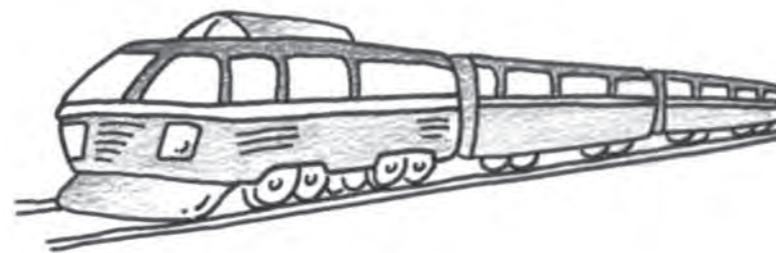


English made easy

Early Years
Ages 6-8

Author Brenda Apsley
Consultant Claire White
Australian Consultant Jane Welsh





Initial and final sounds

Write the letters of the **initial** sounds to finish these words.

Remember: The **initial** sound is the first sound in a word.



Write the letters of the **final** sounds to finish these words.

Remember: The **final** sound is the last sound in a word.



Now play the alphabet game. Say two words that start with **a**, such as **ant** and **as**. Next, say two words that start with **b**, then **c**. Say two words for each letter of the alphabet, ending with **z**.



2



Medial sounds a and e

Say these words with the **a** sound in the middle.

Remember: The medial letter is the middle letter in a word.

bat van

Write **a** words for these pictures.



.....

.....

.....

Choose a word from the box below to finish the sentence.

can cat cop

Dan the dog an dig.



Say these words with the **e** sound in the middle.

leg set

Write **e** words for these pictures.



.....

.....

.....

Choose a word from the box to finish the sentence below.

ten den men

Pen the hen has en eggs.



3

This page builds on your child's work on initial and final letter sounds. They should become familiar with the meanings of the terms *initial* (first) and *final* (last). Explain the words and discuss them together if necessary.

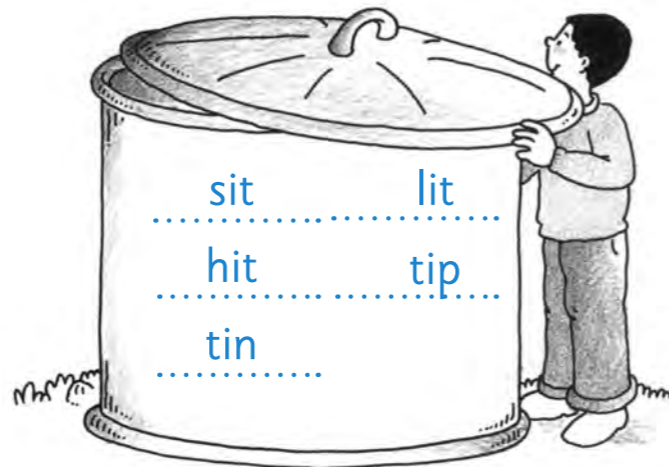
Your child needs to understand the word medial (middle). Encourage them to say the *a* and *e* sounds out loud and to combine them with initial and final consonants, to read, spell and write common CVC (consonant vowel consonant) words.



Medial sounds i and o

Read out loud the words with **i** in the middle. Write them on Bill's big bin.

sat	put
sit	not
lot	lit
hit	set
tin	tip



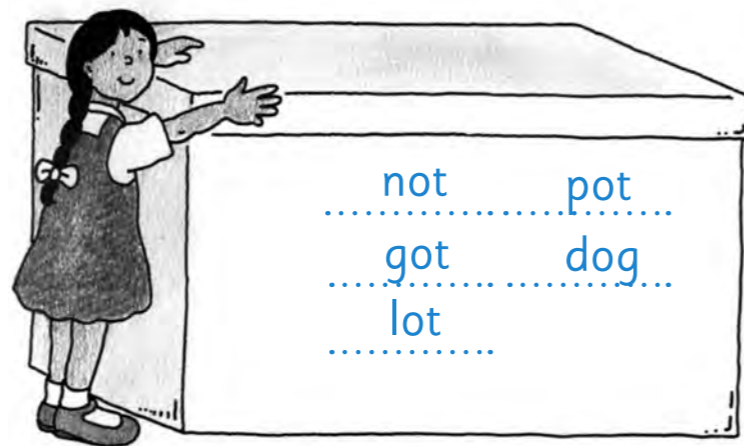
Find the word that does not rhyme, and write it to finish the sentence below.

mat win pat fat cat

Lin wants to win the race.

Read out loud the words with **o** in the middle. Write them on Pol's box.

get	got
hit	lot
pat	pin
mug	pot
not	dog



Find the word that does not rhyme, and write it to finish the sentence below.

tug hug lot mug rug

Jon has a lot of pens.



Medial sound u

How many sounds can you say with the **u** sound in the middle, like in hug?

Write a **u** word for each picture.



jug



bun

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

sum



bus



cup or mug



pup

Choose a word from the box to finish each sentence, then write the whole sentence.

tug rug mug

Ug the bug sits on a rug.
Ug the bug sits on a rug.



rug mug tum

Ug the bug has a big mug.
Ug the bug has a big mug.



This page focuses on the *medial* (middle) sounds *i* and *o*. Your child should say the vowel sounds out loud, then combine them with initial and final consonant sounds in CVC words. Saying words out loud will help your child identify difficult sounds.

This page continues with *medial* sounds – in this case, the sound *u*. Again, saying the words out loud will help your child identify any difficult sounds.



The ai sound

Different letter sets can make the same sound. The letter sets **ai**, **a_e** and **ay** make the same sound. For example: sail sale say

Write **ai** to spell these words. Read the words, then write them.
Draw lines to match two of the **ai** words to the pictures.

t <u>a</u> <u>i</u> l tail	
sn <u>a</u> <u>i</u> l	..... snail
tr <u>a</u> <u>i</u> n	..... train
s <u>a</u> <u>i</u> l	..... sail

Write **a** and **e** to spell these words. Read the words, then write them.
Draw lines to match two of the **a_e** words to the pictures.

n <u>a</u> m <u>e</u> name	
s <u>a</u> m <u>e</u>	..... same
c <u>a</u> m <u>e</u>	..... came
pl <u>a</u> t <u>e</u>	..... plate

Write **ay** to spell these words. Read the words, then write them.
Draw lines to match two of the **ay** words to the pictures.

s <u>a</u> <u>y</u> say	
cl <u>a</u> <u>y</u>	..... clay
d <u>a</u> <u>y</u>	..... day
tr <u>a</u> <u>y</u>	..... tray

Some children find it confusing that different letter sets, or groups of letters, can make the same sound. Help your child by looking at this page together, building familiarity through repeating sounds, saying words aloud and writing the letters.

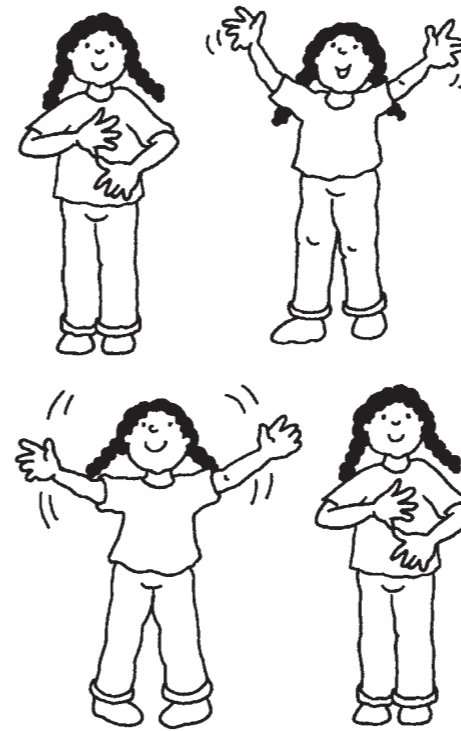
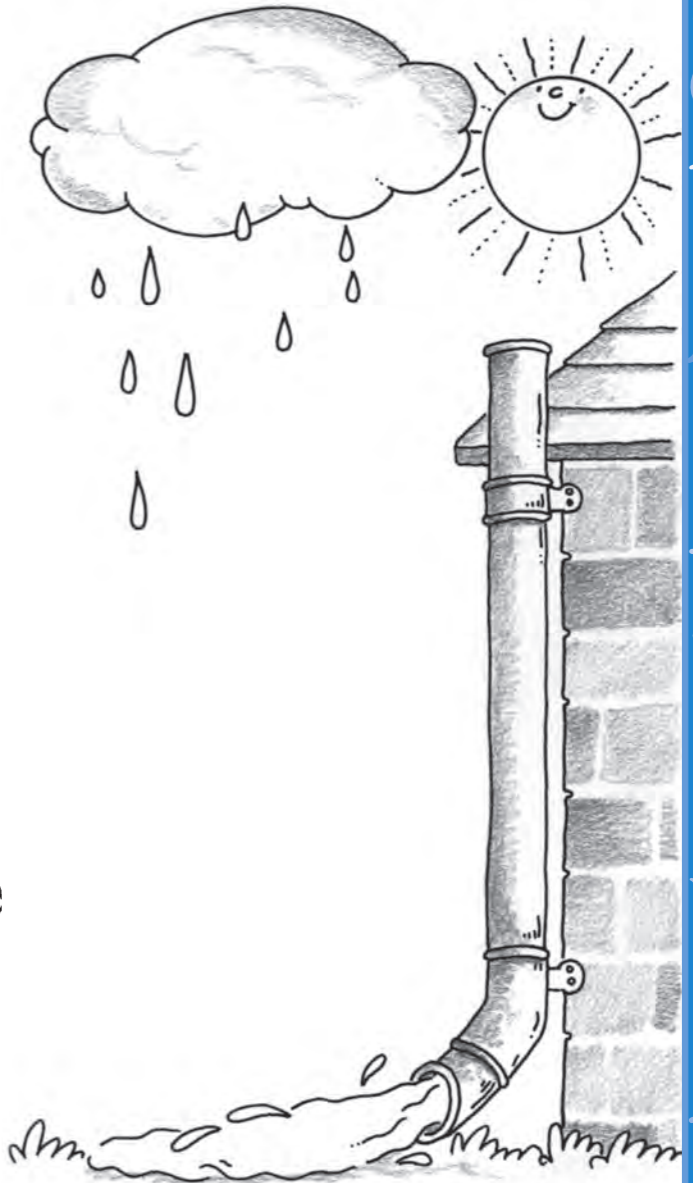


An action rhyme

Say the **rhyme** and do some actions to go with it.

Incy Wincy Spider

Incy Wincy spider
climbed up the water spout,
Down came the raindrops
and washed poor Incy out.
Out came the sunshine
and dried up all the rain,
So Incy Wincy spider
climbed up the spout again!



Draw Incy Wincy to finish the picture.

Write the words in the **rhyme** that have the **ai** spelling pattern.

raindrops rain again

Action rhymes make learning fun. Your child should use their hands to make a spider that climbs up and down. They will soon learn the rhyme by heart. Help your child find and write the *ai* words *rain*, *raindrops* and *again*.



The ee sound

Different letter sets can make the same sound. The letters **ee** and **ea** can make the same sound. The spelling is different but the sound is the same – been sounds like **bean**. Read these **ee** words out loud.

feet see sheep been three
feel sweet seed sleep tree

Write **ee** words to match the pictures.



sweet



sheep



feet

Now write these sentences.

Count sheep if you cannot sleep.
One, two, three.

Count sheep if you cannot sleep.

One, two, three.

Read these **ea** words out loud.

meat neat seat seal real
cream team bead heat bean

Write **ea** words to match these pictures.



seat



bean



seal

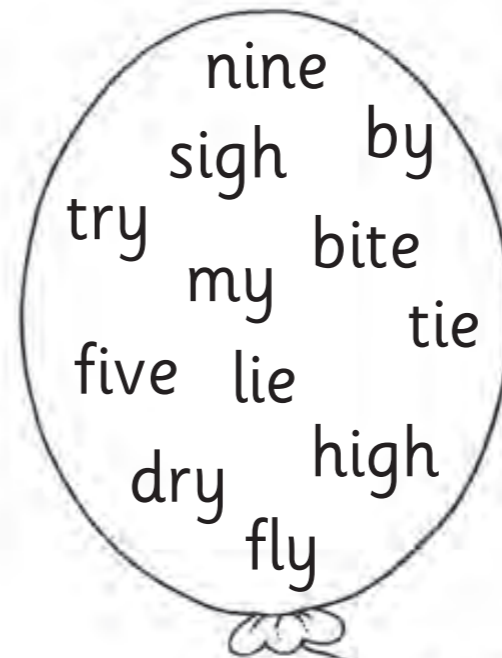
These letter sets or groups make the same *ee* sound. Help by explaining that words that sound the same, such as *see* and *sea*, can be spelled differently. With lots of exposure to such words, children will soon learn the different spellings.



