |

- 1 floor door      2 \_\_\_\_\_      3 \_\_\_\_\_
- 4 \_\_\_\_\_      5 \_\_\_\_\_      6 \_\_\_\_\_

- B** Write one pair of words from **Activity A** in a sentence.
- 

### Punctuation

#### Capital letters, full stops and question marks

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

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

There's a mouse house in the wall.

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

These are **asking sentences**.

Will you come out to play?

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

- 1 The mouse house has a small door \_\_\_\_\_
- 2 Where does the fat cat sit \_\_\_\_\_
- 3 The nice mice live in the mouse house \_\_\_\_\_
- 4 Does the cat want to play \_\_\_\_\_
- 5 Will the mice come out \_\_\_\_\_

# Spelling

## Soft c

Say these words aloud.

cat

mice

What do you notice about the c sound in each word?

The c in mice is called a **soft c**.

It sounds more like an s!



**A** Write the **soft c** words.

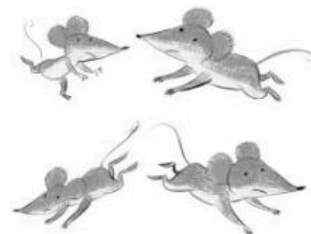
1



2



3



f \_\_\_\_\_

j \_\_\_\_\_

m \_\_\_\_\_

4



5



6



r \_\_\_\_\_

r \_\_\_\_\_

i \_\_\_\_\_

**B** Add the **soft c** words to the table.

Sort them by looking at the letter that comes after the **soft c**.

race

icy

price

city

cinema

pencil

cereal

spicy

cycle

| ci | ce | cy |
|----|----|----|
|    |    |    |
|    |    |    |
|    |    |    |
|    |    |    |
|    |    |    |

**C** Add one more word to each column in the table.



## Grammar

### Making verbs using **am**, **is** and **are**

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

**am** + verb family name + ing

I **am waiting** for the mice.

**is** + verb family name + ing

The cat **is sitting** by the door.

**are** + verb family name + ing

The mice **are staying** in the house.

Doing words are called **verbs**.



- A** Underline the **verb** in each sentence.  
The first one has been done to help you.

- 1 The cat is waiting for the mice.
- 2 The mice are hiding in their house.
- 3 I am visiting the city.
- 4 You are closing the door.
- 5 That cat is getting fat!

Remember these **verbs** have **two words**.



- B** Complete each sentence with **am**, **is** or **are**.

- 1 I \_\_\_\_\_ thinking.
- 2 He \_\_\_\_\_ sitting.
- 3 You \_\_\_\_\_ talking.
- 4 We \_\_\_\_\_ waiting.
- 5 She \_\_\_\_\_ playing.

- C** Use these **verbs** in sentences of your own.

- 1 are writing \_\_\_\_\_  
\_\_\_\_\_
- 2 is looking \_\_\_\_\_  
\_\_\_\_\_
- 3 am going \_\_\_\_\_  
\_\_\_\_\_

# Writing

## Rhymes

Some poems have rhyming words.

Read these rhymes.

In the hall  
There's a wall.

In the house  
There's a mouse.



Near the floor  
There's a door.

On the mat  
There's a cat.



- 1 Think of your own word to complete each rhyme.  
The pictures will help you.

On the log  
There's a \_\_\_\_\_



In the box  
There's a \_\_\_\_\_



- 2 Write two more rhymes using the same rhyming pattern.

---

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---

# How to Make a Hovering Bee

## Vocabulary

### Tricky words

Words with these spelling patterns can be a little tricky to learn.

**ast last ind find old gold**

- A** Find six words in the wordsearch. Each word must have four letters and use one of the letter patterns. Copy the words.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| k | i | s | t | d | l | m |
| v | g | o | l | d | a | f |
| w | t | s | c | h | s | f |
| k | p | a | s | t | t | i |
| y | i | n | d | s | n | n |
| o | h | n | c | o | l | d |
| k | l | c | d | p | r | e |

**ast**

**ind**

**old**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- B** Add one more word to each list.

## Punctuation

### Capital letters and exclamation marks

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

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

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

Exclamations show that someone is surprised, excited or cross.

Look at this amazing bee!



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

1 I've spilt the paint \_\_\_\_\_

2 Fold the card in half \_\_\_\_\_

3 Where is the tissue paper \_\_\_\_\_

4 I've lost one of the eyes \_\_\_\_\_



## Spelling

### Words ending in **tion**

There are many words that end in **tion**.  
Look at the letter patterns these words have.



station



direction

**A** Copy these words and underline the **ation** or **ction** letter pattern in each.

1 location \_\_\_\_\_

2 section \_\_\_\_\_

3 selection \_\_\_\_\_

4 relation \_\_\_\_\_

5 subtraction \_\_\_\_\_

6 action \_\_\_\_\_

7 education \_\_\_\_\_

8 imagination \_\_\_\_\_

**B** Write each of these **tion** words in a sentence.

1 question \_\_\_\_\_

2 direction \_\_\_\_\_

3 imagination \_\_\_\_\_

4 station \_\_\_\_\_

**C** Can you think of three different **tion** words?

\_\_\_\_\_

## Grammar

### Conjunctions – **and, but, or**

Joining words are called **conjunctions**.



We use the **joining word and** to join sentences.

Sentence 1: Cut out shapes for the eyes.

Sentence 2: Glue them on.

Cut out shapes for the eyes **and** glue them on.

You can also join sentences with **but** and **or**.

Fold the card **but** don't cut it.

Use white paper **or** coloured paper.

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

- 1 I drew round the plate **and** cut out the circle.
- 2 I glued the edges **but** they wouldn't stick!
- 3 I could use white paper for the wings **or** I could use coloured paper.



**B** Join each pair of sentences using **and, but** or **or**.

- 1 I made a bee. It was amazing!

---

---

- 2 Do you want to make a bee? Do you want to make a butterfly?

---

---

**C** Write a **sentence** of your own about making a bee.  
Use the word **but**.

---

---



## Writing

### Writing instructions

Write your own instructions for how you get to school.

Remember, it is important to write instructions in the **correct order** or they don't make sense.

If instructions are **numbered** it makes them easy to follow.

They also need to be **simple** and **direct** so they can be easily understood.



Your instructions need to start from the moment you leave home and finish the moment you arrive at school.

1

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---

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# Little Red Riding Hood

## Vocabulary

### Opposites

**A** Draw a line to join each word to a word with the **opposite** meaning.

|        |         |
|--------|---------|
| high   | fat     |
| start  | huge    |
| tiny   | low     |
| thin   | weak    |
| strong | outside |
| light  | finish  |
| inside | heavy   |

**B** Add **un** or **dis** to each word to make the opposite.


- 1 \_\_\_\_\_happy    2 \_\_\_\_\_agree    3 \_\_\_\_\_safe  
 4 \_\_\_\_\_approve    5 \_\_\_\_\_honest    6 \_\_\_\_\_healthy

## Punctuation

### Contractions of to have

**Contractions** are words that have been made smaller.  
 A letter or more than one letter is left out.  
 An **apostrophe** is used in place of the missing letter or letters.

**I've** got a basket.    **I've** = I **have**

This is an  
 apostrophe: ' 

**A** Write the bold words as **contractions**.

- 1 **She has** picked red flowers. \_\_\_\_\_  
 2 **They have** baked some cakes. \_\_\_\_\_  
 3 **It has** grown colder. \_\_\_\_\_  
 4 **I have** read the story. \_\_\_\_\_  
 5 **We have** drawn a picture. \_\_\_\_\_



## Spelling

### adding ing, ed and er

When we need to add endings to very short words there are some rules to follow.

If the letter **before** the last letter is a **vowel**, you need to **double** the last letter.

big     The trees grow **bigger** in the wood.

If the letter **before** the last letter is **not a vowel**, you **don't need to double** the last letter.

dark cold     The wood grew **darker** and **colder**.

#### A Complete these word sums.

1 hot + er = \_\_\_\_\_

2 grab + ed = \_\_\_\_\_

3 walk + ing = \_\_\_\_\_

4 mop + ed = \_\_\_\_\_

5 sing + er = \_\_\_\_\_

6 run + ing = \_\_\_\_\_

7 slip + ed = \_\_\_\_\_

8 jump + er = \_\_\_\_\_

Another important rule is:

If a short word ends with **e**, you need to take off the **e** before adding **ing**, **ed** or **er**.

take taking

Little Red Riding Hood is **taking** some flowers to her grandmother.

