



Practise Key Skills at Home:

Autumn Term 1 Year 6 English

(Ages 10 - 11)

Activity Booklet

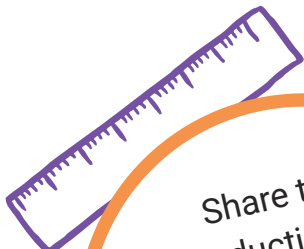


twinkl

twinkl


For Parents

This year 6 activity booklet has been created to help your child practise some of the key skills that they have learnt in primary school. The national curriculum subjects of English and maths have been split among the different booklets. These booklets include clear explanations, examples and activities for your child to try at home in order to help them develop their confidence and understanding of each area.



Share the introduction and explanation for each topic with your child. Talk through it together.

Challenge your child to try the activities independently.




Use the answer pages to encourage your child to self-assess and mark their own activities.


The topics can be done in any order. Your child doesn't have to work through the booklet in order.



Keep the activities short and snappy - your child doesn't need to spend hours on each topic. They are designed to be quick, practise activities.



Remember to praise and encourage your child.



Don't worry if your child is finding an activity too difficult, follow the hints and tips on each page to give them some extra support.

How to Use the Booklet

The title of the topic is at the top of each page. This tells your child what skill the activity is practising.

There is a handy space at the top of each topic to place a badge or tick when you have completed it!

Past, Present and Future Tense

When we write different texts, we need to consider whether events have already happened (**past tense**), are happening now (**present tense**) or are going to happen (**future tense**).

A newspaper report is a great example of a text type that might use all three tenses, depending on what the report is talking about.

This introduction uses past tense to tell us events that have already happened.

In the Tokyo Olympics, Simone Biles **has been** the hot topic of conversation after pulling out of her women's team gymnastics final. The delayed games **took** place in July 2021. The American gymnast **pulled** out of the team final and later her individual final because of mental health reasons.

Some **present tense** might be used throughout a newspaper article to describe what is happening. For example, in this article, there are some comments made about Simone Biles that are in present tense.

Simone Biles **is** one of the most successful American gymnasts of all time. Her actions to promote mental health and wellbeing **are inspiring** other athletes and viewers around the world. Lots of people **are praising** Biles for being so honest and looking after her mental health.

In this final sentence of the newspaper report, the **future tense** is used to explain what Simone Biles will be doing next. This often happens at the end of a newspaper report.

Although she still has some individual events to **take part in**, she has said she **is going to** take it a day at a time and **see** how she **feels** before those events.

The first part of each activity gives your child an explanation of what the topic is about.

The next section gives your child some examples of how to use the skill.

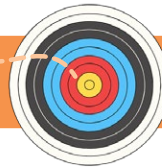
How to Use the Booklet

Finally, there will be an activity for your child to practise applying the skill.

c. Create New Words.



restaurant



Use letters from the target word to create new words which match each clue.

--	--	--

The organ we use to help us to hear.

--	--	--	--	--	--

To firmly believe and depend on someone.

--	--	--	--	--	--

Another word for begin.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



Parent Tip: Spellings can be really tricky for some children and many children can find spelling practice boring. Practising little and often can be a good approach to take and the key is to try and make it fun, using a range of different activities and techniques to practise. There are lots of ideas you could try here.

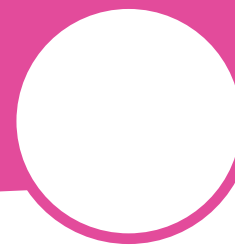
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If your child is finding an activity too difficult, use the parent tip box to give them some extra support.

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Paragraphs



Using paragraphs is a way of organising our writing. Paragraphs are made up of groups of sentences and separated by a line. We tend to start a new paragraph when we are changing...

Time: It might be 'The next day...' or 'A while later...'. It might also be a different stage of a report or a set of instructions.

Place: The events might move to another location or the reader might rejoin a story in a new place.

Topic: Especially in non-fiction writing, a new paragraph is needed when the topic is changed. It could be a new discussion point in a balanced argument, for example.

Person: This could be a new character speaking (we always start a new line when this happens). It could also be that the text is focusing on another person; their actions, appearance or thoughts.

Use **TiP ToP** to remember when to start a new paragraph.

Example: This is a non-fiction text about insects. Let's take a look at what each paragraph is about.

This paragraph introduces what insects are.	Insects are invertebrates that are often referred to as bugs or creepy crawlies. They are the most common type of animal because they live in so many different environments.
This paragraph is about how insects' bodies are adapted to help them survive. It is a change in topic.	Insects don't have bones. They have powerful exoskeletons (skeletons on the outside of their bodies). Many insects can fly and are very small which helps them survive. They have a piercing and sucking mouth part from which they spit saliva; this helps them digest and suck up food as they cannot chew. Every insect has six legs and a body split into three main parts. These parts are called the head, thorax and abdomen.

<p>This paragraph is about how insects catch their prey. It is a change in topic.</p>	<p>Some bugs attack and eat other bugs. They do this in different ways. Some jump on their prey, some grab their prey, others set traps like hidden holes in the ground. Successful predators survive.</p>
<p>This paragraph is about how insects survive in the wild. It is a change in topic.</p>	<p>Insects have to protect themselves to survive. Different creatures find different ways to keep themselves safe. A bombardier beetle sprays a burning liquid at predators to scare them away, whereas brightly coloured bugs use their appearance to frighten off attackers. The bright colours show the predator that they are poisonous. Other insects are so well disguised that they don't even look like insects. This is called camouflage. Some can camouflage themselves to look like the objects around them, such as twigs, leaves or branches. This way, hungry predators cannot see the bugs.</p>

Identifying Paragraphs

Read through this text. Can you work out where you could split the text to create separate paragraphs? Highlight each paragraph a different colour then explain why you kept these sentences together.