The ie sound

Different letter sets make the same sound. The letter sets **ie**, **i_e**, **igh** and **y** sound the same.

Read the words in the big balloon. Then write the words in the small balloons.



ie words

tie

lie

i_e words

nine

bite

five

igh words

sigh

high

y words

by

try

my

dry

fly

Four letter sets make the same *ie* sound as in *tie*. Build confidence in reading and spelling these words by introducing your child to the variety of forms. Saying the words out loud will emphasise the different spelling pattern rules.



Numbers 1 to 20

Read these **number words**. Write a **numeral** for each one.

one1..... five5..... eight8.....
 two2..... six6..... nine9.....
 three3..... seven7..... ten10.....
 four4.....

Draw lines to match the **number words** to the **numerals**.

thirteen eleven twelve fifteen fourteen

seventeen sixteen nineteen twenty eighteen

It is important that your child makes the link between numerals (1, 2, 3, etc.) and number words and is able to use both with confidence. Encourage him or her to identify number words with spelling patterns such as the suffix *-teen*.



Vowels and consonants

Say the letters of the **alphabet** out loud or sing them.

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

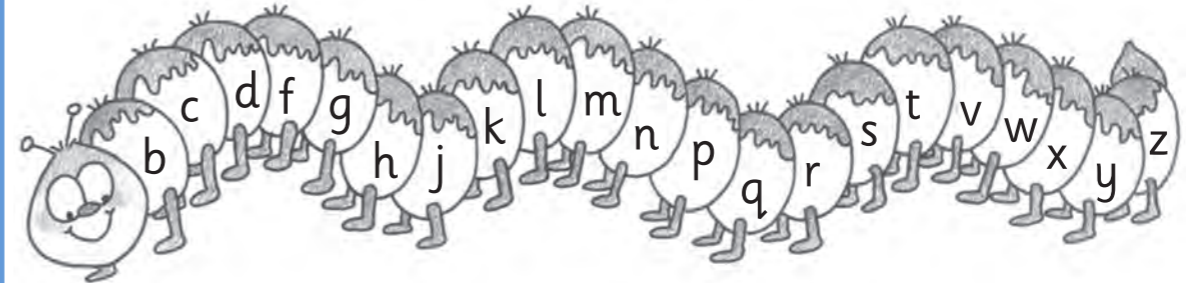
There are two kinds of letters. These letters are **vowels**.

a e i o u y



These letters are **consonants**.

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



The letter **y** is special. It can be a **vowel** or a **consonant** depending on the sound it makes.

Look at the **first** letters in these words. Write **v** for **vowel** or **c** for **consonant** after each one.

the end in get up

Look at the **middle** letters. Write **v** or **c** after each one.

big bus and you she

Look at the **last** letters. Write **v** or **c** after each one.

see want with who new

Your child should know the letters of the alphabet and be able to sing or say them in order. He or she should also become familiar with vowels (*a, e, i, o, u* and *y*) and consonants. Explain that *y* can be a vowel or a consonant depending on its sound.



A fantasy story

Ask a grown-up to read this **story** to you. Then read it out loud yourself.

Whatever Next!

by Jill Murphy

“Can I go to the moon?” asked Baby Bear.

“No, you can’t,” said Mrs Bear. “It’s bathtime.

Anyway, you’d have to find a rocket first.”

Baby Bear found a rocket in the cupboard under the stairs.

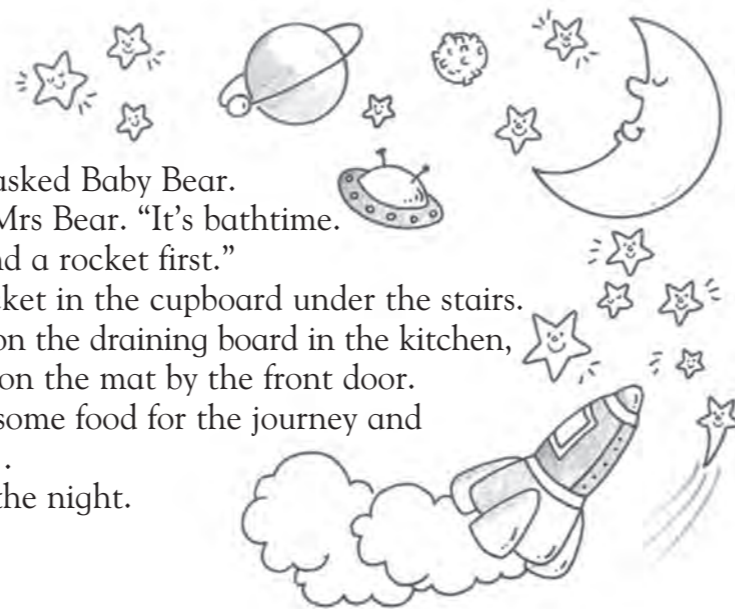
He found a space-helmet on the draining board in the kitchen,

and a pair of space-boots on the mat by the front door.

He packed his teddy and some food for the journey and

took off up the chimney ...

... WHOOSH! Out into the night.



Now tell the **story** in your own words.

What do you think Baby Bear used as a rocket? Tick a picture.



What did Baby Bear use as space-boots? Tick a picture.



What was Baby Bear’s space-helmet? Tick a picture.



Draw pictures of things you would take to the moon.

The oo sound



Different letter sets make the same sound. The letters **oo** and **u_e** make the same sound. So do **ew** and **ue**. The spelling is different, but the sound is the same.

Read the words on the **moon**. Then sort the words into sets by writing them on the stars.

moon
tune
flew
soon
noon
new
true
blue

oo
moon.....
soon.....
noon.....
spoon.....

u_e
tune.....
flute.....

ue
true.....
blue.....

ew
flew.....
new.....
grew.....

Help your child learn to listen and concentrate as you read the story out loud, then retell it in their own words. Re-read the story if necessary. The activities on this page test your child’s comprehension and understanding of the story.

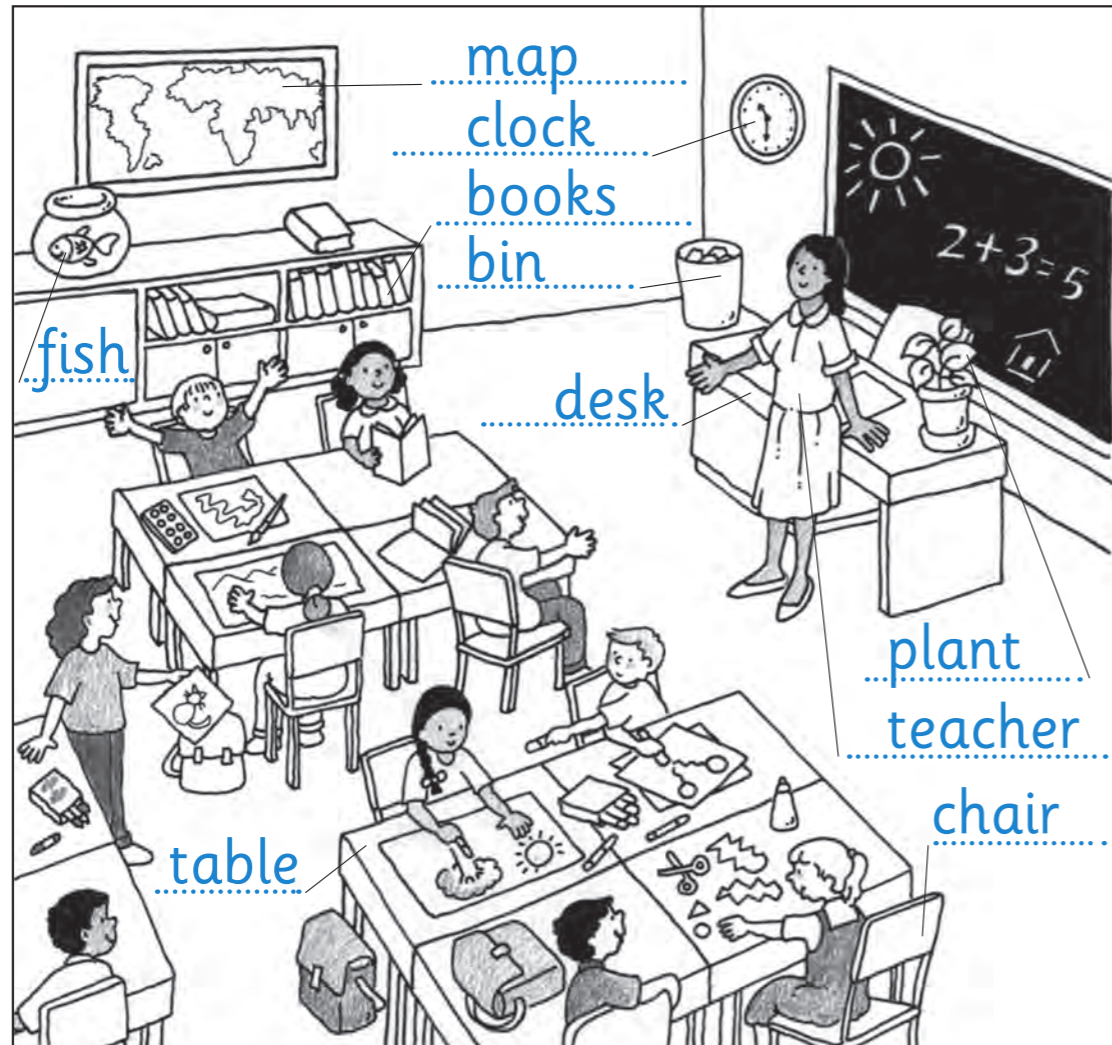
Four letter sets make the same *oo* sound as in *moon*. Saying the words out loud will help your child associate the sound with the different spelling patterns. Sorting into sets makes a game of the activity and is useful handwriting practice.



Classroom words

Use the words below to write labels for this classroom.

map desk table bin fish
books teacher clock chair plant



Write about the things in your classroom.

.....
Answers may vary
.....

Your child will be very familiar with their own school classroom. Encourage them to compare it with the classroom in the illustration and help them choose and write labels. Offer help with spelling if it is required.



The oa sound

Different letter sets make the same sound. The letter sets oa, o_e and ow make the same sound.

Read these words with the oa spelling. Draw the missing pictures.

boat



soap



coat



Draw o_e around the words with the o_e spelling pattern.

o_epole low coal o_ehole o_enote slow

Write ow to finish each word. Then write the whole word.

lo w low

sno w snow

windo w window

Write a label for the picture.



Answers may vary
.....

These activities will help your child read and spell different words that have the same sound, this time the oa sound as in boat. Talk about the snow picture, and help your child write words, a phrase or a sentence, depending upon their ability.



A poem to share

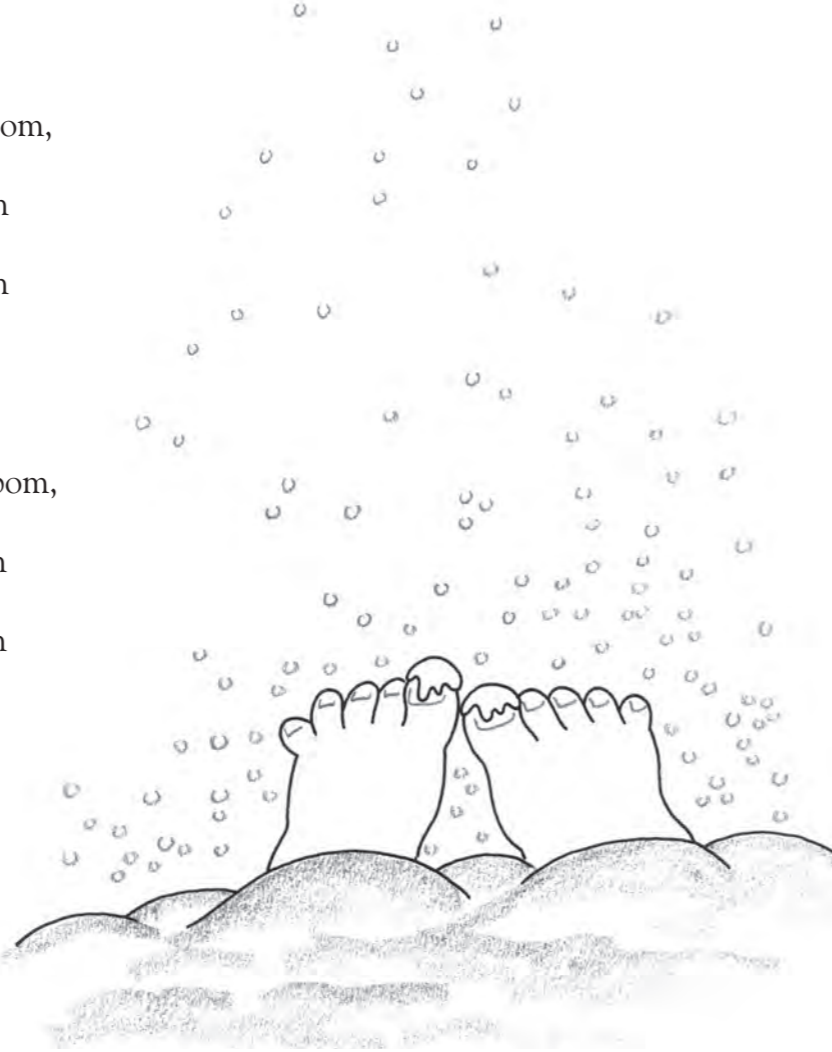
Read and learn this poem.