#### B Complete these word sums.

1 bounce + ing = \_\_\_\_\_

2 wave + ed = \_\_\_\_\_

3 drive + er = \_\_\_\_\_

4 wipe + ed = \_\_\_\_\_

5 write + er = \_\_\_\_\_

6 race + ing = \_\_\_\_\_

7 use + ing = \_\_\_\_\_

8 hope + ed = \_\_\_\_\_

## Grammar

### Adjectives – making opposites

Adjectives are describing words. Adjectives have **opposites**. **big** and **bright** flowers  
**small** and **pale** flowers

- A** Replace the **adjective** in brackets with its **opposite** from the box.

well      wide      small      light      cloudy

- 1 Red Riding Hood picked some (**big**) \_\_\_\_\_ flowers.
- 2 Grandmother was (**ill**) \_\_\_\_\_.
- 3 The sky was (**sunny**) \_\_\_\_\_.
- 4 She went along the (**narrow**) \_\_\_\_\_ path.
- 5 It was (**dark**) \_\_\_\_\_ in the wood.



You can create the **opposites** of some **adjectives** using the prefixes **un** or **dis**.

Red Riding Hood was well. Grandmother was **unwell**.  
Dark clouds appeared in the sky. The sun **disappeared** behind the clouds.

- B** Add **un** or **dis** to make the **opposite** of these adjectives.

1 happy                      2 like                      3 honest                      4 kind  
\_\_\_\_\_

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

1 \_\_\_\_\_  
\_\_\_\_\_  
2 \_\_\_\_\_  
\_\_\_\_\_

# Writing

## Settings

The words that describe a **setting** build a picture in your mind of where a story is happening.

beautiful

horrible

gloomy

peaceful

dark

pleasant

sunny

frightening

- 1 Choose words from the box that tell you what the garden is like.  
Write them below.

---

---

---

---



- 2 Choose words from the box that tell you what the wood is like.  
Write them below.

---

---

---

---



- 3 Use one of the words about the **garden** and one of the words about the **wood** in two sentences about each setting.

a garden setting

1 \_\_\_\_\_

2 \_\_\_\_\_

b wood setting

1 \_\_\_\_\_

2 \_\_\_\_\_



## Vocabulary

## Similar words

Remember, words which are **similar** are like each other.



**A** Join the similar words with a line.

|       |          |       |       |        |        |
|-------|----------|-------|-------|--------|--------|
| say   | scared   | cross | ask   | shut   | sleepy |
| tired | question | close | speak | afraid | angry  |

**B** Write four of your own pairs of words.

The words must have similar meanings.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_

## Punctuation

## Capital letters, full stops and question marks

Sentences can end with a:

- full stop                      Turtles cover their eggs with sand.
- a question mark              Where does the rat snake lay her eggs?
- an exclamation mark        The baby rattle snake is breaking out of the egg!

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

- 1 Is that a lizard \_\_\_\_\_                      2 That's a big snake \_\_\_\_\_  
 3 The turtle is digging a hole \_\_\_\_\_        4 Do crocodiles lay eggs \_\_\_\_\_

**B** Write a **question** about a reptile's egg.

\_\_\_\_\_

**C** Write an **exclamation** about a crocodile.

\_\_\_\_\_

## Spelling

### Unusual o words

Listen carefully to the sound the **o** makes in the word **mother**.  
The **mother** rat snake lays her eggs.

**A** Choose words from the box to answer the clues.

loves      gloves      other      mother      brother      another  
come      some      money      honey      won      done

- 1 I'm worn on hands when it is cold. \_\_\_\_\_
- 2 You need me to pay for things. \_\_\_\_\_
- 3 I came first in the race which means I ... \_\_\_\_\_
- 4 Bees make me. \_\_\_\_\_
- 5 I am a sister to one. \_\_\_\_\_

**B** Write your own word search.

Choose six unusual **o** words.

First write them in the grid below.

Then fill the spaces left with any letters.

Finally, ask someone to do your word search!

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
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## Grammar

### Verbs: regular past simple tense

**Past tense verbs** tell us what people, animals and things **did** in the **past**.

We make the **past simple tense** like this:

Verb family name + **ed**

cover + ed = **covered**

Verb family name ending in e + **d**

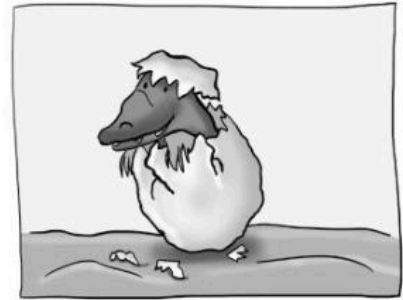
provide + d = **provided**

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



**A** Underline the **past simple verb** in each sentence.

- 1 We learned about baby reptiles.
- 2 They stayed away from the turtle's nest.
- 3 I painted a picture of a reptile egg.
- 4 The baby rat-snake hatched today.
- 5 "That's a baby rat-snake!" she shouted.



**B** Do the word sums to make the **past simple tense**.

- 1 to smile + d smiled
- 2 to laugh + ed \_\_\_\_\_
- 3 to joke + d \_\_\_\_\_

The first one is done for you.



**C** Use these **past simple verbs** in sentences of your own.

1 breathed \_\_\_\_\_  
\_\_\_\_\_

2 watched \_\_\_\_\_  
\_\_\_\_\_

3 covered \_\_\_\_\_  
\_\_\_\_\_

## Writing

### Flow diagrams

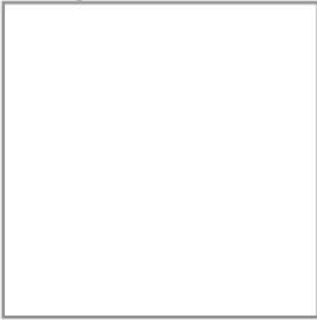
We can put information into a flow diagram that shows the order in which things happen.

Choose something to draw and write about in this flow diagram.

It can be something you do (like brushing your teeth) or something you know about (like planting a seed).

My flow diagram shows the three stages of \_\_\_\_\_

#### Stage 1



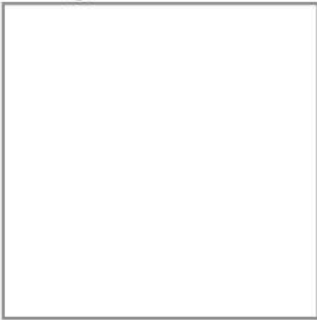
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#### Stage 2



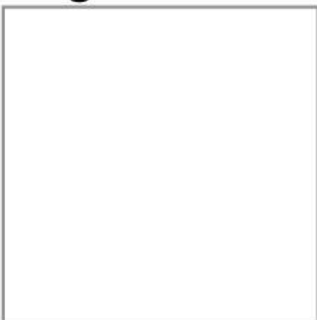
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#### Stage 3



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# UNIT 7

## A Book Cover

### Vocabulary

#### Transport words

Use a different word in each sentence.



**A** Write the different transport words in the sentences.

train    bike    car    plane    boat    lorry

- 1 My father flew on a \_\_\_\_\_ to Sri Lanka.
- 2 We took a \_\_\_\_\_ up the Indus River.
- 3 The \_\_\_\_\_ carried the bananas to market.
- 4 My mother drove her \_\_\_\_\_ to the shop.
- 5 The \_\_\_\_\_ arrived at the crowded station.
- 6 I rode my \_\_\_\_\_ to school.

### Punctuation

#### Commas in lists

When we write a **list** in a sentence we use **commas**.  
We can join the last two things in the list with **and**.

Mr Timms is carrying a briefcase, an umbrella **and** a newspaper.

**A** Add the missing **commas**.

- 1 I travel by bike bus and train.
- 2 The station was hot crowded and noisy.
- 3 I ride my bike to school to the shops and to the library.
- 4 Buses bikes and cars have wheels.
- 5 Kim Green wrote about a train a car and a holiday.