As Millie slowly woke, she experienced the usual few seconds of adjusting her eyes to the light, wondering what day it was and whether she had to go to school. As the grogginess began to ease, she reasoned that it was Saturday and let out a sigh of relief. Then, with startling clarity, she remembered it. Her heart started to pound against her chest like a drum. Now fully alert, her brain burst with crystal-clear memories of the events from last night. She looked into the corner and saw the large, wooden trunk. It was still covered in the hastily placed pile of books. Shaking, Millie began to recall what had happened. It had all started like any other normal evening at home with the family... Millie stormed up the stairs and slammed her bedroom door as hard as she possibly could. She was fuming. If her little brother had done that, he wouldn't have been sent to bed early. Life was so unfair. Crashing down onto her bed, she couldn't fight back the tears as she dug her fingers into the cover and muttered plans for revenge under her breath. Suddenly, her sobbing was interrupted by a bizarre and unfamiliar scratching

sound coming from the corner of the room. Her tears instantly stopped trickling as she sat up and shuffled to the end of the bed to investigate. "If that's you, Michael, I will..." she began to warn but her threat was silenced by the sight of the wooden trunk. It had just moved. Millie cautiously tiptoed across the room. She moved carefully and slowly, trying not to disturb the creaky floorboards underfoot. As she got closer, the sound, which was now hectic and louder than before, seemed to drown out all other noises in the house. Millie pulled her arms around herself and attempted to steady her breath. Arriving at the trunk, she gently crouched down and rested on her knees. Hands trembling, she reached for the rusty lock. Sliding it off the latch, she placed it on the floor and momentarily paused - fearful of what she might discover. Slowly, she slipped her fingers through the tiny gap and lifted the heavy, wooden lid just far enough to peek at the eerie darkness within. What greeted her was something she couldn't ever have imagined. In the corner of the box was an old, singed shoe. Peering over the top, with a petrified expression, was a tiny, spiky face. Millie held her breath as the strange creature stared at her. It was as if it were trying to decide whether or not she was a threat. Then, with an almighty shudder, it sneezed and smoke began to fill the box. Millie jumped and slammed the lid shut. She quickly grabbed the heaviest books from the bottom of her bookcase and piled them on top of the box. Jumping into bed, she wrapped the duvet around herself and repeated, "I'm dreaming, it's just a dream, I'm dreaming..." before falling into a restless sleep.

Parent Tip: When your child is reading at home or you're both looking at a text together, see if they can identify paragraphs and summarise what they are about. Reading a wide variety of texts can really help your child to improve their own writing.

First, Second and Third Person



There are three main ways you can write; these are three perspectives that you can take when writing. We use different perspectives for different types of text.

First Person

This is where you (the writer or narrator) put yourself into the writing - perhaps in the role of a character - and you describe how you felt and what you were doing.

First person pronouns include I, me, mine, myself, our, ours, ourselves, we and us.

You might write a story in first person - telling the story from your point of view - but it can be useful in other text types too, including:

- letters
- diary entries
- persuasive texts

Examples:

Honestly, I felt terrified at the thought of getting on a train. My memories of train journeys were not pleasant.

With a confident smile and a brisk handshake, she told me that I would be a great candidate for the job.

Overall, I thoroughly enjoyed this rollercoaster of a novel. I would rate it as four out of five stars.

Second Person

This is where you (the writer or narrator) address the reader directly.

Second person pronouns include you, your, yourself and yours.

Some stories (or parts of stories) are written in second person - addressing the reader directly - but it is most often used in instructional texts.

Examples:

You might not have heard of Night Street. You are a lucky soul. Those who have ventured down this haunted road have rarely returned.

You must move carefully through the field, so as not to disturb any creatures that may be living amongst the grass.

You will need approximately half of the flour for this step. Gently, sift it into the bowl. You can use your hands to begin to bring the dough together.

Third Person

This is where you (the writer or narrator) talk about other people; not yourself or the reader.

Third person pronouns include **he, she, they, him, her, them, their, themselves, herself, hers, himself** and **his**.

Stories can be told in third person - telling a story about a set of characters - and it is used in lots of other text types, including:

- newspaper reports
- non-chronological reports
- biographies
- balanced arguments or discussions

Examples:




Patch was a small but brave puppy. He knew it was up to him to protect his owner from this new, strange creature.

Police received reports of the incident around midday on February 23rd. Many witnesses saw the thief dodge obstacles as they escaped into the nearby forest.

Elegantly, she swept past the staring audience and headed straight for the ice-cream seller, holding out her money.

First, Second and Third Person

Can you identify the different perspectives in each sentence? Choose a colour for each perspective and colour-code this in the key, then colour in each sentence to show which perspective it is written from.

Key	 = first person	 = second person	 = third person
------------	--	---	--

Are you happy with your current windows and doors? Have you considered upgrading them recently?

James was hunting for pine cones when he heard a strange noise coming from the trees behind him.

Have you ever wondered what life would be like on Mars?

Whatever I do, I can't give up. The journey ahead is going to be long and difficult, but I have to make it to the end.

Pedro and his friends decided to walk into town and buy a burger. However, when they got to the restaurant, Pedro realised that he'd left his wallet at home.

Bring a wallet or purse - you are responsible for your own money.

I hated Fridays. I couldn't wait for the weekend to arrive.

Do you love gooey caramel? Then try a bar of Caramel Crunch today!

I was shocked to discover the total lack of recycling bins in the school. It saddens me to think of the paper that is being thrown away, rather than being reused or recycled.

Catherine was busy tidying her room because her mum had said that it was like a pigsty.

Parent Tip: When reading at home, or even when watching television programmes or films, can you and your child identify examples of different perspectives being used?

Past, Present and Future Tense

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A newspaper report is a great example of a text type that might use all three tenses, depending on what the report is talking about.

This introduction uses past tense to tell us events that have already happened.

In the Tokyo Olympics, Simone Biles **has been** the hot topic of conversation after pulling out of her women's team gymnastics final. The delayed games **took** place in July 2021. The American gymnast **pulled** out of the team final and later her individual final because of mental health reasons.