The More it Snows

by A. A. Milne

The more it
SNOWS-tiddely-pom,
The more it
GOES-tiddely-pom
The more it
GOES-tiddely-pom
On
Snowing.

And nobody
KNOWS-tiddely-pom,
How cold my
TOES-tiddely-pom
How cold my
TOES-tiddely-pom
Are
Growing.



You learned about the oa sound on page 15. Now write down all the oa sound words in the poem.

Remember: The letter sets oa, o_e and ow all make the oa sound.

snows goes snowing nobody
knows toes growing

Read the poem with your child, pointing to the words and placing emphasis on those in capital letters. Repeat it to help your child learn it by heart, pausing to allow them to contribute key words. Help them identify oa sound words.

Verbs



A **verb** is a doing or being word. Read these words. They are all verbs.

move jump cry help pull push

Which of the following words are verbs? Write them down.

jump she then more dig he
hop run here play but lie

jump dig hop
run play lie

Write **verbs** to finish these sentences. Use **verbs** from the list you made above.

Things I do



First I play with my dog.



I run as fast as I can.



I jump over the wall.



Then I hop on one leg.



Next I dig in the sand.



After all that I lie down.

This page introduces verbs: "doing" and "being" words, such as *spell*, *jump* and *cry*. Talk about verbs with your child, giving lots of examples. Help them select and make a list of verbs and write them to complete the sentences.



Verb tenses

A **verb** is a word that tells you what something or somebody is doing or being.

Different **verb** endings tell us **when** things happen.

Verbs ending in **-ing** tell us that something is happening **now**.

Verbs ending in **-ed** tell us that something happened **before**.

Read these sentences. Write **-ing** or **-ed** to finish the verbs.

I am playing.....
with my cat today.



Last night I helped.....
my mum.



This morning I
jumped..... in a puddle.



Jo is pushing..... the
truck, Kim is pulling..... it.



It rained..... yesterday.



This page consolidates the verb activities on page 17 and expands the concept, introducing tenses (verb endings). Talk about the different meanings of verbs that end with *-ing* (present tense) and *-ed* (past tense). Help your child make selections.



Weather words

The pictures show what the **weather** is like each day.

Draw lines to match the **weather words** to the pictures.

rain



sun



snow



fog



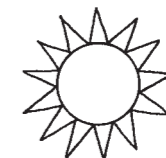
wind



cloud



Write a **weather word** for each picture.



.....
snow

.....
wind

.....
rain

.....
sun

Use these sentences to help you write about **weather**. Write in the missing days of the week, and draw the missing pictures.

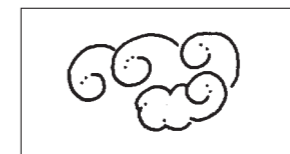
Monday was warm and cloudy.

It was very cold on Wednesday.

We got wet on Thursday.



Monday



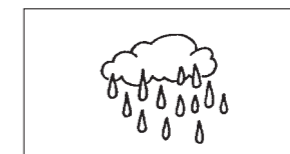
.....
Tuesday.....



Wednesday



Thursday



.....
Friday.....

Many school classrooms have a weather chart. Your child should be able to read and write familiar weather words. Talk about weather and encourage your child to make use of the written information on the page.



Themed rhymes

Do you say these **rhymes** at school?

It's raining, it's pouring,
The old man is snoring.
He went to bed
And bumped his head,
And couldn't get up in the morning.



Rain, rain, go away,
Come again another day.

Rain on the green grass,
And rain on the tree.
Rain on the house top,
But not on me.

Write words that **rhyme** with these words. You can find them in the **rhymes**.

dayaway..... pouringsnoring.....

metree..... bedhead.....

Now read this **poem**.

Rain

by Spike Milligan

There are holes in the sky
Where the rain gets in,
But they're ever so small
That's why rain is thin.



Do you like this **poem**? Say why.

Try writing your own poem about the weather.

Read the poems about rain to your child in a lively, sing-song style, then encourage them to join in. Talk about similarities, differences and preferences together. Help your child to re-read the poems carefully to find the rhyming words.



Punctuation

Every sentence begins with a capital letter.

We use a **question mark** at the end of a sentence that asks a question.
The **question mark** takes the place of a **full stop**.

Write a **full stop** or a **question mark** at the end of each sentence below.
Then write the whole sentence, starting with a capital letter.

do you like dogs? Do you like dogs?.....

i like dogs a lot. I like dogs a lot.....

i like cats as well. I like cats as well.....

do you like them? Do you like them?.....

do you have a pet? Do you have a pet?.....

what is your pet's name? What is your pet's name?.....

my pet is called Kit. My pet is called Kit.....

i love my pet. I love my pet.....

We use an **exclamation mark** at the end of a sentence that shows surprise or gives a command.

Write an **exclamation mark** in the spaces below.

The policeman said, "Stop ..!"

The swimmer called, "Help ..!"

The climber shouted, "Look out ..!"

The patient cried, "Ouch ..!"

Punctuation helps reading and writing accuracy. Explain that punctuation marks help us make sense of text and how a question mark indicates a question. It will help if you say each sentence as a flat statement and then as a question.



Recording information

Write about yourself. First draw a picture. Then write your **name**.

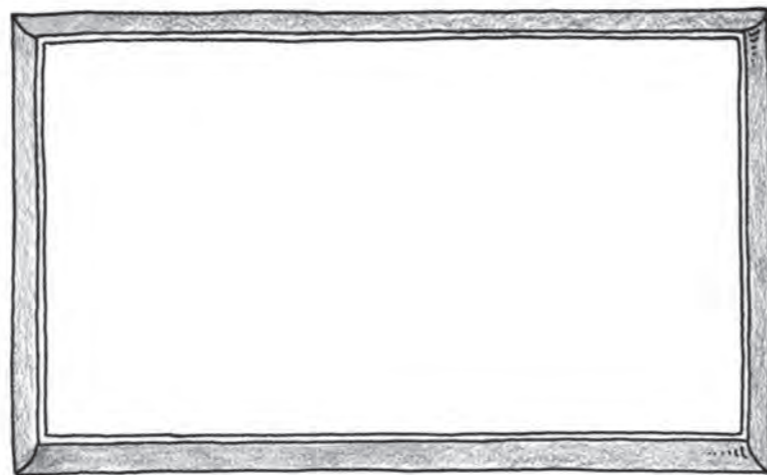
Remember: Names of people and places start with a **capital letter**. Sentences end with a **full stop**.

My name is

Write your **age**.

I am years old.

Where do you live? Draw a picture of your home. Put a number on the door.



Write your address.

I live at

Read these **doing words**: read write spell

Write the words to make **sentences** about yourself.

I can **read**

I can **write**

I can **spell**

Answers may vary

Your child should write about him— or herself in sentences. This page also records the skills your child has developed in this book. Continue to be lavish with your praise for work well done.



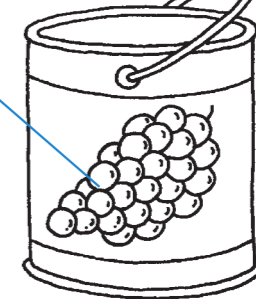
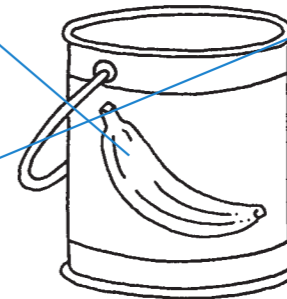
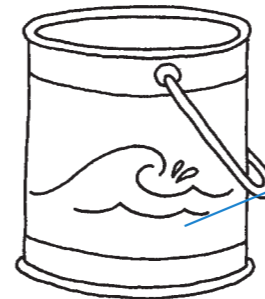
Colours

Read these colour words. Draw lines to match the colours to the pictures.

yellow

purple

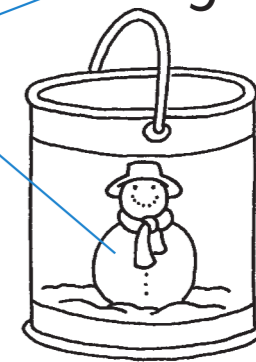
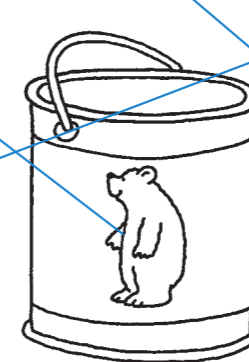
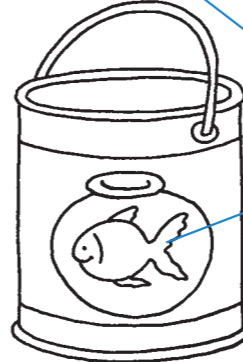
blue



brown

white

orange



Now colour the tins of paint.

Read these colour words, then write each one.

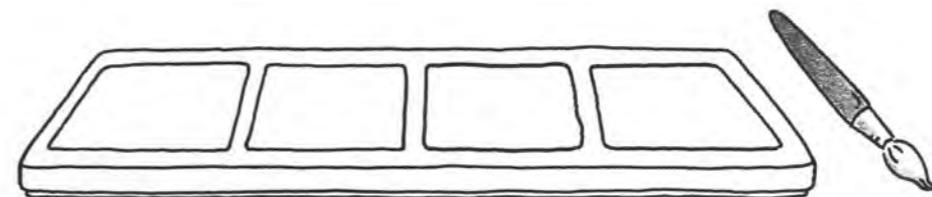
red

pink

green

black

..... **red** **pink** **green** **black**



Colour the paints to match the colour words.

This is a fun exercise that builds on your child's recognition of colour words. Help them identify any pictures they may not recognise, and talk about what the associated colour might be.



Themed poems

These **poems** are about food.

When Susie's Eating Custard by John Foster

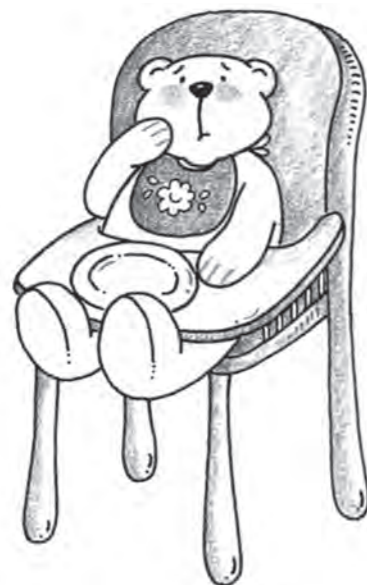
When Susie's eating custard,
She gets it everywhere.
Down her bib, up her nose,
All over her high chair.

She pokes it with her fingers.
She spreads it on her hair.
When Susie's eating custard,
She gets it everywhere.

Draw Susie in her high chair.



I scream, you scream
We all scream for ice cream!



Teddy Bear by L. H. Allen

Teddy Bear
Sat on a chair,
With ham and jam
And plum and pear.

"This is queer,"
Said Teddy Bear,
"The more I eat
The less is there!"

Talk about the **poems**. Which one do you like best? Say why.

This page has a collection of poems with a food theme. Read the poems out loud, then say them together. Listen as your child reads or recites. Talk about the word *poem* and what it means, and point out the poets' names.



Contents and index

You can use **information books** to find out about things.
Information books are **non-fiction**.
This one is about pets.



The list at the front is called the **contents** list.
It tells you the main things that are in the book
and on what pages you can find them.

Contents	
Dogs	5
Cats	11
Mice	26
Fish	39
Rabbits	47



Write the **page numbers** for these pets.

Mice26.....
Dogs5.....
Fish39.....

The list at the back of the book is called the **index**.
It is a list of all the things in the book and their **page numbers**.

Index	
cats	11, 12, 13, 14
goldfish	40, 41
mice	26, 27, 28
puppies	9, 10
rabbits	47, 48

Which pages are about goldfish?40, 41.....
Can you read about cats on page 40?no.....
Is the **index** in **alphabetical order**?yes.....

Your child needs to understand the role of the contents list and the index in non-fiction books. Discuss how they can be used to source information. You can extend the activity by exploring a range of non-fiction books together.