## Spelling

### y and ey endings

Listen to the sound the **y** makes at the end of each word in bold.

*Mr Timms Learns to **Fly***

A **funny** book

Sometimes the **y** at the end of a word sounds like **i** in **bike**.

Sometimes the **y** at the end of a word sounds like **ee** in **bee**.

**A** Write four words that end in **y** and sounds like **i**.

\_\_\_\_\_

\_\_\_\_\_

**B** Write four words that end in **y** and sounds like **ee**.

\_\_\_\_\_

\_\_\_\_\_

When adding **s** to words that end in **y** remember these rules:

If the letter **before** the **y** is a vowel just add **s**.

money + s = monkeys

If the letter **before** the **y** is any other letter **drop the y** and **add ies**.

butterfly + s = butterflies

We add **s** to nouns to show there is more than one:

**one** monkey

**two** monkeys

**one** butterfly

**two** butterflies



**C** Add **s** to each of these words ending in **y**.

1 monkey \_\_\_\_\_

2 fly \_\_\_\_\_

3 reply \_\_\_\_\_

4 valley \_\_\_\_\_

5 jelly \_\_\_\_\_

6 story \_\_\_\_\_

7 chimney \_\_\_\_\_

8 key \_\_\_\_\_

# Grammar

## Compound nouns

There are many different types of **nouns**.

**Common nouns** are the names of ordinary things.

**book**

**Proper nouns** are special naming words for people, places, days and months.

**Mr Timms**

**Compound nouns** are made by joining two nouns together.

news + paper      **newspaper**

**A** Write the **compound nouns** for each of these.

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

**B** Use a dictionary to find two **compound nouns** for each word.

1 hill      a \_\_\_\_\_      b \_\_\_\_\_

2 water      a \_\_\_\_\_      b \_\_\_\_\_

3 tea      a \_\_\_\_\_      b \_\_\_\_\_

**C** Use one of the **compound nouns** you have written in **Activity B** in a sentence of your own.

\_\_\_\_\_  
\_\_\_\_\_



## Writing

### A book cover

Use this template to help you plan a front cover and back cover for a storybook.

#### Front cover

Title: \_\_\_\_\_

Illustration: \_\_\_\_\_

Author: \_\_\_\_\_

#### Back cover

Information about the story: \_\_\_\_\_

---

---

---

---

What people who liked the book said about it: \_\_\_\_\_

---

---

---

Titles of other books by the same author: \_\_\_\_\_

---

---

---

Published by: \_\_\_\_\_

---

## Vocabulary

## Words within words

- A** How many small words does the word **sometimes** have?

Write the words.

\_\_\_\_\_

\_\_\_\_\_

You can  
use a  
dictionary  
to help!



- B** Challenge! Can you find two words that contain:

- |                                 |       |       |
|---------------------------------|-------|-------|
| 1 One smaller word              | _____ | _____ |
| 2 Two smaller words             | _____ | _____ |
| 3 Three smaller words           | _____ | _____ |
| 4 More than three smaller words | _____ | _____ |

## Punctuation

## Contractions with not

**Contractions** are words that have been made smaller.

A letter or more than one letter is left out.

An **apostrophe** is used in place of the missing letter or letters.

Bridges must be strong so they **don't** fall down.

don't = do not

This is an **apostrophe**: ' .



- A** Write the bold words as **contractions**.

- |                                                    |       |
|----------------------------------------------------|-------|
| 1 I <b>cannot</b> find the index in this book.     | _____ |
| 2 Modern beam bridges <b>are not</b> made of wood. | _____ |
| 3 That bridge <b>is not</b> safe!                  | _____ |
| 4 Beam bridges <b>do not</b> hang from cables.     | _____ |
| 5 This book <b>has not</b> got an index.           | _____ |

## Spelling

### soft g

Say these words aloud:

long bridge

What do you notice about the **g** sound in each word?

The **g** in **bridge** is called a **soft g**.  
It sounds more like a **j**!



**A** Circle the words with a **soft g**.

ledge

goat

smudge

tangle

badge

stage

sing

package

page

garage

urgent

tragic

garden

single

bridge

giraffe

tiger

eagle

**B** Which word has a **soft g** and a **hard g** in **Activity A**?

\_\_\_\_\_

**C** Write two funny sentences.

Each sentence must include three **soft g** words.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grammar

### Adjectives: comparatives with er

**Adjectives** are describing words.

They tell us more about people, animals, places and things.

a **long** bridge

**Adjectives** can describe the **difference** between **two things**.

a **long** bridge

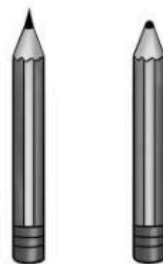
long + **er** = a **longer** bridge

**Longer** is a **comparative adjective**.



**A** Underline the **comparative adjective** in each sentence.

- 1 My pencil is sharper than yours.
- 2 You can run faster than me.
- 3 This stone is smaller than that one.
- 4 That river is deeper than this one.
- 5 This cable is thicker than that one.



**B** Add **er** to the adjective in brackets to make a **comparative adjective**.

- 1 My brother is \_\_\_\_\_ than yours (old)
- 2 This pillow is \_\_\_\_\_ than that one. (soft)
- 3 That bridge is \_\_\_\_\_ than this one. (strong)
- 4 I can shout \_\_\_\_\_ than you. (loud)
- 5 That tower is \_\_\_\_\_ than this one. (tall)

**C** Use these **comparative adjectives** in sentences of your own.

- 1 warmer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2 fresher \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Writing

### Writing an index

Use the information on this page to help you create an index.

Here are the names of some bridges with page numbers.

The names have to be put in alphabetical order to make an index.

Waterloo Bridge – p32    Zambezi Bridge – p35    Narmada River Bridge – p31

Akashi Kaikyō Bridge – p5    Humber Bridge – p19    Dabong Bridge – p10

Tower Bridge – p29    Bridge of Sighs – p7    Golden Gate Bridge – p13

Sydney Harbour Bridge – p24    Lansdowne Bridge – p22    JK Bridge – p40

1 Write the names of each bridge next to the letter it begins with.

|   |                             |   |       |
|---|-----------------------------|---|-------|
| A | <u>Akashi-Kaikyō Bridge</u> | N | _____ |
| B | _____                       | O | _____ |
| C | _____                       | P | _____ |
| D | _____                       | Q | _____ |
| E | _____                       | R | _____ |
| F | _____                       | S | _____ |
| G | _____                       | T | _____ |
| H | _____                       | U | _____ |
| I | _____                       | V | _____ |
| J | _____                       | W | _____ |
| K | _____                       | X | _____ |
| L | _____                       | Y | _____ |
| M | _____                       | Z | _____ |

2 Copy out your alphabetical list and add the correct page numbers to make an index.



## Vocabulary

## Activity words

A Add the words in the word box to the sentences.

reading    swimming    singing    riding

- 1 I love \_\_\_\_\_ in the sea.
- 2 I enjoy \_\_\_\_\_ books.
- 3 I like \_\_\_\_\_ songs I know.
- 4 I love \_\_\_\_\_ my bike to school.

B List three more activities.

\_\_\_\_\_

C Use one of the words from **Activity B** in a sentence of your own.

\_\_\_\_\_  
\_\_\_\_\_

## Punctuation

## Possessive nouns

**Possessive nouns** tell you who **owns** something. They have an **apostrophe** and an **s** at the end.

Lara's letter = the letter belonging to Lara

Aimee's hand = the hand belonging to Aimee

This is an  
apostrophe: ' .



A Write each of these in a shorter way using a **possessive noun**.

- 1 the bat belonging to Dad \_\_\_\_\_
- 2 the camera belonging to Mum \_\_\_\_\_
- 3 the snorkel belonging to Aimee \_\_\_\_\_
- 4 the holiday belonging to Lara \_\_\_\_\_



## Spelling

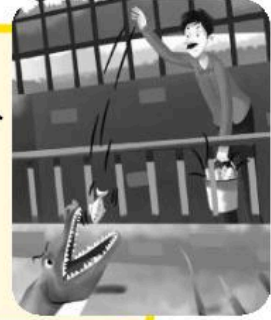
### y + er, y + est, y + ed

When **er**, **est** or **ed** is added to words that end with **y** we usually change the **y** to an **i**.

smelly + er = smellier

smelly + est = smelliest

They were fed the smelliest food I've ever smelt!