Some **present tense** might be used throughout a newspaper article to describe what is happening now. For example, in this article, there are some statements made about Simone Biles that are in the present tense.

Simone Biles **is** one of the most successful American gymnasts of all time.

Her actions to promote mental health and wellbeing **are inspiring** other athletes and viewers around the world. Lots of people **are praising** Biles for being so honest and looking after her mental health.

In this final sentence of the newspaper report, the **future tense** is used to explain what Simone Biles will be doing next. This often happens at the end of a newspaper report.

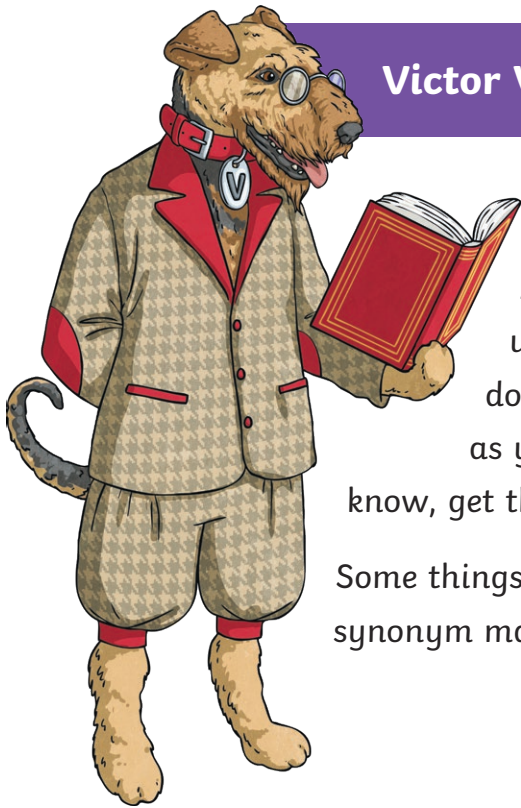
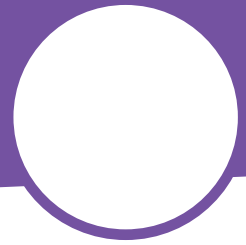
Although she still has some individual events **to take part in**, she has said she **is going to** take it a day at a time and **see** how she **feels** before those events.

First, Second and Third Person

Can you rewrite each sentence in past, present and future tense?

Past	Present	Future
	Attentively, Johannes watches football on TV.	
They sat quietly on the creaky chair, staring around the room.		
		She will smile warmly at the audience and tell them the truth, however difficult it may be.
	Sofia throws the javelin with great skill.	
The family travelled to Scotland for the winter.		
		He will clean the room at the weekend when he has more time.

Parent Tip: You can play this game at home. When your child says a sentence, ask them if they can convert it to past, present or future tense. For example, they might say, "I will wash the dishes." Ask them to say this in the past tense - they should respond with, "I washed the dishes."

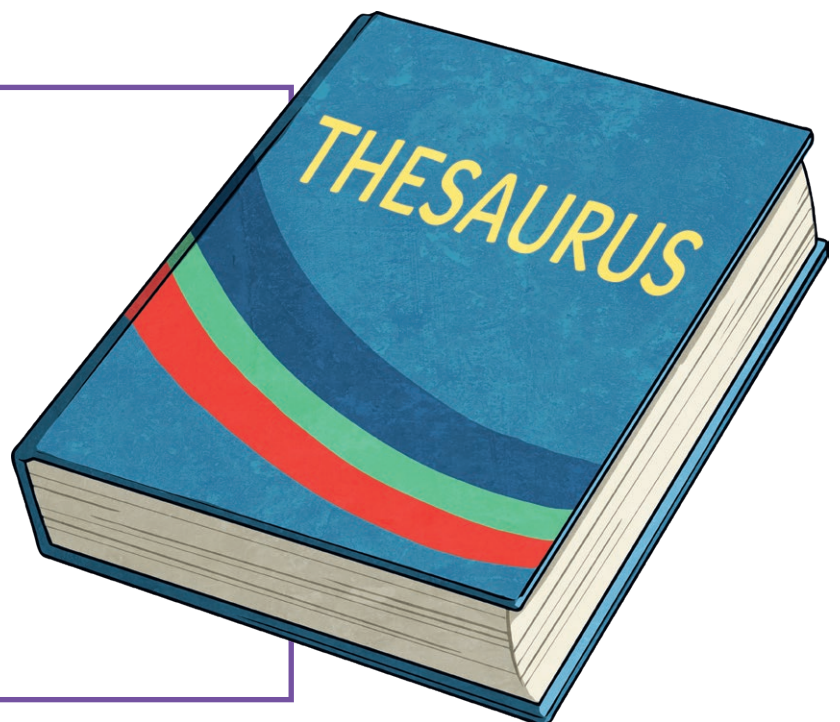


Victor Vocabulary dog

An important reading skill is to be able to read and understand the meaning of words in the text. A great way to do this is to improve your vocabulary in your writing as well as your reading. Anytime you come across a word you don't know, get the dictionary out and check its meaning.

Some things you can do to help improve your vocabulary are to have a synonym mat or to use a thesaurus to improve your sentences.

a. Use the space below to write all the words you can think of that also mean 'smell'. Use a thesaurus to help you, if you need to.



Before she could ask another question, a **marvellous** breakfast banquet appeared on the table. Quick as a flash, the leprechaun **sprung** through the window, took off his hat and a rainbow burst from it in a great arc across the sky. The rain stopped and the sun shone brightly. The farmers were soon able to get to work in the fields and start growing their crops again.

b. Read this excerpt taken from a story and replace the words in bold with a synonym.

c. Word of the Day Challenge

Challenge yourself and your family to learn a new word every day. Open a dictionary at random. Whichever is the first word you see, you have to find out the following:

1. word class (noun, verb etc.)
2. definition (what does it mean?)
3. context (put it in a sentence)
4. synonyms (words with a similar meaning)

Then challenge yourself and your family to use it in a sentence that day.