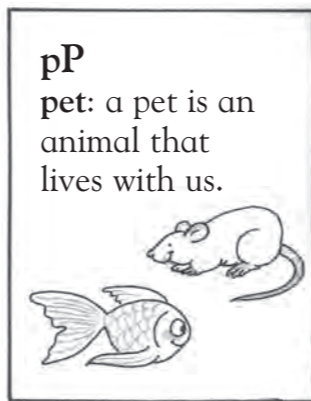
Dictionaries

A **dictionary** is a book of words.
 It helps you **spell** words.
 It tells you what words **mean**.
 Some **dictionaries** have pictures.
 Some do not have pictures.

The words in a **dictionary** are in **alphabetical order**.
 Words beginning with **a** are at the **front** of a **dictionary**.
 Words beginning with **z** are at the **back** of a **dictionary**.

Here are some words from a **dictionary**.

train ride park enjoy dream
 bread winter shirt zoo coat



Which word is nearest the front?

..... bread

Which is nearest the back?

..... zoo

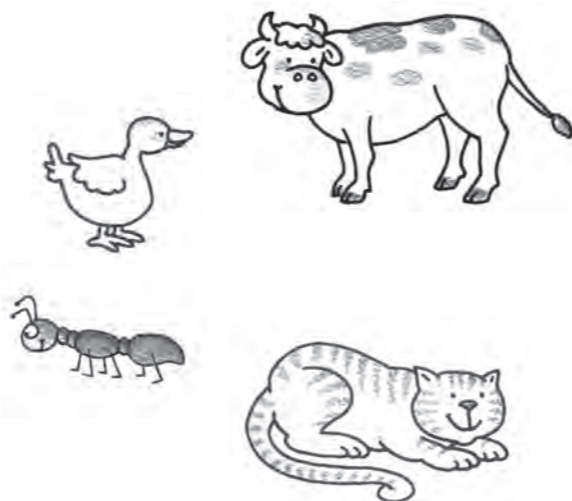
Write a list of **animal words** in the order that they come in the **dictionary**.
 Use the animals in these pictures.

..... ant

..... cat

..... cow

..... duck



A dictionary or word book is a very useful tool to help your child spell, check spelling and find the meanings of unfamiliar words. These activities will help them explore and understand how dictionaries work and how they are used.



A fantasy story

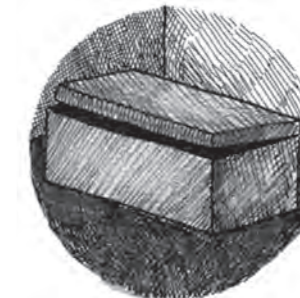
Read this **story** in a spooky voice.

In a dark, dark wood was a dark, dark house.



In the dark, dark house was a dark, dark room.

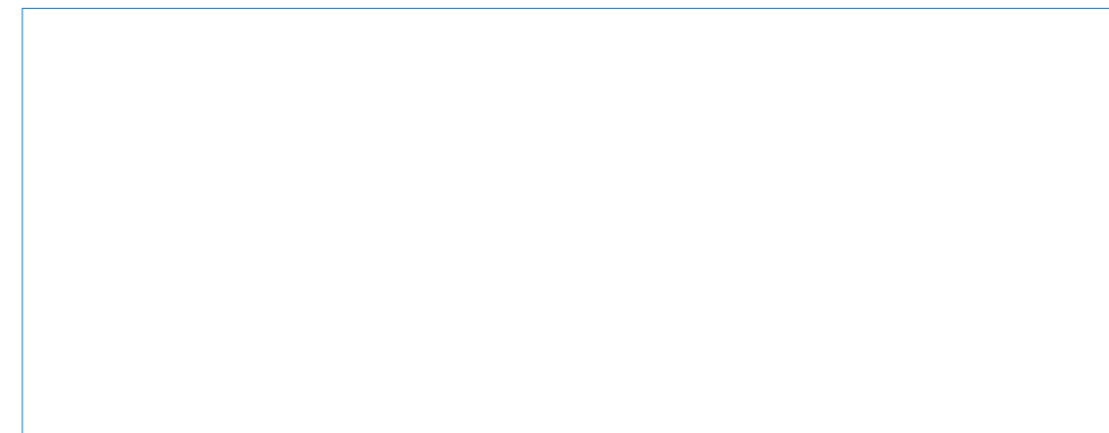
In the dark, dark room was a dark, dark chest.



In the dark, dark chest was a dark, dark box.

In the dark, dark box was a ...

What do you think was in the dark, dark box? Draw a picture of it.



Write a **title** for this story.

Remember: The **title** is the name of the story. The words in a **title** start with capital letters.

Answers may vary

Read the **story** again. Say something different is in the dark, dark box this time.

Confident readers will be able to read the story alone, but others may need help. Make a game of the activity, waiting for your child to supply punchlines, and encouraging them to use their imagination when drawing a spooky picture.



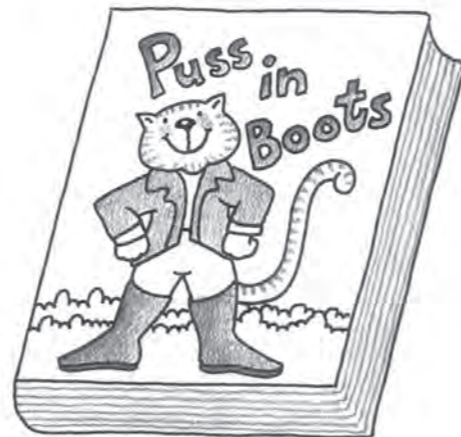
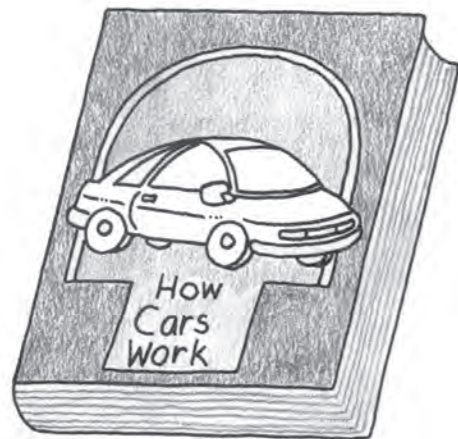
Fiction and non-fiction

We call books that are made up **fiction**. The stories are not real.

We call books that are true **non-fiction**. The things in them are real.

Book **covers** help us sort **fiction** and **non-fiction** books.
The **title** helps. So does the **picture**.

Write the **titles** of these books on the correct lists below.



fiction

non-fiction

Puss in Boots

How Cars Work

The Three Bears

Your Body

Your child needs to know the difference between fiction and non-fiction. Talk about the two kinds of text and how titles and pictures on book covers can help differentiate between the two forms. Sort through a selection of books with your child.



Non-fiction

Information books tell us things. They are **non-fiction**.
We use **information books** to find out about real things.

Which books tell us about which things? Draw lines to match them.



What does this book tell us about?
Draw a picture on the cover.



Some **information books** tell us about lots of different things. To make the things easier to find, they are in **alphabetical order**. Things that start with **a** are near the **front**. Things that start with **z** are near the **back**.

Draw lines to match the pictures below to the words from the information book.

a
ant

d
dog

s
sun



Your child will see and use a wide range of non-fiction books at school. They should understand that text is often presented in alphabetical order and learn how to find information by looking under the subject's initial letter.



Question words

We ask **questions** when we want to find out things. Write these words that ask **questions**. Which is the odd one out? Say why.

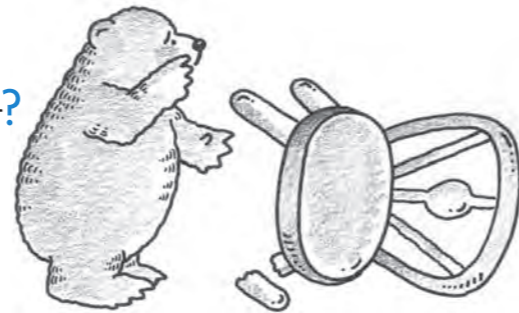
who what why when where how

who..... what..... why..... when..... where..... how.....

Write a **question** word and add a **question mark** to finish each sentence.

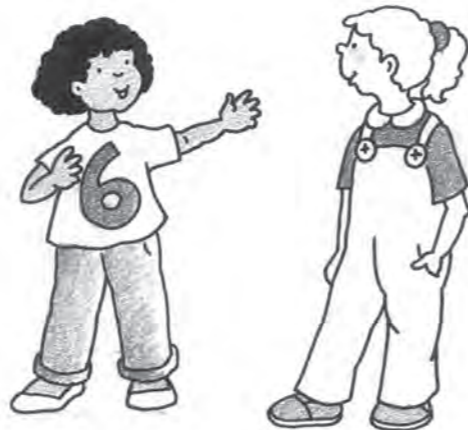
Remember: Sentences that ask **questions** have a **question mark** at the end.

.....Who has been sitting in my chair?



.....Where do you live?

I am six.How old are you?



.....When does lunch time start?

.....Why do you like this book?



Hello,what is your name?



Recounting events

Write about a day at your school. The words on the **poster** will help you. Look up any words you need in a **word book** or **dictionary**.

Remember: The words in a **dictionary** are in **alphabetical order**.

First we

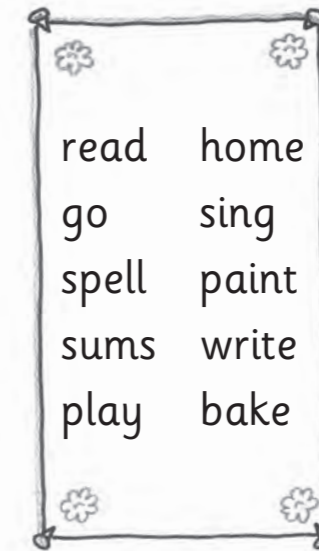
Next we

Then we

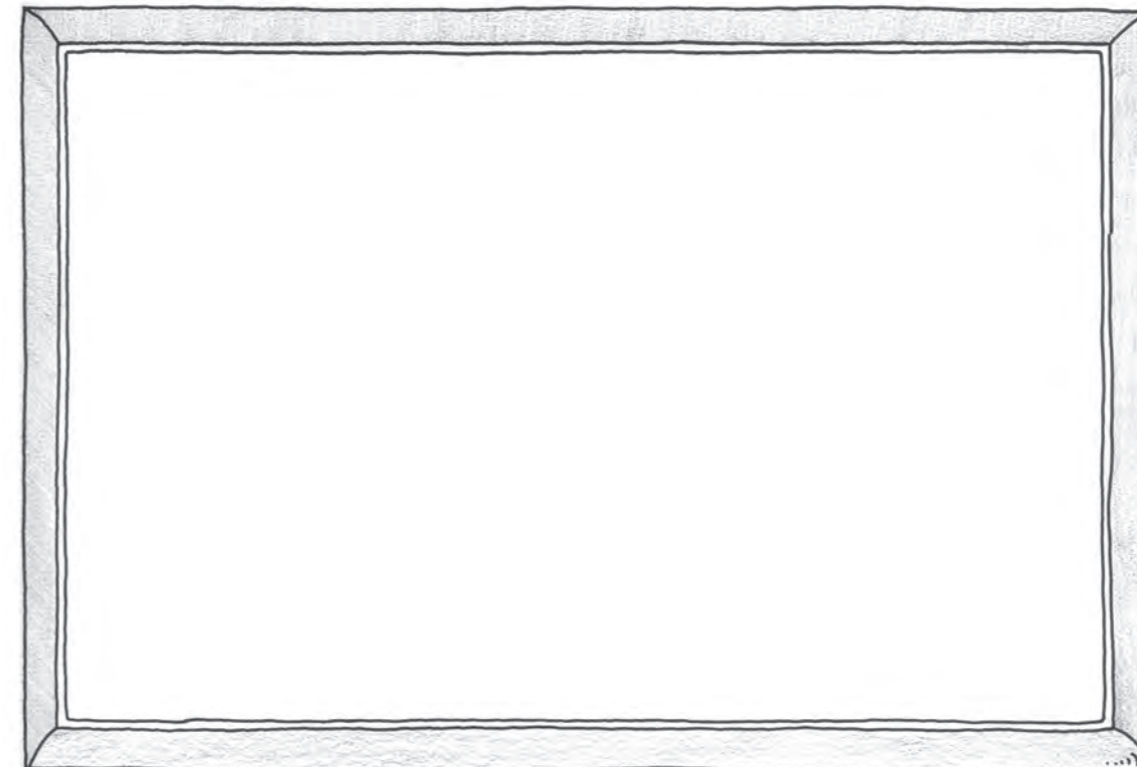
After lunch we

Last of all we

Answers may vary



Draw a picture of something you do at school.



This page focuses on the use of question words and question marks. Help your child to select the odd question word (how: the only question word that does not begin with wh-) and to read and complete each sentence.