- A** Finish this table, adding **er** and **est** to the words ending in **y**.

We don't change **y** to an **i** if the letter before the **y** is a vowel!



|        | + er    | + est    |
|--------|---------|----------|
| happy  | happier |          |
| muddy  |         | muddiest |
| funny  |         |          |
| grumpy |         |          |
| lazy   |         |          |

- B** Choose three of the words from the table and write them in sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- C** Add **ed** to each of these words.

1 cry \_\_\_\_\_ 2 dry \_\_\_\_\_ 3 try \_\_\_\_\_

## Grammar

### Past progressive tense

The words **was** and **were** help to make lots of **verbs**.

**was** + verb family name + ing    I **was snorkelling** in the sea.

**were** + verb family name + ing    We **were playing** cricket.

These verbs are called the **past progressive tense**.

**A** Underline the **past progressive tense verbs** in each sentence.

The first has been done for you.

- 1 I was writing a letter home.
- 2 We were watching the crocodiles at the wildlife centre.
- 3 They were going for a walk.

Was is singular.  
Were is plural.



**B** These sentences are in the **present progressive tense**. Change each underlined verb to the **past progressive tense**.

- 1 Lara is writing to her Mum and Dad.  
\_\_\_\_\_
- 2 They are doing so many things.  
\_\_\_\_\_
- 3 They are swimming at the Beach Park.  
\_\_\_\_\_
- 4 Aimee is taking pictures of the crocodiles.  
\_\_\_\_\_

**C** Complete each sentence with a **past progressive verb**.

- 1 Ben and Aimee \_\_\_\_\_  
\_\_\_\_\_ in the sea.
- 2 Uncle Harry \_\_\_\_\_  
\_\_\_\_\_ the wildlife centre.
- 3 Lara's Mum \_\_\_\_\_  
\_\_\_\_\_ the letter.



## Writing

### Writing a letter

Use this page to write a letter.

Look carefully at how your letter needs to be laid out.

Think about **who** you will write it to and **what** you will write about, then lay it out below.



Your address

---

---

---

---

The date today

---

Who the letter is to

Dear \_\_\_\_\_,

---

---

---

---

---

---

---

---

---

---

---

from \_\_\_\_\_

## Vocabulary

### Word families

**A** Write a word in the same family as each of these.

Remember, some words can be a part of a **family** of words.



1 visit      \_\_\_\_\_ visitor \_\_\_\_\_

2 build \_\_\_\_\_

3 interest \_\_\_\_\_

4 tour \_\_\_\_\_

5 safe \_\_\_\_\_

6 enjoy \_\_\_\_\_

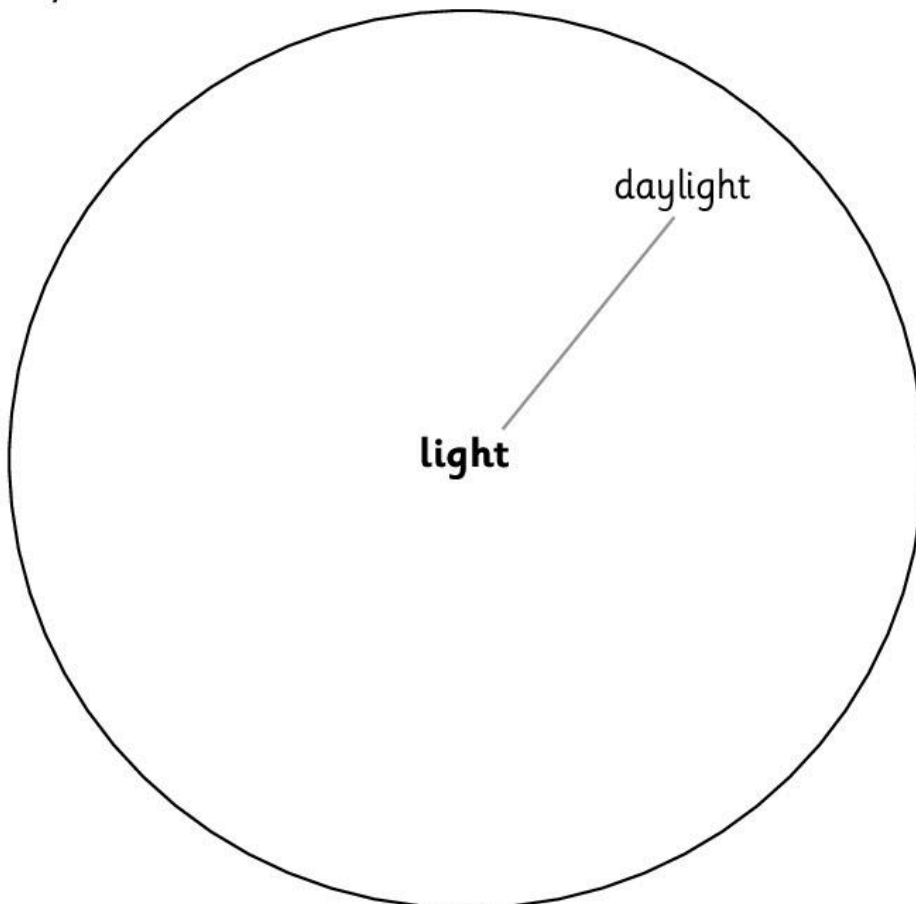
7 list \_\_\_\_\_

8 count \_\_\_\_\_

9 play \_\_\_\_\_

10 open \_\_\_\_\_

**B** Write as many different words as you can that all belong to this family word.



## Punctuation

### Speech marks

We use **speech marks** (“ ”) when we write the actual words someone **says**.

“We’ve got a puncture!” said Dad.

**A** Add the missing **speech marks**.

- 1 We’ve got a puncture! said Dad.
- 2 Where is the spare tyre? asked Mum.
- 3 It’s in the boot! said Dad.
- 4 All the cases are in the boot, said Mum.
- 5 I know! said Dad.

Look for the **spoken words**.



## Spelling

### Silent letters

Some words have **silent letters** that we don’t hear when we say the words aloud.

wrong has a silent **w**

**A** Circle the words that have a **silent letter w**.

wrinkle swan watch swim wrist wrong  
write water wrap answer whole window

**B** Circle the **silent letter** in each of these words.

- |        |        |          |
|--------|--------|----------|
| 1 knot | 2 wrap | 3 knee   |
| 4 sign | 5 know | 6 writer |

Watch out! Not all silent letters are at the beginning of the word.



**C** Each of these words has a silent **k** or silent **w** missing. Rewrite the words correctly.

- |              |              |
|--------------|--------------|
| 1 nock _____ | 2 rist _____ |
| 3 reck _____ | 4 nee _____  |