Parent Tip: When you are reading with your child, pick a random word and ask its meaning. Can they think of other words with a similar meaning? Check that it works in the sentence you have just read.

Retrieve and Record Information

This is probably the simplest of all the key reading skills. For this type of question, you just need to read the text and copy the answer. No need to explain your reasons, find another meaning or anything else. Just go back to the text and find the answer.

This type of question might ask:

What is Precious doing when the post arrives?

Where is the story taking place?

Who opened the door?

Find a word that explains how Oliver feels.



On November 26th 1922, Howard Carter made the first hole in the wall of pharaoh Tutankhamun's antechamber. It was immediately hailed as one of the greatest historical discoveries of all time. However, did you know that, were it not for Hussein Abdul-Rasoul, the famous tomb may still be lying uncovered?

a. Who was made famous for discovering Tutankhamun's tomb?

Superheroes are fantasy characters who are dedicated to tackling crime and battling villains. They were originally created as part of comic book stories in the late 1930s. Superheroes have special (superhuman) powers.



b. When were superheroes first created?

c. Whodunnit?

What happened to Ms Smith's jewellery that day?

She was meant to wear it to watch a play,
She left it behind when she had got dressed,
All adorned in her Sunday-best.

Miss Ruby was seeing her friend that morning,
She heard a crash that came without warning,
The woman screamed - she was given a fright,
She yelled for help with all of her might.

What was Ms Smith wearing on the day of the robbery?

Parent Tip: When you are reading with your child, ask simple questions about what is happening in the story, just to make sure they have understood.

Summarising

Summarising what you have read is a great way to show that you have understood what has happened in the text. This could mean summarising the whole thing or you might be required to sequence the events in the order that they happened in the text.

Sheba Summariser dog

Example questions asking you to summarise might look like this:



Summarise this poem in two sentences.

Number the statements 1 – 5 to show the order in which the events appear in the text. The first one has been done for you.

- Alan's friend died.
- Alan invented a Universal Machine.
- 1 Alan Turing was born on 23rd June 1912.
- Alan worked at Bletchley Park.
- Alan studied mathematics at King's College, Cambridge.

How would you summarise the tone (the feeling) of this story?

Read the text below, then complete the activities.

The Observer

He was there again. Tall, lean, wearing a black fedora. Dark grey trench coat with an upturned collar to obscure his face.

Amrit hurriedly drew the curtains. The peculiar man had been positioned on the street corner every evening for the past week. Amrit had alerted her mother's security team after the third day. Each time a guard approached the enigmatic man, he would seem to vanish.

Being the daughter of the Prime Minister, Amrit had seen some unusual sights since her mother had been elected. But this mysterious man was something different. Amrit had an eerie feeling that he was there for her.

Unable to resist the urge, Amrit lifted up the heavy curtain and glanced out once more.

Still there. Slowly turning his body to face Amrit, the figure raised a thin pale hand. He beckoned to her. As if being pulled on a string, Amrit felt an invisible force drawing her towards the unknown.

Leaving the warmth of her house, Amrit gently closed the door and rapidly crossed the road to the figure in black.

'At last,' came a rasping voice from underneath the fedora. 'Come Amrit, we have work to do.'

a. Number the following 1 – 5 to show the order in which the events appear in the text. The first one has been done for you.

	The figure talks to Amrit.
	Amrit told the security team about the figure.
1	Amrit first saw the figure.
	The figure beckoned to Amrit.
	Amrit drew the curtains.

b. The title of this story is 'The Observer'. Based on what you have read, write a new title for this story.

c. People love to share their thoughts on social media. Twitter encourages posts about topics in 280 characters or fewer. Imagine you had to turn this story into a tweet. Summarise the plot in just 280 characters. (A character is a letter, space or punctuation mark.)

Send

Parent Tip: When you are reading with your child, ask them to summarise the last chapter they read or even what has happened so far in the story.

Statutory Spellings



Statutory spellings are the words which are listed in the **national curriculum** that must be taught at specific points. The way these words are taught and practised can change from school to school. For a lot of schools, this may be done through weekly spelling homework and regular practice in class.

Each year, the words get slightly more complicated and may contain words with tricky silent letters, unusual spelling patterns or they might be common words which are difficult to spell. With the introduction of each new set of words, the words from previous year groups will still need to be practised and remembered. The aim is to build up a bank of spellings and develop vocabulary for the future.

There are different ways your child may be assessed on their spelling. The most common ways are:

- An adult will read out a spelling word within a sentence and your child will fill in the gap, spelling out the missing word. For example:

The girl was _____ to find out who had left the mysterious note.

An adult would read out the sentence and might give the word 'determined'. The child would then spell this in the gap.

- A word may be spelt incorrectly in a sentence and your child may have to circle the incorrect word and correct it. There are some questions included in the activities on the next page which are an example of this style of task.

These are the statutory spellings for years 5 and year 6 (ages 9 - 11):

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate

determined
develop
dictionary
disastrous
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning

marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely

a. Tick the correct spelling.

Tick the correct spelling:

forty

fortee

fourtea

forty

Tick the correct spelling:

accommodate

accomodate

acommodate

acomodate

Tick the correct spelling:

stomach

stomach

stumach

stomac

Tick the correct spelling:

enviroment

environment

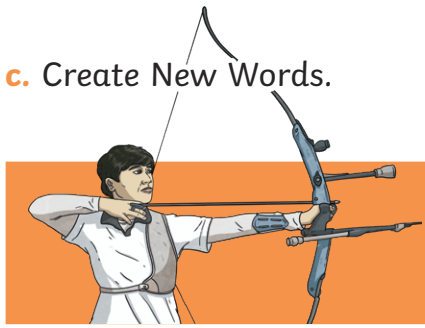
environmeant

enivormint

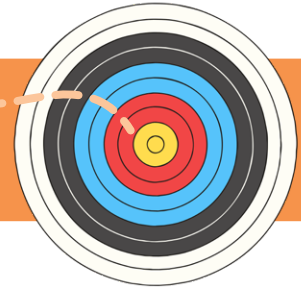
b. Correct the Mistake.