Your child should learn how to record and recount events, understand the use of sequencing words such as *first* and *last*, and relate events to personal experience. Help your child use a word book or dictionary and explain how alphabetical order works.



The days of the week

There are seven days in a **week**. Each day has its own **name**.
Read and write the days of the **week**.

Remember: Names of the days of the week start with a **capital letter**.

Sunday	..... Sunday	
Monday	..... Monday	
Tuesday	..... Tuesday	
Wednesday	..... Wednesday	
Thursday	..... Thursday	
Friday	..... Friday	
Saturday	..... Saturday	

On which days do you go to school? Say the **names**.

On which days do you stay at home? Write the **names**.

..... Saturday and Sunday

What day is it today? Write a **sentence**.

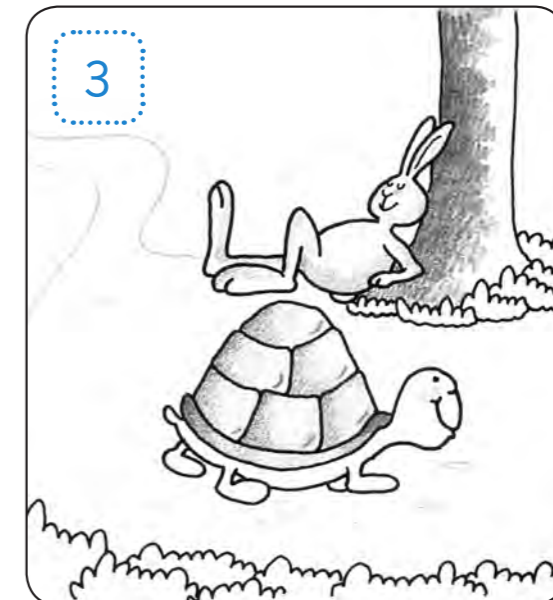
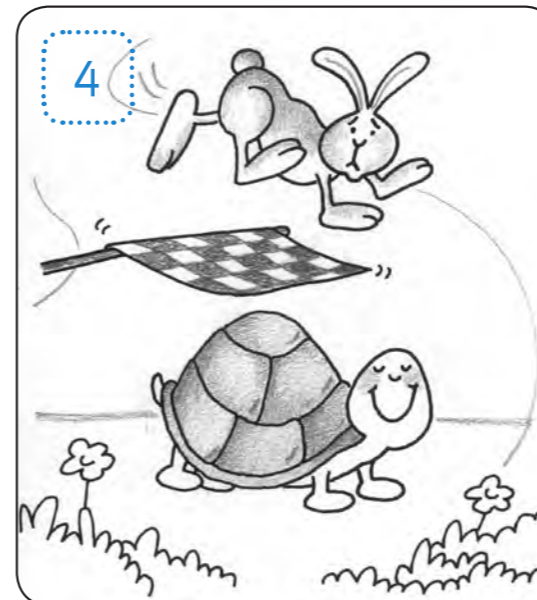
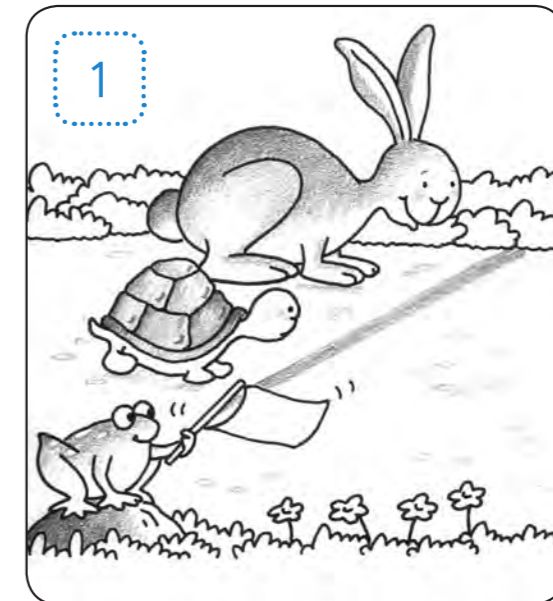
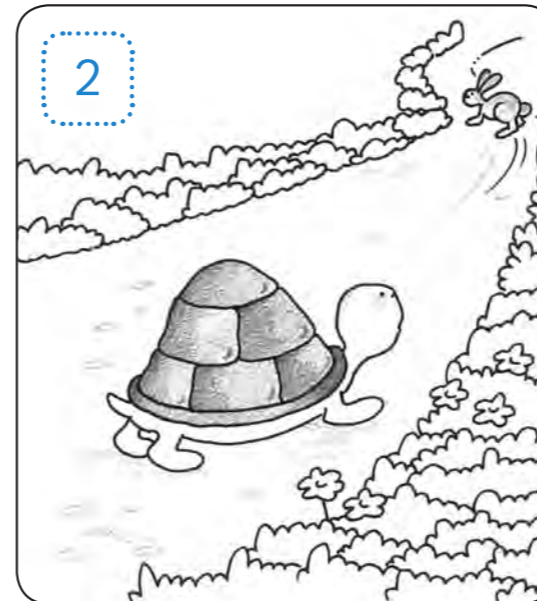
Today is **Answers may vary**



Sequencing a story

Look at the pictures. Put them in the right order. Write the numbers in the red boxes. Tell the story in your own words.

The Tortoise and the Hare



Your child should be able to name, read and write the names of the days of the week. The questions prompt them to differentiate between week- and weekend days. Help with the final activity by looking at a calendar, newspaper or diary together.

This page focuses on the difference between the beginning, middle, and end of a story. Make sure your child has the sequence correct and then ask them to describe what is going on in each picture, including dialogue and thoughts of the characters.



More ee and ie sounds

Write a word with the **ee** sound to label each picture, then write another word with the same spelling pattern.

Remember: Some words that sound the same have different spellings and meanings.



meat



beads



greet



tree

Answers may vary

Remember: Four spelling patterns make the **ie** sound. They are:

ie as in lie

igh as in high

i_e as in bite

y as in try

Write a word with the **ie** sound to label each picture, then write another word with the same spelling pattern.



five



fight



tie



fly

Answers may vary

This page revisits the sounds from pages 8 and 9. Your child should remember that words that sound the same can be spelled differently. Help them to identify any illustrations they don't recognise, using *ee* and *ie* sounds as clues.



Long and short oo sounds

Remember: Four spelling patterns make the same long **oo** sound as in moon. They are:

oo as in school

ew as in grew

u_e as in tune

ue as in blue

Write a word with the long **oo** sound to label each picture, then write another word with the same spelling pattern.



tube



glue



balloon



chew

Answers may vary

Two spelling patterns make the short **oo** sound as in hood. They are:

u as in pudding

oo as in good

Write a word with the short **oo** sound to label each picture, then write another word with the same spelling pattern.



wood



pudding



puss



hook

Answers may vary

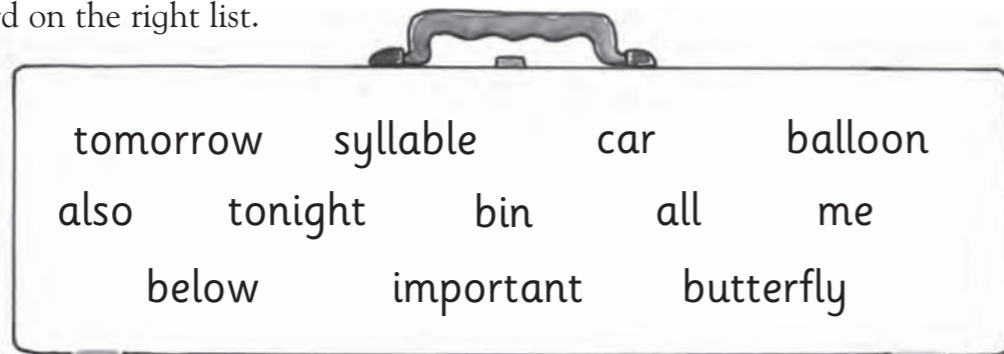
Saying two words with the same spelling pattern out loud, such as *soon* and *good*, will help your child distinguish between long and short *oo* sounds. To think of extra words, your child should say the vowel sounds out loud, then combine them with initial and final consonant sounds in CVC words.



Syllables

A **syllable** is a word or part of a word that is one beat long. The word **day** has 1 **syllable**, **today** has 2 **syllables** (to + day) and **yesterday** has 3 **syllables** (yes + ter + day).

Read these words out loud. How many **syllables** do they have? Write each word on the right list.



1 syllable

.....
car
.....
bin
.....
all
.....
me
.....

2 syllables

.....
balloon
.....
also
.....
tonight
.....
below
.....

3 syllables

.....
tomorrow
.....
syllable
.....
important
.....
butterfly
.....

Fill in the chart by splitting the words into **syllables**. The first one shows you how.

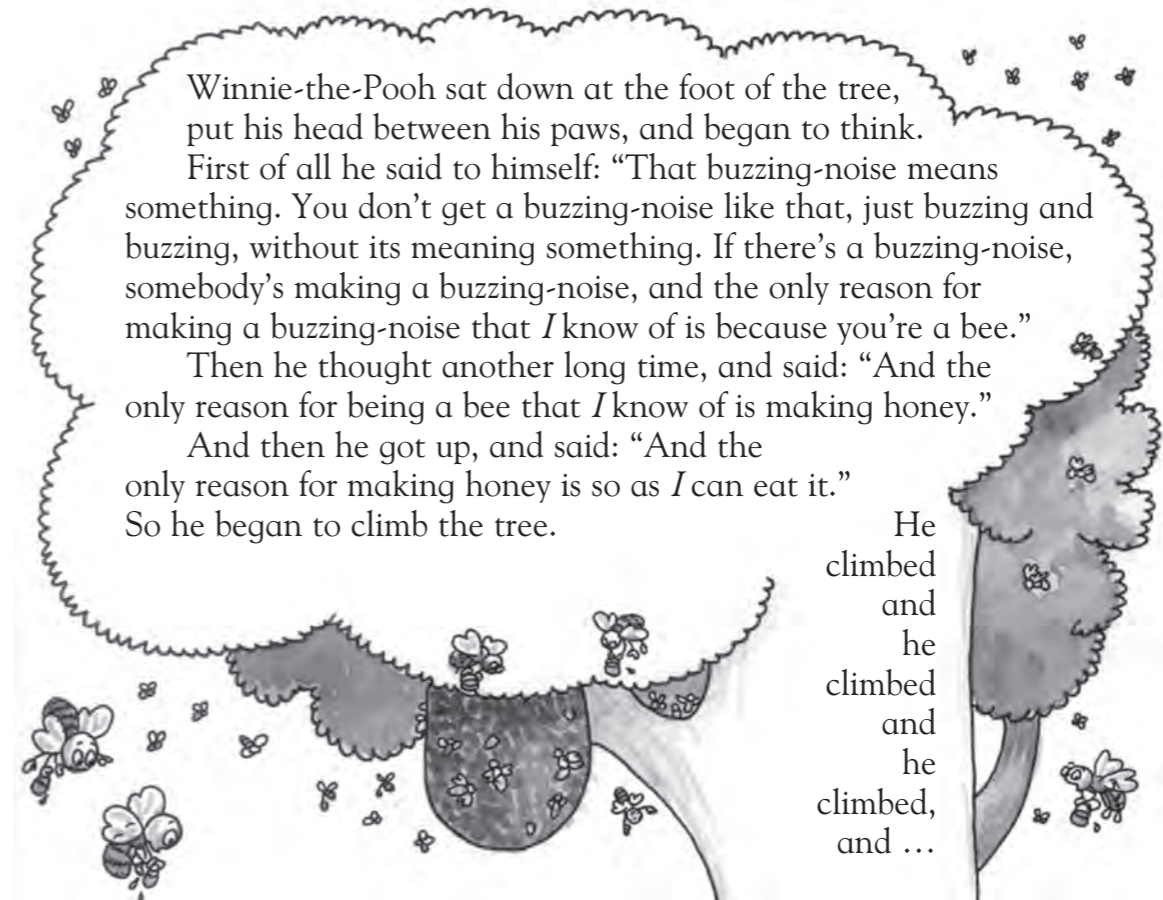
	syllable 1	syllable 2	syllable 3
handbag	hand	bag	.....
teacher	teach	er	.....
computer	com	put	er
classroom	class	room	.....
sister	sis	ter	.....
duck	duck	.....	.....
headteacher	head	teach	er

This page builds on and reinforces your child's ability to discriminate syllables in reading and spelling. Say words out loud, pausing between each syllable or unit; clapping along with syllables may also be helpful.



Independent reading

Here is part of a story from the book *Winnie-the-Pooh* by A. A. Milne. Winnie-the-Pooh is a bear who likes honey. One day he hears a buzzing noise coming from the top of a tree.