# Grammar

## Making a verb into a noun

**Nouns** are the name of things.      **wheel car**  
We can make **nouns** from verbs by adding **r** or **er**.

verb



to farm

noun



farmer

**A** Match the **nouns** in the box with the correct picture.

reader

gardener

climber

1



2



3



\_\_\_\_\_

**B** Make these verbs into **nouns**.

1 to jump \_\_\_\_\_

2 to write \_\_\_\_\_

3 to bake \_\_\_\_\_

4 to walk \_\_\_\_\_

5 to drum \_\_\_\_\_

6 to skate \_\_\_\_\_

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

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

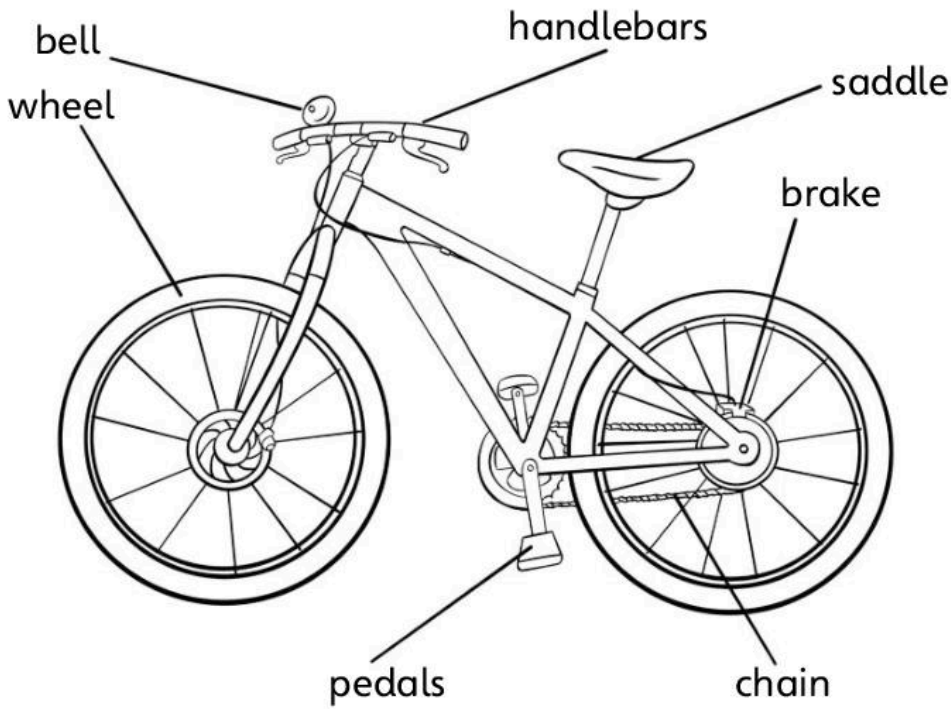
\_\_\_\_\_

# Writing

## Fiction and non-fiction

Colour the picture of the bicycle neatly and read the labels.

**Non-fiction** texts contain true facts. They provide us with information.



- 1 Write a description of the bicycle. Write about what colour it is. Write about the parts it has.

---

---

---

---

---

- 2 Think of something that could happen to the bike in a story. Write down your idea.

**Fiction** books have been made up. They include stories.



---

---

---

# The Three Billy Goats Gruff

## Vocabulary

### Sound words

**A** Finish these sentences with an animal sound.

squawk      miaow      hiss      heehaw

- 1 The snake goes \_\_\_\_\_.
- 2 The donkey goes \_\_\_\_\_.
- 3 The cat goes \_\_\_\_\_.
- 4 The crow goes \_\_\_\_\_.

**B** Write a sound that each of these animals makes.


- |                 |                   |
|-----------------|-------------------|
| 1 a sheep _____ | 2 a duck _____    |
| 3 a bee _____   | 4 a chicken _____ |
| 5 a lion _____  | 6 a mouse _____   |

## Punctuation

### Possessive nouns

**Possessive nouns** tell you who **owns** something. They have an **apostrophe** and an **s** at the end.

the bridge belonging to the troll = the **troll's** bridge

This is an  
apostrophe: ' 

**A** Write each of these in a shorter way using a **possessive noun**.

- 1 the beak belonging to the chicken \_\_\_\_\_
- 2 the cub belonging to the lion \_\_\_\_\_
- 3 the tree belonging to the farmer \_\_\_\_\_
- 4 the cat belonging to the boy \_\_\_\_\_
- 5 the hole belonging to the mouse \_\_\_\_\_

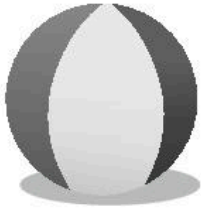
# Spelling

## al and all words

**A** Match each word to the correct picture.

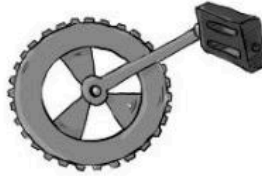
wall    waterfall    ball    sandal    pedal    tall

1



\_\_\_\_\_

2



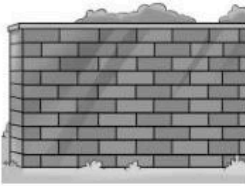
\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

Remember, when we use the **all** sound at the beginning of a word we drop one **l**.

**B** Mark this spelling test.

Tick the words spelt correctly.

Rewrite the words spelt incorrectly.

1 already

\_\_\_\_\_

2 capitall

\_\_\_\_\_

3 bal

\_\_\_\_\_

4 allso

\_\_\_\_\_

5 tall

\_\_\_\_\_

6 hospital

\_\_\_\_\_

7 almost

\_\_\_\_\_

8 always

\_\_\_\_\_



## Grammar

### Adverbs with ly

**Adverbs** tell us more about **how** something is done.

The troll roars. The troll roars **loudly**.

How does the troll roar? **loudly**

An **adverb** adds to a **verb**.



**A** Underline the **adverb** in each sentence.

- 1 The goat ate greedily.
- 2 The farmer ran quickly.
- 3 The lion roared loudly.
- 4 The cat miaowed softly.
- 5 The wind blew strongly.



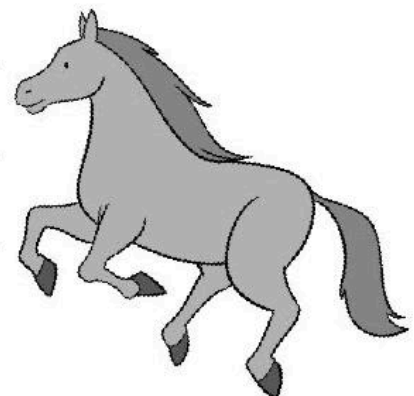
**B** Complete the sentences with **adverbs** from the box.

brightly      quickly      quietly      loudly

- 1 The boy whispered \_\_\_\_\_ to his friend.
- 2 The grass grew \_\_\_\_\_ after the rain.
- 3 The people shouted \_\_\_\_\_ at the football game.
- 4 The sun shone \_\_\_\_\_ in the sky.

**C** Complete these sentences with **adverbs** of your own.

- 1 The hen clucked \_\_\_\_\_.
- 2 The mouse squeaked \_\_\_\_\_.
- 3 The horse galloped \_\_\_\_\_.





## Writing

### Describing characters

Use this page to make a poster about a character from a story.

- 1 Choose a character.
- 2 Make a poster about the character you have chosen.
  - a Write the name of the character as the title.
  - b Draw a picture of the character.
  - c Write some sentences to describe what the character looks like.
  - d Write a sentence about the character's personality.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary

### Linking words

The Chatterbox Turtle



- A** With the help of the strip above, write a summary of the story. Use these linking words.

First \_\_\_\_\_  
 Next \_\_\_\_\_  
 Then \_\_\_\_\_  
 Soon \_\_\_\_\_  
 Finally \_\_\_\_\_

- B** Read your sentences aloud. Do they make sense?

## Punctuation

### Contractions

Remember, **contractions** are words that have been made smaller. An **apostrophe** is used in place of a missing letter or letters.

**We are**      **We're**

This is an  
apostrophe: ' 

- A** Write these words **without** the **apostrophe**.

1 don't \_\_\_\_\_      2 won't \_\_\_\_\_      3 he's \_\_\_\_\_  
 4 we've \_\_\_\_\_      5 they're \_\_\_\_\_      6 I'm \_\_\_\_\_

- B** Write these words **with** an **apostrophe**.

1 she has \_\_\_\_\_      2 it is \_\_\_\_\_      3 must not \_\_\_\_\_  
 4 you have \_\_\_\_\_      5 you are \_\_\_\_\_      6 did not \_\_\_\_\_

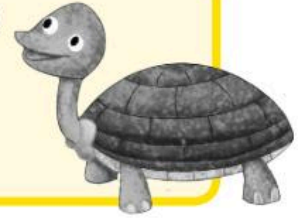
## Spelling

### un and dis prefixes

When we add the prefixes **un** and **dis** to the beginning of a word, the new word has the **opposite** meaning.

All the animals **disagreed** with Turtle.

They thought he was **unable** to stop talking!



**A** Finish these sentences with a word from the word box.

disobeyed    disliked    unsure    untie    unhappy

- 1 Turtle \_\_\_\_\_ his muddy pool and wanted to go somewhere better.
- 2 At first Turtle was \_\_\_\_\_ about flying.
- 3 Turtle \_\_\_\_\_ the geese when they told him not to talk.
- 4 Turtle was \_\_\_\_\_ when the other animals laughed at him.

**B** Write two sentences: one before the prefix is added and one after the prefix is added.

Notice how the meaning changes when the **prefix** is added.