1. Greta loved playing football acording to her best friend. _____
2. There were no more avalible cinema times for that evening. _____
3. The princess didn't rekognis the prince. _____
4. The foregn exchange student loved his new school. _____

c. Create New Words.



restaurant



Use letters from the target word to create new words which match each clue.

--	--	--

The organ we use to help us to hear.

--	--	--	--	--

To firmly believe and depend on someone.

--	--	--	--	--

Another word for begin.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--	--	--	--



Parent Tip: Spellings can be really tricky for some children and many children can find spelling practice boring. Practising little and often can be a good approach to take and the key is to try and make it fun, using a range of different activities and techniques to practise. There are lots of ideas you could try [here](#).

Prefixes, Suffixes and Root Words

Root words are basic words which don't have a prefix or suffix added to them, for example, happy. A **prefix** is a group of letters added to the **beginning** of a root word that changes its meaning slightly. For example, happy might become 'unhappy'. A **suffix** is a string of letters added to the **end** of a root word which also changes the meaning of the word. For example, happy becomes 'happier' or 'happiness'.

Here are some common **prefixes**:

Prefix	Meaning	Example
de-	reversal	deactivate
dis-	not	dissimilar
ex-	out of/former	exported/ex-husband
in-	not	inactive
mis-	wrong	misbehave
pre-	before	prehistoric
re-	again	replay
un-	not	unsuccessful

Here are some examples of root words and possible suffixes:

ful	ness	ly	ment	less
spiteful	illness	slowly	statement	careless
painful	quietness	lovely	refreshment	thoughtless
watchful	fatness	quickly	disappointment	homeless
mouthful	closeness	sadly	engagement	lifeless
fearful	kindness	strangely	development	fearless
stressful	freshness	coldly	placement	jobless

Throughout primary school, children will learn about a range of common prefixes and suffixes as well as what they mean. They will also learn how some suffixes have specific spelling rules.

An example of this is when adding '-ly' to the end of a word. Most words stay the same with the addition of the suffix. For example, friend becomes friendly. However, if the word ends in an 'e', we drop the 'e' before adding '-ly'. For example, gentle becomes gently. There are lots of different rules that children will learn and practise.

a. Add a Prefix

Add a prefix to each of the root words below to make a new word. Some of the examples may have more than one prefix which could be added.

- | | |
|------------------|---------------------|
| 1. _____port | 6. _____cooked |
| 2. _____behave | 7. _____comfortable |
| 3. _____come | 8. _____known |
| 4. _____activate | 9. _____orrect |
| 5. _____marine | 10. _____happy |

b. Match the suffix - match the root word to a suffix which will make a new word.

joy	-ly
tall	-est
fear	-ise
quick	-ment
fossil	-ful
kind	-er
disappoint	-ness
play	-less

c Word meanings - look carefully at the words. Can you work out what the common word means?

1. **graphics** **autograph** **photography** **paragraph**

What does the root word 'graph' mean in these examples?

<input type="checkbox"/> videos	<input type="checkbox"/> writing/drawing	<input type="checkbox"/> rainbow	<input type="checkbox"/> alone
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2. **semi-detached** **semi-circle** **semi-skimmed**

What does the word 'semi' mean in these examples?

<input type="checkbox"/> empty	<input type="checkbox"/> shape	<input type="checkbox"/> full	<input type="checkbox"/> half
--------------------------------	--------------------------------	-------------------------------	-------------------------------

3. **misread** **mistake** **misunderstanding** **misfire**

What does the prefix 'mis-' mean in these examples?

<input type="checkbox"/> to do again	<input type="checkbox"/> incorrectly	<input type="checkbox"/> before	<input type="checkbox"/> out
--------------------------------------	--------------------------------------	---------------------------------	------------------------------

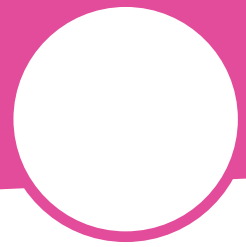
4. **actor** **communicator** **sailor** **survivor**

What does the suffix '-or' mean in these examples?

<input type="checkbox"/> a state or condition	<input type="checkbox"/> full of
<input type="checkbox"/> a person or thing doing the action	<input type="checkbox"/> a collection of something

Parent Tip: There are a couple of important things to remember when learning about prefixes and suffixes. One is that certain letter combinations which can form a prefix aren't always a prefix. For example, 're-' is a common prefix but it can also just be part of the word, such as realise and reality. Look at the root word to check. Also, some prefixes and suffixes have specific spelling rules to learn, such as double letters. Look out for patterns and build a bank of rules with your child.

Homophones



A homophone is a word which sounds the same as another word, but it is spelled differently and has a different meaning. **For example:**

there, their, they're
two, too and to
right and write
see and sea
your and you're
affect and effect

Learning to spell homophones and how to select the right one is really important as it can affect the meaning of a sentence. Children should not only learn the different spellings, but also when to use each one.

Children might also learn about 'near homophones' which are words which don't sound exactly the same, but are close in sound and spelling. **For example:**

father and further
wear, where, were and we're
close and clothes

a. Look, Cover, Write, Check.

Look at the word, cover it up and try to spell it in the 'write' column. Check your spelling and correct it if needed. Draw a picture which represents that homophone word.