Winnie-the-Pooh sat down at the foot of the tree, put his head between his paws, and began to think.

First of all he said to himself: "That buzzing-noise means something. You don't get a buzzing-noise like that, just buzzing and buzzing, without its meaning something. If there's a buzzing-noise, somebody's making a buzzing-noise, and the only reason for making a buzzing-noise that I know of is because you're a bee."

Then he thought another long time, and said: "And the only reason for being a bee that I know of is making honey."

And then he got up, and said: "And the only reason for making honey is so as I can eat it." So he began to climb the tree.

He climbed and he climbed and he climbed, and ...

Where was Winnie-the-Pooh sitting?at the foot of the tree.....
Why was Winnie-the-Pooh sitting there?a buzzing sound was coming from the tree.....

Draw what Winnie-the-Pooh likes to eat, and write a label for it.

.....honey.....

Talk about what might happen next.

What do you know about bears from stories you have read?

Talk about other **stories** with bears in them. Say which ones you like and why.

Your child will enjoy reading this extract, either independently or with help from you. Encourage them to predict what happens next, to select specific information from the text and to compare and contrast other books and stories about bears.



The ai and ar sounds

Remember: Three spelling patterns make the **ai** sound. They are:
ai as in mail **ay** as in way **a_e** as in whale

Write a word with the **ai** sound to label each picture, then write another word with the same spelling pattern.



plate

Answers may vary



clay

Answers may vary



rain

Answers may vary

The letters **ar** make the **ar** sound as in park.

Write a label for each picture.



card



arm



car



barn



star



shark

Can you think of any more **ar** words? Write them here.

.....
.....

Answers may vary

Exposure to different spelling patterns for words with the *ai* and *ar* sounds will help your child read, spell and write them with confidence. Writing words to label the pictures, then more words with the same spelling patterns, provides good practice.



Apostrophes

Do you know how to use an **apostrophe** to shorten words? Try shortening these words. The first one has been done for you. Remember, an apostrophe is used to show that one or more letters are missing.

- could not *couldn't*
- I will *I'll*
- he will *he'll*
- she will *she'll*
- might not *mightn't*
- would not *wouldn't*
- do not *don't*



Now write out these **shortened words** in full without using an **apostrophe**.

- mustn't *must not*
- shouldn't *should not*
- we'll *we will*
- we're *we are*
- aren't *are not*
- it'll *it will*
- you'll *you will*
- couldn't *could not*
- didn't *did not*



This page reinforces understanding of how an apostrophe is used to show the position of missing letters when two words are joined to make one word. Your child may find it useful to know that such shortened words are called *contractions*.



Vocabulary extension

These children are making **topic books** for lists of words.
Read the words in the box, then write each one in the right **topic book**.

sunny T-shirt tractor shoes hay
wind meat drink eat coat
field farmer rain dress wear
wet pasta bread cloud barn

Omar



Jen



Tim



Barbie



Your child will do lots of topic work at school.
Talk about the subject words, and help your child to read the list of topic words. They should sort and categorise the words to link them to the appropriate topic titles, writing them as lists.



Punctuation

Speech marks show you when someone speaks.
Write **speech marks** like this “ to show when speech **starts**.
Write **speech marks** like this ” to show when speech **ends**.

“My name is Mark,” said the boy.
The **speech marks** show what Mark said.

This is a **question mark**: ?
Put a **question mark** at the end of a sentence that asks a **question**.

“What is your name?” asked Mark.
The **question mark** shows that Mark asked a question.

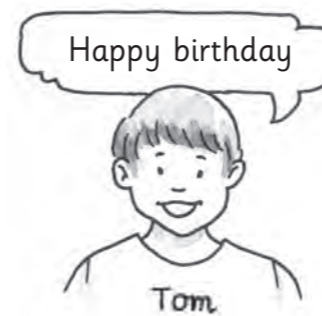
This is an **exclamation mark**: !
Use it at the end of words or sentences to show **anger**, **surprise** or **joy**.

“Hi, Mark!” said Ben. “I’m Ben!”
The **exclamation marks** show that Ben was pleased.

Write sentences with **speech marks**, **question marks** and **exclamation marks**.
Remember to write who is speaking. The first sentence is done to show you how.



“How old are you?” asked Ali. “I’m seven today,” said Sue.



“Happy birthday!” said Tom. “Are you six or seven?” asked Jess.

Your child needs to learn to identify speech marks, exclamation marks and question marks, to understand their purpose and to use them correctly. Help your child decide where to use each mark and rewrite the sentences.



A classic story

Here is part of a **story** about a rabbit. Read it out loud.

The Tale of Peter Rabbit

by Beatrix Potter

Once upon a time there were four little Rabbits, and their names were –
Flopsy,
Mopsy,
Cotton-tail,
and Peter.

They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree.

“Now, my dears,” said old Mrs. Rabbit one morning, “you may go into the fields or down the lane, but don’t go into Mr. McGregor’s garden: your Father had an accident there; he was put in a pie by Mrs. McGregor. Now run along, and don’t get into mischief. I am going out.”

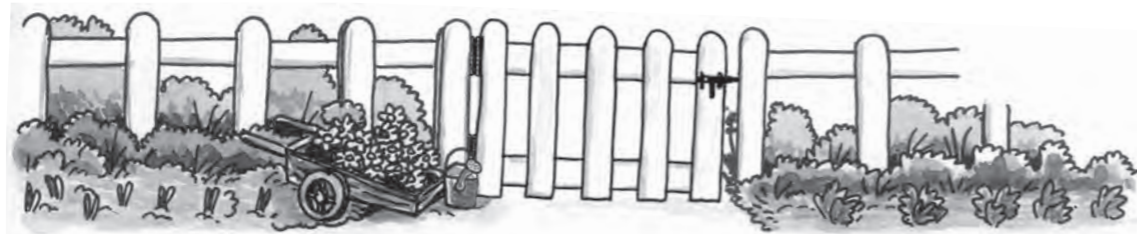
Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker’s. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor’s garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes;

And then, feeling rather sick, he went to look for some parsley.

But round the end of a cucumber frame, whom should he meet but Mr. McGregor!



Tell the **story** in your own words, then talk about what happens.

Do you think Mr. McGregor was pleased to see Peter?

How did Peter feel?

What do you think Peter did next?

Ask your child to read this story independently, but offer help if it is needed. They should retell the story and be able to talk with you about events and possible consequences, responding sensibly and imaginatively.



Antonyms

An **antonym** is a word that has an **opposite** meaning to another word.

light is an **antonym** of **dark**

off is an **antonym** of **on**

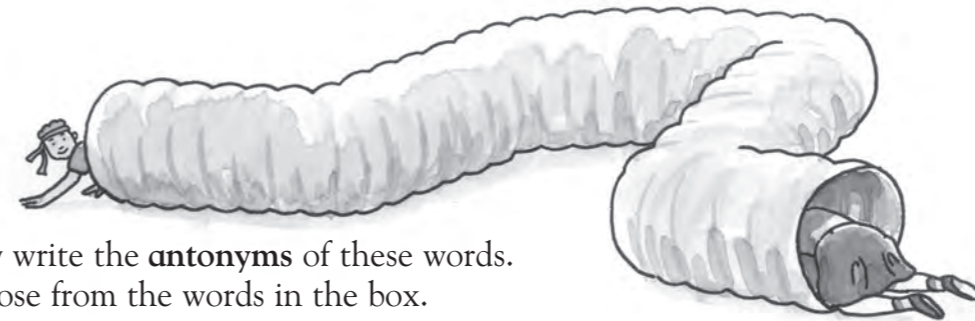
Words can have more than one **antonym**.

How many **antonyms** for **big** can you think of? Write them here.

Answers may vary

Draw lines to join the words that are **antonyms**.

back	last	few	empty
first	front	full	over
give	take	under	many



Now write the **antonyms** of these words.

Choose from the words in the box.

cold hot

come go

down up

good bad

out in

new old

night day

push pull

in

up

hot

go

pull

day

old

bad



Talk about the word *antonym* with your child and explain that it signifies a word with a meaning that is opposite to another word. A word may have more than one antonym; for example, *warm* and *hot* are both antonyms of *cold*.



The oa, oy and ow sounds

Three spelling patterns make the same oa sound. They are:

oa as in coat

o_e as in bone

ow as in bowl

Write a word with the oa sound to label each picture, then write another word with the same spelling pattern.



.....soap.....

.....Answers may vary.....



.....phone.....

.....Answers may vary.....



.....snow.....

.....Answers may vary.....

Two spelling patterns make the same oy sound. They are:

oi as in boil

oy as in boy

Write a word with the oy sound to label each picture, then write another word with the same spelling pattern.



.....toys.....

.....Answers may vary.....



.....soil.....

.....Answers may vary.....

Two spelling patterns make the same ow sound. They are:

ou as in loud

ow as in brown

Write a word with the ow sound to label each picture, then write another word with the same spelling pattern.



.....cow.....

.....Answers may vary.....



.....house.....

.....Answers may vary.....

This page helps your child develop confidence in reading, spelling and writing words with oa, oy and ow sounds, but different spelling patterns. Remember to praise your child for work well done and help them wherever necessary.

Prefixes



A **prefix** is a group of letters that is added to the beginning of a word. It changes the meaning of the word.

un- is a **prefix**

dis- is a **prefix**

You can add the **prefix un-** to change the meaning of some words.

un + load = unload

un + dress = undress

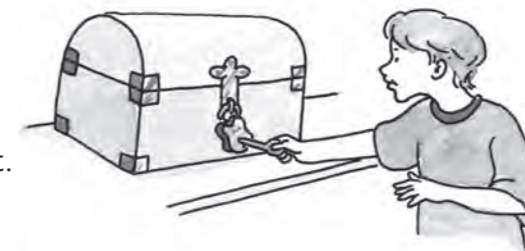
You can add the **prefix dis-** to change the meaning of other words.

dis + obey = disobey

Add **un-** or **dis-** to the words in **bold** to finish the sentences below.

Jim **locks** the box.

Timunlocks..... it.



Nina **ties** her laces.

Kittyunties..... them!

Yes, I **agree**.

No, Idisagree.....



The toys are **tidy**.

The toys areuntidy.....



Wes is **happy**.

Wes isunhappy.....



Explain the meaning of the term *prefix* to your child, and help them explore and understand that the effect of common prefixes such as *un-* and *dis-* is to change the meaning of positive words to negative words, such as *unhappy* and *displeased*.



The or sound

Five spelling patterns make the **or** sound. They are:

or as in sport

oor as in floor

aw as in claw

au as in caught

ore as in more

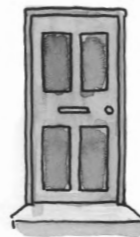
Write a word with the **or** sound to label each picture.



saw



corn



door

Can you find these **or** sound words in the puzzle?

Look across **sport** and down **sore**:

Draw lines through letters, and tick the words. The first one is done for you.

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

- born
- door
- draws
- floor
- horn
- naughty
- paw
- sore
- sport
- tore

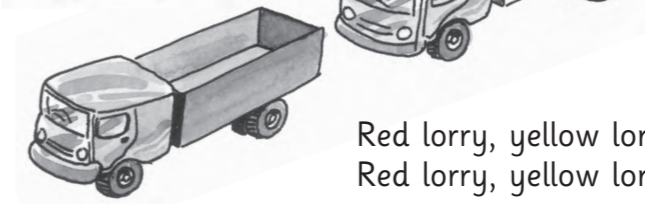
Some children may find it confusing that different letter sets, or groups of letters, can make the same sound. Help your child by looking at this page together, building familiarity through repeating sounds, saying words aloud and looking for them together in the puzzle.



Language play

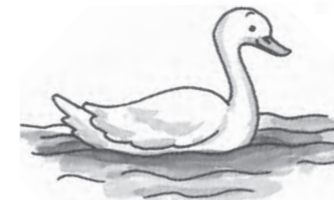
Tongue twisters are groups of words that are hard to say together. Read these **tongue twisters** out loud, then read them again, faster this time!

Of all the ties
I ever tied
I never tied a tie
Like this tie ties!



Red lorry, yellow lorry,
Red lorry, yellow lorry.

Round and round
the rugged rocks
the ragged rascal ran.



Swan, swim over the sea,
Swim, swan, swim!
Swan, swim back again.
Well swum, swan!

Fresh fish!
Fresh fish fried!
Fresh fried fish!
Fish fried fresh!



Now make up your own **tongue twister**. Write it here and then teach it to someone else.

.....
.....
.....
.....

Answers may vary

Your child should come to recognise that words can be good fun. Take turns to read the tongue-twisters out loud, trying to say them faster and faster each time. Talk about words that are hard to say quickly.



Questions and exclamations

Always write a **question mark** at the end of a sentence that asks a **question**. Write an **exclamation mark** at the end of a sentence that shows surprise or gives a command.