- 1 fold \_\_\_\_\_  
\_\_\_\_\_
- 2 unfold \_\_\_\_\_  
\_\_\_\_\_
- 3 agree \_\_\_\_\_  
\_\_\_\_\_
- 4 disagree \_\_\_\_\_  
\_\_\_\_\_
- 5 cover \_\_\_\_\_  
\_\_\_\_\_
- 6 uncover \_\_\_\_\_  
\_\_\_\_\_

## Grammar

### Using adjectives to compare

**Adjectives** are describing words. They tell us more about people, animals, places and things.

a **long** stick

**Adjectives** can describe the **difference** between **two things**.

a **long** stick    long + **er** = a **longer** stick

**Adjectives** can describe the **difference** between **three or more things**.

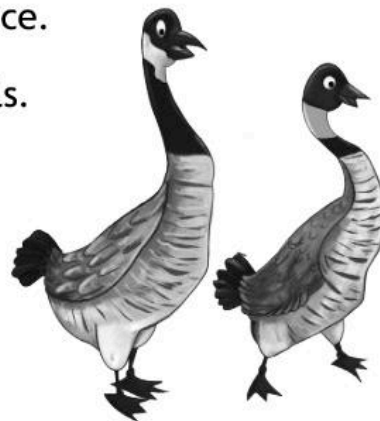
a **long** stick    long + **est** = the **longest** stick

**Longer** is a **comparative adjective**. **Longest** is a **superlative adjective**.



**A** Underline the **superlative adjective** in each sentence.

- 1 Turtle is the biggest chatterbox of all the animals.
- 2 The geese are the kindest birds.
- 3 This is the shortest stick.



**B** Add **est** to the adjective in brackets to make a **superlative adjective**.

- 1 Turtle is the \_\_\_\_\_ he has ever been. (quiet)
- 2 This the \_\_\_\_\_ I have ever flown. (high)

**C** Write the **adjectives** from the box under the correct heading.

freshest    warmer    fresh    cold    fresher  
warm    coldest    warmest    colder

| adjective | comparative adjective | superlative adjective |
|-----------|-----------------------|-----------------------|
|           |                       |                       |
|           |                       |                       |
|           |                       |                       |



## Writing

### Writing a description

A **description** of a setting or character helps the reader to picture the story in their mind.

Our **senses** can help us to write good descriptions.

Our senses are what we **touch, taste, smell, feel** and **see**.

- 1 Look again at this picture of the muddy pool the Turtle lives in.



- 2 Write a description of this setting.  
Write about the things you can see, touch, taste, hear and smell.

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## Vocabulary

### Compound words

Remember, a **compound word** is when two words are put together to make a new word.



- A** Write a word from the box in front of each word below, to make a compound word.

|      |      |      |       |
|------|------|------|-------|
| bath | farm | play | skate |
| foot | wood | sun  | tooth |

- |               |                |
|---------------|----------------|
| 1 _____ brush | 2 _____ shine  |
| 3 _____ board | 4 _____ ground |
| 5 _____ land  | 6 _____ room   |
| 7 _____ house | 8 _____ print  |

- B** Write three more compound words.

\_\_\_\_\_

## Punctuation

### Commas in lists

When we write a **list** in a sentence we use **commas** between the items in the list. We can join the last two things in the list with **and**, **but** and **or**.

The tree has bark, branches **and** a trunk.

That tree has bark, a trunk, branches **but** no leaves.

Are you drawing branches, the trunk **or** the leaves?

- A** Add the missing **commas**. Add the missing **conjunctions**.

- 1 These leaves are large green \_\_\_\_\_ flat.
- 2 Forests grow in Europe Asia \_\_\_\_\_ not Antarctica.
- 3 Is this leaf from an oak an elm \_\_\_\_\_ a neem?
- 4 We have learned about trees shrubs \_\_\_\_\_ forests.

# Spelling

## ar words

**A** Finish the word sums.

1 ar + m = \_\_\_\_\_ 2 st + ar = \_\_\_\_\_

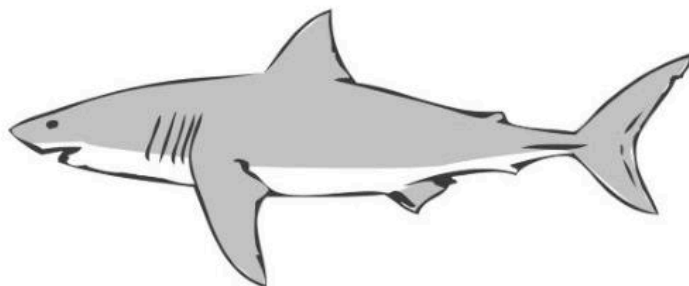
3 d + ar + k = \_\_\_\_\_ 4 b + ar + k = \_\_\_\_\_

5 st + ar + t = \_\_\_\_\_ 6 sm + ar + t = \_\_\_\_\_

**B** Sort the words into the table of letter patterns.  
Then add another word in each gap in the table.

start          star          mark          jar  
shark          yard          dart          hard

| ar words | art words | ard words | ark words |
|----------|-----------|-----------|-----------|
|          |           |           |           |
|          |           |           |           |
|          |           |           |           |
|          |           |           |           |
|          |           |           |           |



**C** Circle the words where the **ar** makes an **or** sound.

sharp          forward          warm  
ward          scarf          start  
towards          marsh

## Grammar

### Subordinating conjunctions: **so** and **because**

Conjunctions are joining words.



We use the **conjunctions** to join sentences.

The tree has large branches **and** it has thin leaves.

The tree has large branches **but** it has no leaves.

This tree could be deciduous **or** it could be coniferous.

Evergreens don't lose their leaves **so** they are always green.

Evergreens are always green **because** they don't lose their leaves.

**A** Underline the **conjunction** in each sentence.

- 1 I went to the forest because I wanted some cones.
- 2 They planted more trees so the woodland would be bigger.
- 3 I have planted shrubs in the garden but I have not planted trees.

**B** Join each pair of sentences with **so** or **because**.

Remember, you only need **one capital letter** and **one full stop**.



- 1 The tree has been cut down. It was struck by lightning.

---

---

- 2 The tree was struck by lightning. It has been cut down.

---

---

**C** Write **two sentences** about a tree.  
Join them with **so** or **because**.

Sentence 1: \_\_\_\_\_

---

Sentence 2: \_\_\_\_\_

---

Joined sentence: \_\_\_\_\_

---

## Writing

### Dictionary definitions

Dictionaries help us to spell words.  
They also explain the meaning of each word.  
This explanation is called a **definition**.  
The words in dictionaries are arranged in **alphabetical order**.

Write your own dictionary of topic words.

- 1 Choose a topic you are interested in.  
Write five words linked to the topic. Each word must begin with a different letter.

- 2 Now write each word in alphabetical order with a short definition.

|       |       |
|-------|-------|
| _____ | _____ |
|       | _____ |
| _____ | _____ |
|       | _____ |
| _____ | _____ |
|       | _____ |
| _____ | _____ |
|       | _____ |
| _____ | _____ |
|       | _____ |



## Vocabulary

Remember, words which are **similar** are like each other.



### Similar words

**A** Circle all the words which are similar to the word **talk**.

speak    step    say    jump    answer    tell    sleep  
 crouch    reply    clap    dig    eat    chat    gossip

**B** Copy the similar word hidden in the letters. Write the word.

1 **walk**    pstrollhyrs    2 **repair**    lkrdefixsa    3 **offer**    mugivedsad

\_\_\_\_\_

## Punctuation

### Punctuation round-up

These are the **punctuation** marks that have been covered so far.

**full stop:** comes at the end of a telling sentence    .

**question mark:** comes at the end of an asking sentence    ?

**exclamation mark:** comes at the end of a sentence that shows someone is shouting, surprised or cross    !

**comma:** separates items in a list    ,

**apostrophe:** shows where a letter or letters have been left out or shows who owns something    '    ’

**speech marks:** shows which words are spoken    “ ”

**A** Add the missing **punctuation marks**.

1 Have you seen the dragon

2 That s a fierce dragon

3 The dragon is made of clocks cardboard and a waste-bin

4 The dragon s tongue is an old tie, he said



# Spelling

## Using suffixes

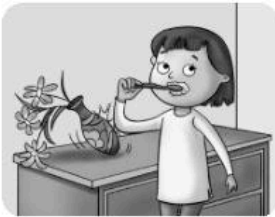
Sometimes, a group of letters is added to the end of a word. This is called a **suffix**. Here are some suffixes: **ly**, **ful**, **less**, **ness** and **ment**.