Homophone	Write	Check	Draw
week			
weak			
weather			
whether			
profit			
prophet			
compete			
complete			

b. Fill the gap - choose the homophone which fits in the sentence.

stationary	practice	affect	cereal	hour
stationery	practise	effect	serial	our

- The teacher brought in some new _____ for the class.
- In the show, smoke created a good spooky _____.
- Phillippa was so bored. It must've been more than an _____ since the test began.
- When asked, Ahmed couldn't decide what his favourite _____ was.
- Lana's parents loved a _____ drama show.
- Fortunately, the car was _____ when the accident happened.
- The first job on the homework list was to _____ some spellings.
- If I do lots of sports, it will _____ my health.
- "Murphy is _____ puppy and it's _____ responsibility to look after him," said Mum.
- Short, regular sessions of times tables _____ are better than longer, boring sessions.

c. Homophone riddles - read the riddle and identify the homophone pair.

Riddle	Homophone	Homophone
An uninterested piece of wood.	bored	board
An insect relative.		
An animal you ride with a sore throat.		
When animals' feet stop.		
I had a number for dinner.		
A farewell purchase.		
Sixty minutes that belong to us.		
A type of tree by the sea.		

Parent Tip: The most important thing about homophones is remembering which spelling is used in which context. Pictures and visuals can be a really nice tool to use. Little doodles can help; take a look at **this poster** for a nice way to remember the difference between their, they're and there.

Punctuating Sentences and Sentence Types



Throughout primary school, children will learn about the four main types of sentences, as well as the punctuation which is typically used for those sentences. The four main sentence types are:

A **statement** - this sentence tells a fact and ends with a full stop.

I am hungry.

A **command** - this is an instruction which can end in a full stop or with an exclamation mark.

Clean your room.

A **question** - as the name suggests, these sentences ask a question and end with a question mark.

How are you today?

An **exclamation** - this type of sentence expresses emotion and excitement and ends with an exclamation mark.

I'm so excited to go and visit grandma!

a. Identifying sentence types - read the sentence and tick the box to show whether it is a statement, command, question or exclamation.

Sentence	S	C	Q	E
Turn off the light please.				
Do you know your six times tables?				
Give out the books.				
I can't wait for my birthday party!				
It is nearly half past 10.				
My best friend is called Murphy.				
I can't believe you won the race!				
Are you feeling confident about passing your driving test?				

b. Punctuating sentences - read the sentence and add the correct punctuation to the end of the sentence.

1. We are so lucky to see a hedgehog
2. Where would you like to go at the weekend
3. Tell me how you did that magic trick
4. The giraffe is the tallest animal in the world
5. Meerkats can look for danger when they stand on their back legs
6. Did you know that pandas only eat bamboo
7. I am so excited to play tennis with Fred

c. Changing sentence types - read the sentence and change it from a statement into a question.

1. It is summer in Australia.

Question: _____

2. Greedy dogs will eat lots of food.

Question: _____

3. She could win the game.

Question: _____

4. Rashmi went to her dad's house.

Question: _____

d. Writing sentence types - Can you write one of each sentence type to go with the picture?

Statement: _____

Command: _____



Question: _____

Exclamation: _____

Apostrophes

An apostrophe is a type of punctuation which can be used for possession or contraction.

An apostrophe can be used to show singular possession, for example, *my sister's book* or *Freda's toy*. It can also be used to show plural possession when the object belongs to more than one owner. For example, *the boys' shoes* or *the cats' whiskers*.

An apostrophe can also be used for contraction, which is when two words are merged together and letters omitted. We do this to give a shorter version of the words. For example, *don't*, *couldn't* and *shan't*.

Apostrophes

Apostrophes are used to show possession.

This is
Amy's car.



Robert's shoes
are dirty.



The cats'
whiskers are
long.



The children's
toys are
in the box.



Apostrophes are used when letters are missing.

I am - I'm
you are - you're
they will - they'll

does not - doesn't
could have - could've
who is - who's

do not - don't
he will - he'll
she will - she'll

a. Singular possessive apostrophes - add the apostrophe in the correct place in the sentence.

1. Kims mum bought some sausages from the shop.
2. The butterflys wings flapped as it flew from flower to flower.
3. The dogs tail wagged excitedly as he walked.
4. The dancers costume was very colourful and bright.
5. The witchs new broomstick was made from solid oak.

b. Plural possessive apostrophes - circle the correct plural possessive noun in each set.

1. teachers teacher's teachers' teachers's
2. dragon's dragons's dragons dragons'
3. pilots' pilots's pilots pilot's
4. painters's painters' painter's painters
5. elf's elves' elves elves's

c. Contractions - write the contraction.

do not _____

I will _____

you are _____

would have _____

it is _____

Write the expanded form.

where's _____

can't _____

we're _____

you'll _____

I'd _____

Challenge: Can you use each of the contractions in a sentence of your own?

Parent Tip: Practical games and activities can help children to learn about contractions. For example, play matching pairs to match the contracted form to the expanded form. Or use building bricks and write the contracted form on a larger brick and the expanded form on two smaller bricks. Mix some together and time your child to see how quickly they can match the blocks together.

Identifying Paragraphs - Answers

You might have organised your paragraphs slightly differently. Here is how we did it. What were your reasons for choosing the start and end of each paragraph?