A **question mark** and an **exclamation mark** take the place of a **full stop**.

Write a **question mark**, an **exclamation mark** or a **full stop** at the end of each of these.

- | | |
|----------------------|-------------------------------|
| What time is it? | Will you help me? |
| Can I play with you? | How amazing! |
| I live in Old Road. | Please be quiet! or . |
| Where do you live? | Who wants a chip? |
| Watch out! | Stand in a line, please. or ! |

Some **questions** begin with these words: **what where when who**

The dog is in bed. **Where** is the dog?



Change the sentences below into **questions**.

Remember: Sentences that are **questions** end with a **question mark**.

A chick is a baby hen.

.....**What is a chick?**.....



Jon's birthday is in May.



.....**When is Jon's birthday?**.....

The cat is up the tree.

.....**Where is the cat?**.....



Miss Jones is my teacher.



.....**Who is Miss Jones?**.....

Your child needs to know how to construct sentences using a full stop, a question mark, or an exclamation mark. They should recognise question words and be able to turn statements into questions.

Suffixes



A **suffix** is a group of letters added to the **end** of a word.

A **suffix** changes the word's meaning.

-ful is a suffix **-ly** is a suffix

Do some **suffix** sums, like this: colour + ful = colourful

help	+	ful	=	helpful
sad	+	ly	=	sadly
bad	+	ly	=	badly
care	+	ful	=	careful
hope	+	ful	=	hopeful
friend	+	ly	=	friendly
thought	+	ful	=	thoughtful

Choose words from the box to finish these sentences.

careful quickly quietly loudly slowly

Jim is a quick writer.



He writes **quickly**.....

"Please be quiet!" said Miss.



"Work **quietly**....."

Tim is a slow reader.



He reads **slowly**.....

Lila takes care with her work.



She is **careful**.....

Peter has a loud voice.



He talks **loudly**.....

Help your child understand that adding a suffix, such as **-ful** or **-ly**, to certain words changes their meaning. Looking at words as simple sums can be helpful. Your child should then choose appropriate words with suffixes to complete the sentences.



The air and er sounds

Four spelling patterns make the **air** sound. They are:

air as in **fair** **are** as in **care** **ere** as in **there** **ear** as in **bear**

Write a word with the **air** sound to label each picture.



.....**hair**.....



.....**bare**.....



.....**pear**.....



.....**where**.....

Three spelling patterns make the **er** sound. They are:

er as in **her** **ir** as in **girl** **ur** as in **burn**

Write a word with the **er** sound to label each picture.



.....**fern**.....



.....**shirt**.....



.....**purse**.....

Write a label for each of these pictures. Choose from the words in the boxes.

Remember: Words that sound the same can have different spellings and meanings.

hair or hare?



.....**hair**.....

pair or pear?



.....**pear**.....

This page offers your child practice in reading, spelling and writing *air* and *er* sound words with different spelling patterns. Discuss the fact that words that sound the same are sometimes spelled differently and have different meanings.



Humorous verse

Read these two **poems** out loud.

The hardest thing to do in the world

by Michael Rosen

is stand in the hot sun
at the end of a long queue for ice creams
watching all the people who've just bought theirs
coming away from the queue
giving their ice creams their very first lick.



Hey Diddle, Diddle

by Michael Rosen



Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such fun,
And the dish ran away with the chocolate biscuits.

Write a last line for this **rhyme**, or make up your own silly **nursery rhyme**.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses
And all the king's men

Answers may vary



Read the poems together, and talk about how the poet uses words to paint a picture and create humour. In the second exercise, help your child to use nursery rhyme rhythm and structure to write a humorous last line to complete the familiar verse.



Commas

A **comma** is a mark that is used to separate words. **Commas** separate words in lists. Look at the **commas** in the sentences below.

Prem Ali Lucy Sam Jack and Aron are in my class. (without commas)
Prem, Ali, Lucy, Sam, Jack and Aron are in my class. (with commas)

Write **commas** in these sentences.

I like to wear a T-shirt, shorts, cap and shoes.



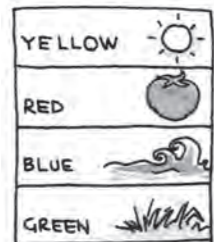
Arms, legs, head, hands and feet are parts of the body.



Write **commas** in these sentences, then write the whole sentences with commas.

Sunday, Monday, Tuesday and Friday are days of the week.

Sunday, Monday, Tuesday and Friday are days of the week.



Red, blue, orange, green, yellow and purple are colours.

Red, blue, orange, green, yellow and purple are colours.

Write a sentence listing the names of some of the children in your class. Use **commas** in your sentence.

Remember: Names start with **capital** letters.

.....
Answers may vary
.....



The ea and ear sounds

The letters **ea** make the **ea** sound as in **head**.

Write an **ea** word to finish each sentence. Choose from the words in the box. Then write the whole **sentence**.

Remember: A **sentence** starts with a **capital letter** and ends with a **full stop**.

spread tread bread dead head

Tim said no, and he shook his head.....

Tim said no, and he shook his head.

The ducks like eating bread.....

The ducks like eating bread.

.....Spread some jam on the bread.

Spread some jam on the bread.

The letters **ear** make the **ear** sound as in **fear**.

In the **fairy tale** *Little Red Riding Hood* a wolf dresses up in Grandma's clothes.

"What big ears you have," said Little Red Riding Hood.

"All the better to hear you with, my dear!" said the wolf.



Write the words from the story with **ear** in them.

.....ears.....hear.....dear.....

Your child should be able to use punctuation marks in sentence construction with confidence and accuracy. They should understand how commas separate items in a list and be able to use them in sentences.

This page focuses on words with the short *ea* and *ear* sounds. Help your child to read, choose and write appropriate words to complete the sentences, before writing them in full. They should then read the story to identify and list *ear* words.



Synonyms

A **synonym** is a word with the same meaning as another word.
damp is a synonym of **wet**
pleased is a synonym of **happy**

Fill in this **synonym chart** by writing words with the same meaning. **D**

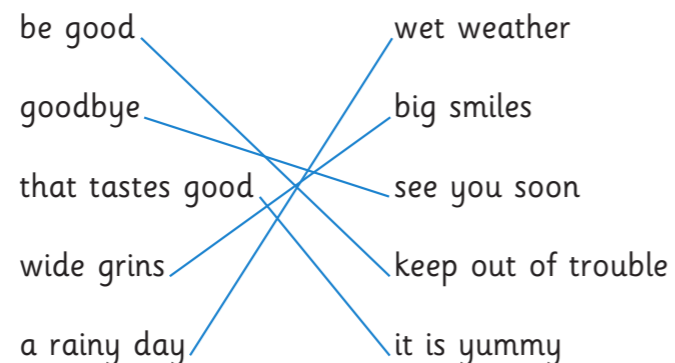


word	synonym
cold
hot
big
small
fast
angry



Answers may vary

Draw lines to match the groups of words with the same meaning.



Explain that a synonym is a word that can express the same or a similar meaning as another word. Understanding and using synonyms will enable your child to add variety to their written compositions.

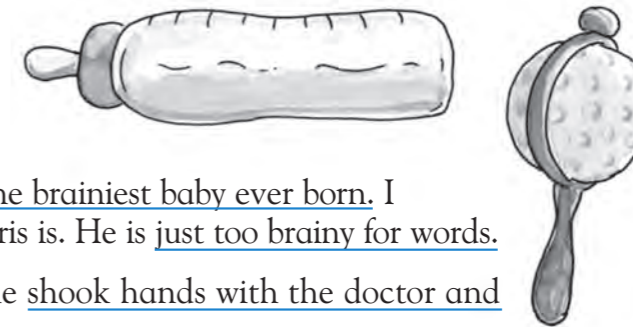


Books and authors

This is the first part of a **story** about a very unusual baby.

Boris the Brainiest Baby.

by Laurence Anholt



We are going to meet Boris.

We are going to meet Boris, the brainiest baby ever born. I cannot tell you how brainy Boris is. He is just too brainy for words.

The minute Boris was born, he shook hands with the doctor and kissed his mother.

“Good morning,” he said. “I am Boris, the brainiest baby ever born.”

All the nurses in the hospital came running. They had never seen a new baby dress himself.

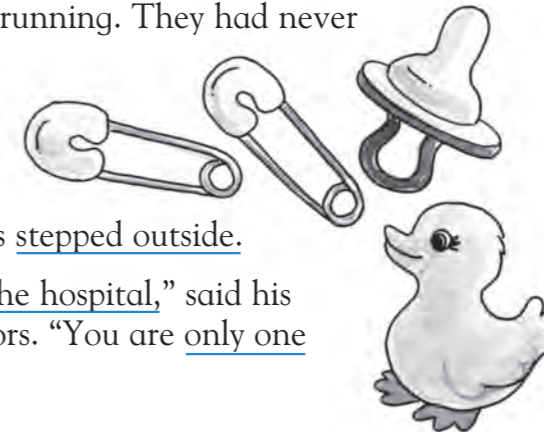
Boris put on a tiny suit.

Boris put on a tiny bow-tie.

Boris took a tiny umbrella and Boris stepped outside.

“Boris, you are too young to leave the hospital,” said his mother and father and all the doctors. “You are only one hour old.”

“Nonsense,” said Boris.



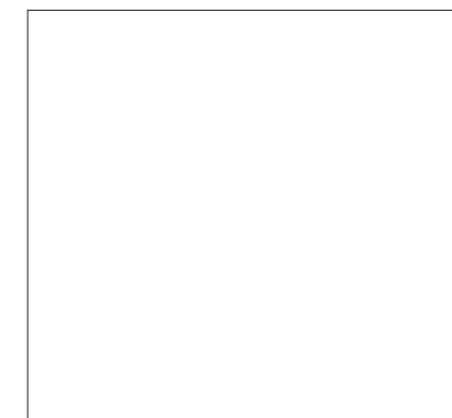
Underline in the story where the author says things about Boris.

Talk about the **story**. What do you think Boris might do next?

Draw a picture, and write about Boris.

.....

Answers may vary



Who is the **author** of the **story**?

Laurence Anholt

Your child will enjoy reading the start of this story about a brainy baby and referring back to the text to draw and write accurately about the character. Explain the meaning of the words *title* and *author*, and talk about what might happen next.



Accuracy

Your teacher **checks** your reading, writing, spelling and punctuation. You can **check** work, too. **Check** this work by ticking the sentences that are correct. Correct the sentences that are wrong, then write them down.

- They am running fast. They are running fast.
- Dad has his own mug.
- I are seven years old. I am seven years old.
- Me name is Mo. My name is Mo.
- I like this cartoon.
- Mum likes his card. Mum likes her card.
- We was play tag. We were playing tag.
- Did you here the phone? Did you hear the phone?



Now check this work. Write the sentences correctly using **capital letters**, **commas**, **full stops** and **exclamation marks**.

tim ben mary and sally are my best friends
Tim, Ben, Mary and Sally are my best friends.

give me that pencil – it's mine
Give me that pencil! It's mine!

here comes spot the dog. come here spot
Here comes Spot, the dog. Come here, Spot.

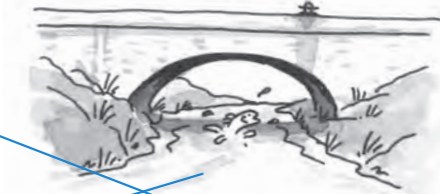
You should encourage your child to develop the habit of re-reading their own written work carefully to check that it is grammatically correct. Help your child identify mistakes in the use of verbs, pronouns, tenses and punctuation marks.



Riddles

A **riddle** is a word puzzle. Some **riddles rhyme**. Draw lines to join the **riddles** with the pictures that show the answers.

I have both face and hands,
And move before your eyes.



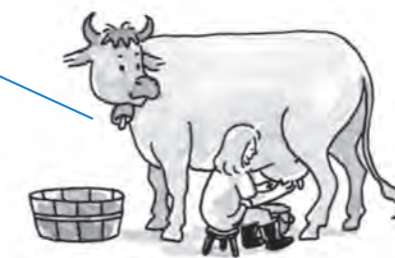
To cross the water, I'm the way
For water I'm above.



Two legs on three legs
With four legs nearby.

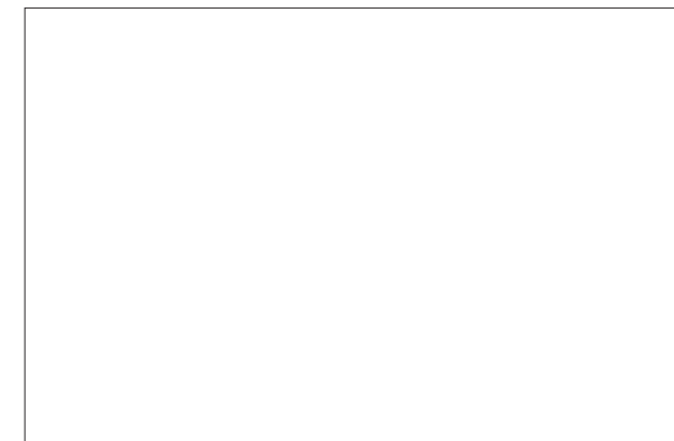


1 in **mat** is set,
2 you'll see in **jet**.
Number 3 is in **tin**,
And 4 a **box** is in.
5 is in – **you!**



Work out this **riddle** and draw a picture.