If **y** on the end of a word sounds like **ee** as in **bee**, when you add a suffix you need to change the **y** to an **i** and then add the suffix.

silly + ness = silliness

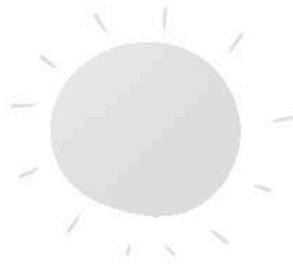
**A** Add the missing suffixes **ful**, **ly**, **less**, **ness** and **ment** to each of these words. The pictures will help.

1



care \_\_\_\_\_

2



bright \_\_\_\_\_

3



quick \_\_\_\_\_

4



agree \_\_\_\_\_

5



dark \_\_\_\_\_

6



pay \_\_\_\_\_

**B** Add a suffix to each of these words.

1 silly \_\_\_\_\_

2 lazy \_\_\_\_\_

3 happy \_\_\_\_\_

**C** Write each of the words you have made in **Activity B** into a sentence.

1

---

---

2

---

---

3

---

---

## Grammar

### Adverbs for **when** and **where**

Some **adverbs** tell us **how** something is done.

The teacher laughed **happily**.

Some **adverbs** tell us **when** something is done.

I saw the dragon **today**.

Some **adverbs** tell us **where** something is done.

I have put the dragon **outside**.

An **adverb** adds  
to a **verb**.



- A** Write the **adverbs** from the box under the correct heading.

yesterday    neatly    inside    later    heavily    upstairs  
often    early    quietly    there    everywhere    wisely

| adverb – how | adverb – where | adverb – when |
|--------------|----------------|---------------|
|              |                |               |
|              |                |               |
|              |                |               |
|              |                |               |

- B** Use these **adverbs** in sentences of your own.

1 sweetly \_\_\_\_\_  
\_\_\_\_\_

2 usually \_\_\_\_\_  
\_\_\_\_\_

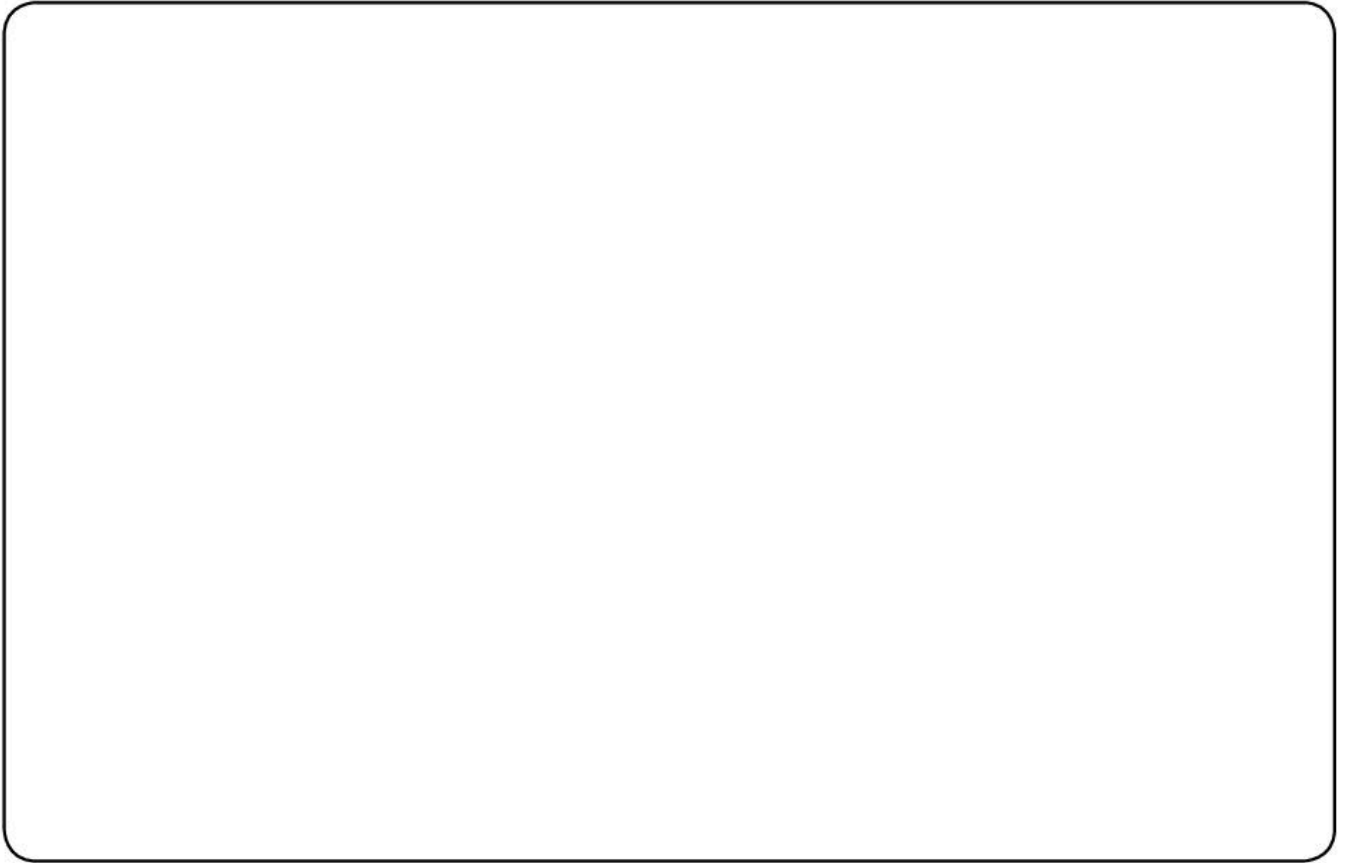
3 somewhere \_\_\_\_\_  
\_\_\_\_\_

## Writing

### Dragon poem

Write your own dragon poem.

- 1 First draw the dragon you are going to write about.



- 2 Now finish these lines to make your own poem.

There's a dragon in the classroom:

its body is \_\_\_\_\_,

its head is \_\_\_\_\_,

its eyes are \_\_\_\_\_,

its legs are \_\_\_\_\_,

its claws are \_\_\_\_\_,

its tongue is \_\_\_\_\_,

I would like to name it \_\_\_\_\_.

## Vocabulary

### Homophones

**A** Underline the homophones in these sentences.

- 1 I knew it was time for a new bag when my old one broke.
- 2 My sister and I ate eight cakes.
- 3 I can see the sea from my bedroom window.

Remember, **homophones** are words that sound the same but are spelt differently and have different meanings.



**B** Write a sentence for each of these homophones.

- 1 saw \_\_\_\_\_
- sore \_\_\_\_\_
- 2 right \_\_\_\_\_
- write \_\_\_\_\_

## Punctuation

### Punctuation round-up

These are the **punctuation marks** that have been covered so far.

**full stop:** .

**question mark:** ?

**exclamation mark:** !

**comma:** ,

**apostrophe:** ’

**speech marks:** “ ”

**A** Punctuate the passage.

Mr Nibble's shed was where he made things Mr Nibble was working on something TOP SECRET Christopher could hear banging sawing and drilling

What are you making asked Christopher

It's a surprise shouted Mr Nibble

# Spelling

## Word endings: le, el, al and il



**A** Match the correct word from the word box to each picture.

pedal      handle      medal      rectangle  
 paddle      model      nostril      signal  
 pencil      camel      fossil      tunnel

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



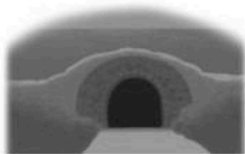
\_\_\_\_\_

6



\_\_\_\_\_

7



\_\_\_\_\_

8



\_\_\_\_\_

9



\_\_\_\_\_

**B** Write a rhyming word, using the same word ending, for each of these words.

1 jangle \_\_\_\_\_ tangle \_\_\_\_\_

2 candle \_\_\_\_\_

3 gravel \_\_\_\_\_

4 vowel \_\_\_\_\_

5 metal \_\_\_\_\_

6 rumble \_\_\_\_\_



## Grammar

### Comparative and superlative adverbs with er and est

**Adverbs** can describe the difference between **two actions**. These are called **comparative adverbs**.

Posie worked **hard**.      Poppy worked **harder**.