As Millie slowly woke, she experienced the usual few seconds of adjusting her eyes to the light, wondering what day it was and whether she had to go to school. As the grogginess began to ease, she reasoned that it was Saturday and let out a sigh of relief. Then, with startling clarity, she remembered it. Her heart started to pound against her chest like a drum. Now fully alert, her brain burst with crystal-clear memories of the events from last night. She looked into the corner and saw the large, wooden trunk. It was still covered in the hastily placed pile of books. Shaking, Millie began to recall what had happened. It had all started like any other normal evening at home with the family... Millie stormed up the stairs and slammed her bedroom door as hard as she possibly could. She was fuming. If her little brother had done that, he wouldn't have been sent to bed early. Life was so unfair. Crashing down onto her bed, she couldn't fight back the tears as she dug her fingers into the cover and muttered plans for revenge under her breath. Suddenly, her sobbing was interrupted by a bizarre and unfamiliar scratching sound coming from the corner of the room. Her tears instantly stopped trickling as she sat up and shuffled to the end of the bed to investigate. "If that's you, Michael, I will..." she began to warn but her threat was silenced by the sight of the wooden trunk. It had just moved. Millie cautiously tiptoed across the room. She moved carefully and slowly, trying not to disturb the creaky floorboards underfoot. As she got closer, the sound, which was now hectic and louder than before, seemed to drown out all other noises in the house. Millie pulled her arms around herself and attempted to steady her breath. Arriving at the trunk, she gently crouched down and rested on her knees. Hands trembling, she reached for the rusty lock. Sliding it off the latch, she placed it on the floor and momentarily paused - fearful of what she might discover. Slowly, she slipped her fingers through the tiny gap and lifted the heavy, wooden lid just far enough to peek at the eerie darkness within. What greeted her was something she couldn't ever have imagined. In the corner of the box was an old, singed shoe. Peering over the top, with a petrified expression, was a tiny, spiky face. Millie held her breath as the strange creature stared at her. It was as if it were trying to decide whether or not she was a threat. Then, with an almighty shudder, it sneezed and smoke began to fill the box. Millie jumped and slammed the lid shut. She quickly grabbed the heaviest books from the bottom of her bookcase and piled them on top of the box. Jumping into bed, she wrapped the duvet around herself and repeated, "I'm dreaming, it's just a dream, I'm dreaming..." before falling into a restless sleep.

This first paragraph is all about introducing the main character (Millie) and gives the reader an idea of the setting, time and situation. It's an introduction. The end of the paragraph introduces the flashback.

This paragraph focuses on why Millie was in her bedroom.

This paragraph is about the interrupting sound and the movement of the box. This gives the reader something to be curious about and makes them want to read on.




The next paragraph describes Millie's quest to investigate the sound. It builds up tension and makes the reader feel on edge.

This paragraph reveals what is inside the box and describes what Millie sees.

In this final paragraph, Millie is startled and afraid by what she sees, so she quickly covers the box in an attempt to trap the creature. It tells the reader that Millie hid herself under her duvet and eventually fell asleep. It leaves the reader with some questions about the creature in the box and about what might happen next.

First, Second and Third Person - Answers

Can you identify the different perspectives in each sentence? Choose a colour for each perspective and colour-code this in the key, then colour in each sentence to show which perspective it is written from.

Key	 = first person	 = second person	 = third person
------------	--	---	--

Are you happy with your current windows and doors? Have you considered upgrading them recently?

James was hunting for pine cones when he heard a strange noise coming from the trees behind him.

Have you ever wondered what life would be like on Mars?

Whatever I do, I can't give up. The journey ahead is going to be long and difficult, but I have to make it to the end.

Pedro and his friends decided to walk into town and buy a burger. However, when they got to the restaurant, Pedro realised that he'd left his wallet at home.

Bring a wallet or purse - you are responsible for your own money.

I hated Fridays. I couldn't wait for the weekend to arrive.

Do you love gooey caramel? Then try a bar of Caramel Crunch today!

I was shocked to discover the total lack of recycling bins in the school. It saddens me to think of the paper that is being thrown away, rather than being reused or recycled.

Catherine was busy tidying her room because her mum had said that it was like a pigsty.

Past, Present and Future Tense - Answers

Can you rewrite each sentence in past, present and future tense?

Past	Present	Future
Attentively, Johannes watched football on TV.	Attentively, Johannes watches football on TV.	Johannes will attentively watch football on TV.
They sat quietly on the creaky chair, staring around the room.	They are sitting quietly on the creaky chair, staring around the room.	They will sit quietly on the creaky chair and stare around the room.
She smiled warmly at the audience and told them the truth, however difficult it was.	She is smiling warmly at the audience and telling them the truth, however difficult it is.	She will smile warmly at the audience and tell them the truth, however difficult it may be.
Sofia threw the javelin with great skill.	Sofia throws the javelin with great skill.	Sofia will throw the javelin with great skill.
The family travelled to Scotland for the winter.	The family are travelling to Scotland for the winter.	The family will travel to Scotland for the winter.
He cleaned the room at the weekend when he had more time.	He cleans the room at the weekend when he has more time.	He will clean the room at the weekend when he has more time.

Vocabulary - Answers

- a. Smell - various answers including: aroma, fragrance, odour, perfume, stench, whiff, scent, pong, bouquet.
- b. Marvellous - various answers including: amazing, great, delicious, lavish, remarkable, incredible, awesome.
- c. Sprung - various answers including: jumped, leapt, hopped, bounded

The answers are boundless. Have fun using unusual words.

Retrieve and Record Information - Answers

- a. Howard Carter
- b. In the late 1930s
- c. Her Sunday-best

Summarising - Answers

5	The figure talks to Amrit.
2	Amrit told the security team about the figure.
1	Amrit first saw the figure.
4	The figure beckoned to Amrit.
3	Amrit drew the curtains.

Various answers that refer to any part of the story.

Any summary of 280 characters or less. For example: Amrit was the Prime Minister's daughter. She noticed a strange figure watching her house so alerted security, but the figure disappeared everytime he got near. One night, the figure beckoned Amrit over, so she left her house to speak to them. They said, "We have work to do".

Statutory Spellings - Answers

Tick the correct spelling:

forty

fortee

fourtea

forty

Tick the correct spelling:

accommodate

accomodate

acommodate

acomodate

Tick the correct spelling:

stomack

stomach

stumach

stomac

Tick the correct spelling:

enviroment

environment

environmeant

enivormint

b. Correct the Mistake.

1. Greta loved playing football acording to her best friend. **according**
2. There were no more avalible cinema times for that evening. **available**
3. The princess didn't rekognis the prince. **recognise**
4. The foregn exchange student loved his new school. **foreign**

b. Create New Words.