Go up the wooden hill
to Bedfordshire,
Down Sheet Lane
to Blanket Fair.



Explain to your child that a riddle is a form of writing or poetry that is a word puzzle. They should read the riddles carefully and match each one to its picture, then draw the answer to the last riddle as a picture of a bedtime scene.



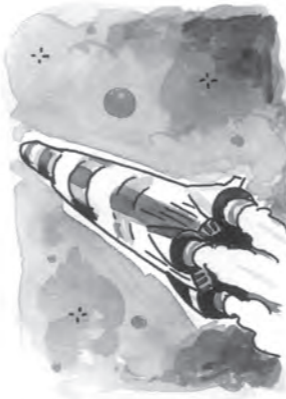
Non-fiction books

Information books are **non-fiction**. They are about things that are **true**.

The list at the front of a book is called the **contents**. It tells you what the main parts of the book are and helps you find the pages they are on.



Contents		page
Stars		5
Planets		11
The Sun		19
The Moon		24
The Milky Way		30
Space travel		32



What is a book with this **contents** list about? ..Space.....

Write page numbers for these:

moon ..24..... stars ..5..... sun ..19..... Milky Way ..30.....

The **index** is at the end of a book. It is a list of all the things in the book, and the pages they are on.



Index	
Earth 11, 12, 13	moon 24–29
Mars 15, 16	orbit 34
Milky Way 7, 30–31	rocket 35, 36



Which pages are about these **things**?

Mars ..15,16..... rocket ..35,36.....

Can you read about Earth on page 25? ..No.....

Are the **index** words in **alphabetical order**? ..Yes.....

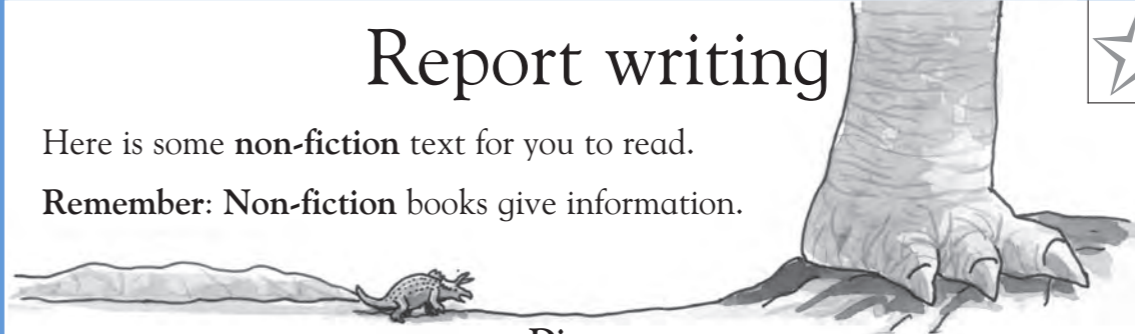
Help your child to understand and use the terms contents and index and to know their roles in a range of non-fiction information books. They should skim-read the sample text to find the book's content and fill in page numbers for the topics.



Report writing

Here is some **non-fiction** text for you to read.

Remember: Non-fiction books give information.



Dinosaurs

Dinosaurs lived on Earth millions of years ago, before there were humans. They lived on the land, and could move very fast. They laid eggs and had scaly skin.

Size

Some dinosaurs were as small as a hen. Some were as big as a house. Some were the same size as you.

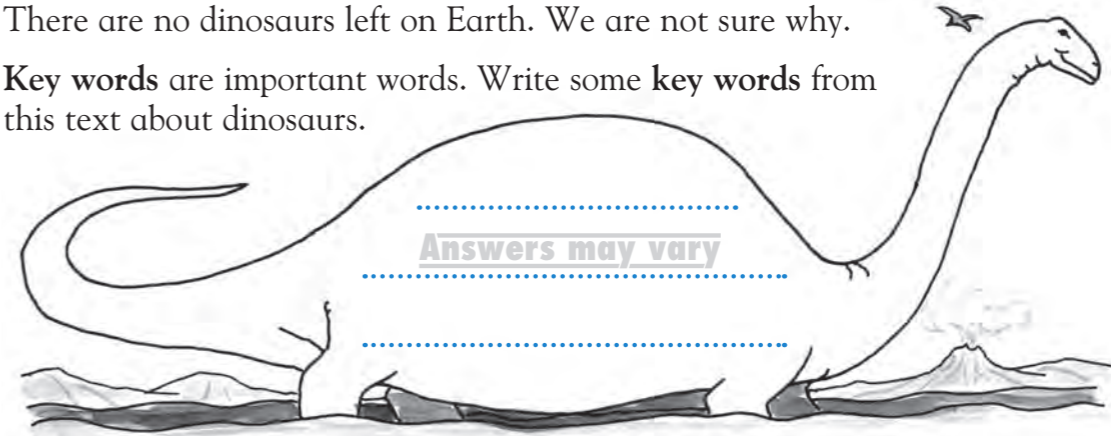
Food

Some dinosaurs were hunters. They ate meat. Others ate plants.

Fossils

We know about dinosaurs because people found their bones. The bones tell us where dinosaurs lived, what they ate, and what they looked like. There are no dinosaurs left on Earth. We are not sure why.

Key words are important words. Write some **key words** from this text about dinosaurs.



Answers may vary

Write a **report** about dinosaurs by answering these questions.

How do we know about dinosaurs?

..We know about dinosaurs because people found their bones.....

What did dinosaurs eat?

..Some dinosaurs ate meat. Others ate plants.....

Were all dinosaurs the same size?

..Not all dinosaurs were the same size.....

As an aid to producing accurate non-fiction writing composition, you should help your child to make simple notes from the printed text in the form of key words. They can then use these words as the basis for writing a report.



Poems

Some words sound like their meanings. Read these **poems** out loud.

A Swamp Romp

by Doug Macleod

Clomp Thump
Swamp Lump
Plodding in the Ooze,
Belly Shiver
Jelly Quiver
Squelching in my shoes.

Clomp Thump
Romp Jump
Mulching all the Mud,
Boot Trudge
Foot Sludge
Thud! Thud! Thud!

Squishy Words

by Alastair Reid

(to be said when wet)

SQUIFF
SQUIDGE
SQUAMOUS
SQUINNY
SQUELCH
SQUASH
SQUEEGEE
SQUIRT
SQUAB



Write a list of words from these **poems** that sound like their meanings.

.....
.....

Answers may vary

These two fun poems are good examples of words that create humour and sound effects. Talk about rhyme and rhythm with your child. Also discuss the use of capital letters, and encourage them to say and write effective sound words.



Glossaries

Some books have a list of words called a **glossary** at the back. A **glossary** tells you what words mean, like a little **dictionary**. Read this **glossary** from a book about plants.

- flower** a part of a plant where new seeds grow
- leaf** a part of a plant that grows on the stem
- light** something plants need to grow
- root** the part of a plant in the soil
- seed** can grow into a new plant
- seedling** a young plant
- soil** the earth that plants grow in
- stem** the main part of a plant
- water** something plants need to grow



Now use the **glossary** above to write about plants.

A young plant is called a seedling.....

What part of a plant is in the soil? root.....

What can grow into a new plant? seed.....

Write two things that plants need to grow light, water.....

The words in a **glossary** are in **alphabetical order**. Tick the other things below that have lists in **alphabetical order**.

- | | | |
|--|--|---|
| class register <input checked="" type="checkbox"/> | book index <input checked="" type="checkbox"/> | story book <input type="checkbox"/> |
| comic <input type="checkbox"/> | telephone book <input checked="" type="checkbox"/> | atlas <input checked="" type="checkbox"/> |

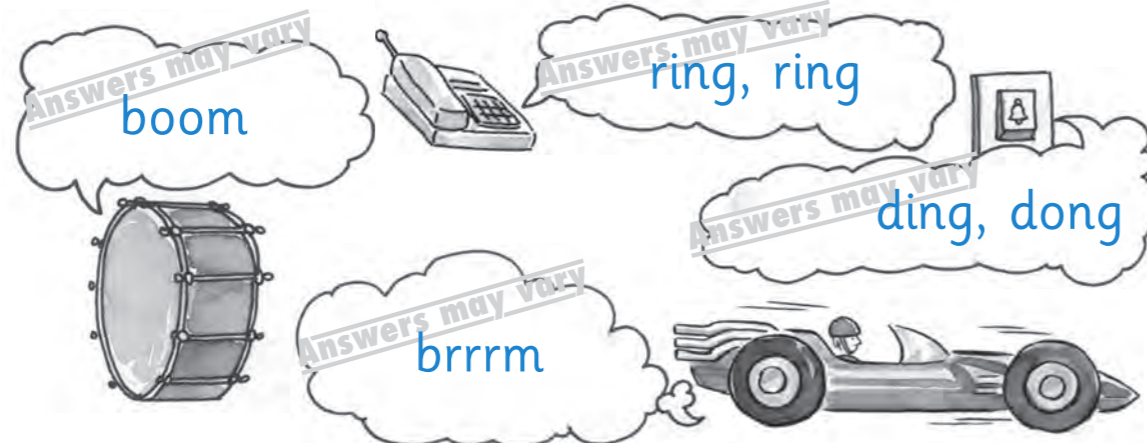
Discuss the features of non-fiction books with your child. Look at a variety of examples at home or in a library. Point out that a glossary is found at the back of a book and that it defines difficult words. Explain that the words are in alphabetical order.



Language play

Write a **sound word** for each of these pictures. Use the words in the box or make up your own.

boom click, clack ring, ring
ding, dong ba-doom brrrm



Words can be fun. Read these **sentences**, then write your own. Pick a **letter**, and try to use it as much as possible.

Big baby Bobby bounces, bing, bong, BOING!



Duggy Dog digs a deep den in the dirt.

Answers may vary

Words can make us laugh.

Algy met a bear.
The bear was bulgy.
What do you think?
The bulge was Algy!



Your child will enjoy having fun with language, choosing or making up words that are sound effects for the picture clues. Explain that *alliteration* is text where all or most of the words begin with the same sound.



Testing skills

You can **read**, **write** and **spell**. Tick the small boxes beside these 10 big boxes when you have finished the activity.

Read these words, and draw a picture of each one.



1 knife 2 bridge 3 orange

Write **labels** for these pictures in **joined handwriting**.



4 frog 5 bell 6 fish



7 ship 8 bird 9 door

You know what lots of words mean. Write a **label** for this picture, then write a sentence about what is happening.



10

Answers may vary

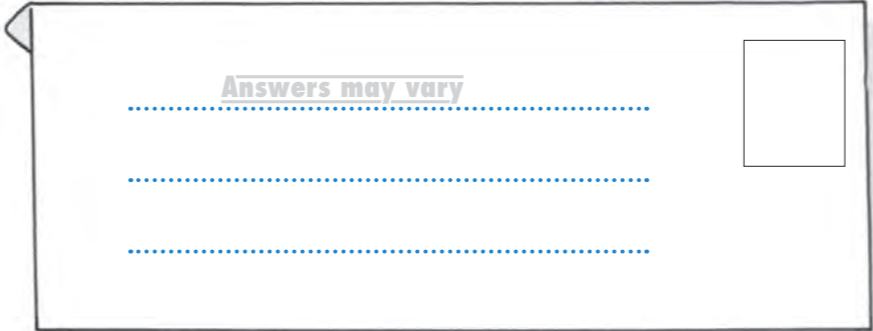
This page offers your child the opportunity to test the reading, spelling and handwriting skills developed over the course of the Foundation, Early Years and Handwriting books. Offer lots of encouragement, and stress the wide range of things he or she can do.

s a h i n x i b v z

☆


Personal information

Write your **name**, **address** and **postcode** on the envelope, and draw a stamp.




Answers may vary

Draw a picture, and write about yourself.
How old are you? What do you look like?



Answers may vary

Write the **name** and **address** of your **school** on the postcard. Draw a stamp.
Write a message to your class.



Answers may vary

Answers may vary

Tick the things you do at **school**.

write smell spell ripe read spill rate

Send a postcard to someone telling them about what you have done this week. Remember to put a stamp on it.

o b u y T m s k i l

Your child should use this page to record personal information, and to mark their completion of the Early Years book. Look back to the start of this book, or to previous books, and talk about the great progress they have made.