**Adverbs** can describe the difference between **three or more actions**. These are called **superlative adverbs**.

Posie worked **hard**.      Poppy worked **harder**.

Christopher worked the **hardest**.

**A** Write the **adverbs** from the box under the correct heading.

fast      hardest      later      near      faster      nearer  
fastest      late      nearest      hard      harder      latest

| adverb | comparative adverb | superlative adverb |
|--------|--------------------|--------------------|
|        |                    |                    |
|        |                    |                    |
|        |                    |                    |
|        |                    |                    |
|        |                    |                    |

**B** Use these **adverbs** in sentences of your own.

1 later \_\_\_\_\_  
\_\_\_\_\_

2 nearest \_\_\_\_\_  
\_\_\_\_\_

3 hard \_\_\_\_\_  
\_\_\_\_\_

## Writing

### Writing stories

Stories need a **beginning, middle** and **end**.

At the **beginning** of the story *Christopher's Bicycle* Christopher was given a recycled bicycle.

This gave him an idea.

In the **middle** of the story Christopher collected things that were going to be thrown away, and he recycled them to make newspaper bags, bird feeders and colourful vases. He then rode back to town on his bicycle with the recycled items.



What happens next?

Finish the story in your own words.

Here is the first sentence:

They loaded Christopher's bicycle with recycled goodies and Christopher set off for the town.

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---

---

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---

## Word Practice

## Number words

Trace and write the number words.

Colour the numbers.

10

ten

ten

---

---

20

twenty

twenty

---

---

30

thirty

thirty

---

---

40

forty

forty

---

---

50

fifty

fifty

---

---

60

sixty

sixty

---

---

70

seventy

seventy

---

---

80

eighty

eighty

---

---

90

ninety

ninety

---

---

## Describing words

Trace and write the describing words.

Colour the pictures.

Describing words are called **adjectives**.



fast

fast

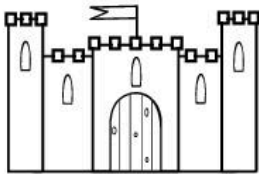
\_\_\_\_\_



slow

slow

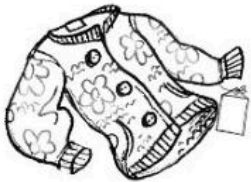
\_\_\_\_\_



old

old

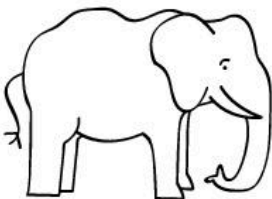
\_\_\_\_\_



new

new

\_\_\_\_\_



big

big

\_\_\_\_\_



small

small

\_\_\_\_\_



happy

happy

\_\_\_\_\_



sad

sad

\_\_\_\_\_

## Naming words

Trace and write the naming words.

Colour the pictures.

Naming words are called **nouns**.



baby

baby

\_\_\_\_\_



bag

bag

\_\_\_\_\_



bee

bee

\_\_\_\_\_



bridge

bridge

\_\_\_\_\_



bus

bus

\_\_\_\_\_



city

city

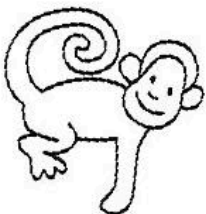
\_\_\_\_\_



flower

flower

\_\_\_\_\_



monkey

monkey

\_\_\_\_\_





shoes

shoes

\_\_\_\_\_



pencil

pencil

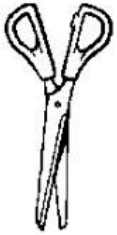
\_\_\_\_\_



plane

plane

\_\_\_\_\_



scissors

scissors

\_\_\_\_\_



shop

shop

\_\_\_\_\_



storm

storm

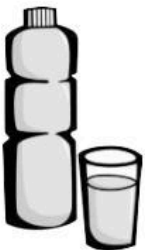
\_\_\_\_\_



train

train

\_\_\_\_\_



water

water

\_\_\_\_\_

## Doing words

Trace and write the doing words.

Doing words are called **verbs**.



climb climb

\_\_\_\_\_



cut cut

\_\_\_\_\_



cycle cycle

\_\_\_\_\_



dislike dislike

\_\_\_\_\_



drink drink

\_\_\_\_\_



drive drive

\_\_\_\_\_



fly fly

\_\_\_\_\_



make make

\_\_\_\_\_



sing

sing

\_\_\_\_\_

\_\_\_\_\_



swim

swim

\_\_\_\_\_

\_\_\_\_\_

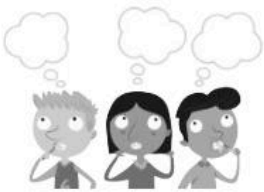


talk

talk

\_\_\_\_\_

\_\_\_\_\_



think

think

\_\_\_\_\_

\_\_\_\_\_



throw

throw

\_\_\_\_\_

\_\_\_\_\_



wash

wash

\_\_\_\_\_

\_\_\_\_\_



watch

watch

\_\_\_\_\_

\_\_\_\_\_



write

write

\_\_\_\_\_

\_\_\_\_\_

## Joining words

Trace and write the joining words.

Joining words are called **conjunctions**.



and      and      and

\_\_\_\_\_

or      or      or

\_\_\_\_\_

but      but      but

\_\_\_\_\_

so      so      so

\_\_\_\_\_

because      because      because

\_\_\_\_\_

Add a joining word to each sentence.

I like to eat bananas \_\_\_\_\_ apples.



I will read a story \_\_\_\_\_ I will play a game.

I like running and swimming \_\_\_\_\_ not dancing.



I will go to the library \_\_\_\_\_ I can find a book.

I will drink some water \_\_\_\_\_ I am thirsty.



# Months of the year

Trace and write the months of the year.  
Remember to use a capital letter.

Months of the year  
are **proper nouns**.



January                      January    \_\_\_\_\_

February                      February    \_\_\_\_\_

March                      March    \_\_\_\_\_

April                      April    \_\_\_\_\_

May                      May    \_\_\_\_\_

June                      June    \_\_\_\_\_

July                      July    \_\_\_\_\_

August                      August    \_\_\_\_\_

September                      September    \_\_\_\_\_

October                      October    \_\_\_\_\_

November                      November    \_\_\_\_\_

December                      December    \_\_\_\_\_



**adjective (describing word)** a word that tells us more about someone or something – for example: *loud*

**adverb** a word that tells us more about how something is done – for example: *loudly*

**apostrophe** a punctuation mark (') that is used to show that a letter or letters have been missed out (*didn't*); or that the noun is the owner of another noun (*the boy's bag*)

**comma** a punctuation mark (,) that is used to show a pause in a sentence; commas are also used to separate words in a list

**comparative adjective** a word that describes the difference between two things – for example: *longer*

**comparative adverb** an adverb that describes the difference between two actions – for example: *louder*

**compound word** a word that is made by joining two words together – for example: *football*

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

**contraction** when a letter or letters are left out of a word, and replaced with an apostrophe – for example: *we're*

**fiction** when a book or piece of writing has been made up, including stories, poems and plays

**homophone** words that sound the same, but are spelt differently and have a different meaning – for example: *son* and *sun*

**index** a list of the topics in a book, found at the end of the book

**non-fiction** when a book or piece of writing contains true information or facts

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

**possessive noun** a noun that tells you who owns something using an apostrophe – for example: *Indre's book*

**prefix** a group of letters that is added to the beginning of a word and changes its meaning – for example: *dis*, *mis*, *re*, *un*

**speech marks** a pair of punctuation marks (“”) placed around the spoken words when writing direct speech

**suffix** a word ending

**superlative adverb** an adverb that describes the difference between three or more actions – for example: *loudest*

**word family** a group of words that have the same root word – for example: *help*, *helpful* and *helper* are all part of the same word family





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- A list of useful grammatical terms

# Workbook 2

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