Use letters from the target word to create new words which match each clue.

e	a	r
---	---	---

The organ we use to help us to hear.

t	r	u	s	t
---	---	---	---	---

To firmly believe and depend on someone.

s	t	a	r	t
---	---	---	---	---

Another word for begin.

Now, cover the target word and spell it here:

r	e	s	t	a	u	r	a	n	t
---	---	---	---	---	---	---	---	---	---

Prefixes, Suffixes and Root Words - Answers

a.

1. ex / im / de / re / pass port
2. mis behave
3. be / in / out / wel come
4. re / de activate
5. sub marine
6. un / pre cooked
7. un comfortable
8. dis honest
9. in correct
10. un happy

b.

joy		-ly
tall		-est
fear		-ise
quick		-ment
fossil		-ful
kind		-er
disappoint		-ness
play		-less

c.

1. graphics autograph photography paragraph

What does the root word 'graph' mean in these examples?

<input type="checkbox"/> videos	<input checked="" type="checkbox"/> writing/drawing	<input type="checkbox"/> rainbow	<input type="checkbox"/> alone
---------------------------------	---	----------------------------------	--------------------------------

2. semi-detached semi-circle semi-skimmed

What does the word 'semi' mean in these examples?

<input type="checkbox"/> empty	<input type="checkbox"/> shape	<input type="checkbox"/> full	<input checked="" type="checkbox"/> half of
--------------------------------	--------------------------------	-------------------------------	---

3. misread mistake misunderstanding misfire

What does the prefix 'mis-' mean in these examples?

<input type="checkbox"/> to do again	<input checked="" type="checkbox"/> incorrectly	<input type="checkbox"/> before	<input type="checkbox"/> out
--------------------------------------	---	---------------------------------	------------------------------

4. actor communicator sailor survivor

What does the suffix '-or' mean in these examples?

<input type="checkbox"/> a state or condition	<input type="checkbox"/> full of
<input checked="" type="checkbox"/> a person or thing doing the action	<input type="checkbox"/> a collection of something

Homophones - Answers

b.

1. The teacher brought in some new **stationery** for the class.
2. In the show, smoke created a good spooky **effect**.
3. Phillipa was so bored. It must've been more than an **hour** since the test began.
4. When asked, Ahmed couldn't decide what his favourite **cereal** was.
5. Lana's parents loved a **serial** drama show.
6. Fortunately, the car was **stationary** when the accident happened.
7. The first job on the homework list was to **practise** some spellings.
8. If I do lots of sports, it will **affect** my health.
9. "Murphy is **our** puppy and it's **our** responsibility to look after him," said mum.
10. Short, regular sessions of times tables **practice** are better than longer, boring sessions.

c.

Riddle	Homophone	Homophone
An uninterested piece of wood.	bored	board
An insect relative.	ant	aunt
An animal you ride with a sore throat.	horse	hoarse
When animals' feet stop.	paws	pause
I had a number for dinner.	ate	eight
A farewell purchase.	bye	buy
Sixty minutes that belong to us.	hour	our
A type of tree by the sea.	beech	beach

Punctuating Sentences and Sentence Types - Answers

a.

Riddle	S	C	Q	E
Turn off the light please.		x		
Do you know your six times tables?			x	
Give out the books.		x		
I can't wait for my birthday party!				x
It is nearly half past 10.	x			
My best friend is called Murphy.	x			
I can't believe you won the race!				x
Are you feeling confident about passing your driving test?			x	

- b.
1. We are so lucky to see a hedgehog!
 2. Where would you like to go at the weekend?
 3. Tell me how you did that magic trick.
 4. The giraffe is the tallest animal in the world.
 5. Meerkats can look for danger when they stand on their back legs.
 6. Did you know that pandas only eat bamboo?
 7. I am so excited to play tennis with Fred!

- c.
1. It is summer in Australia.

Question: **Is it summer in Australia?**

2. Greedy dogs will eat lots of food.

Question: **Will greedy dogs eat lots of food?**

3. She could win the game.

Question: **Could she win the game?**

4. Rashmi went to her dad's house.

Question: **Did Rashmi go to her dad's house?**

- d. Many options available. Discuss your answers with an adult or partner.

Apostrophes - Answers

a.

1. Kim's mum bought some sausages from the shop.
2. The butterfly's wings flapped as it flew from flower to flower.
3. The dog's tail wagged excitedly as he walked.
4. The dancer's costume was very colourful and bright.
5. The witch's new broomstick was made from solid oak.

b. Plural possessive apostrophes - circle the correct plural possessive noun in each set.

1. teachers teacher's **teachers'** teachers's
2. dragon's dragons's dragons **dragons'**
3. **pilots'** pilots's pilots pilot's
4. painters's **painters'** painter's painters
5. elf's **elves'** elves elves's

c. Contractions - write the contraction.

do not **don't**

I will **I'll**

you are **you're**

would have **would've**

it is **it's**

Write the expanded form.

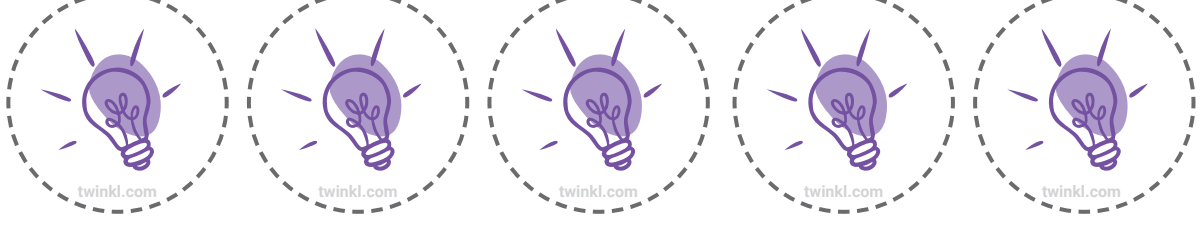
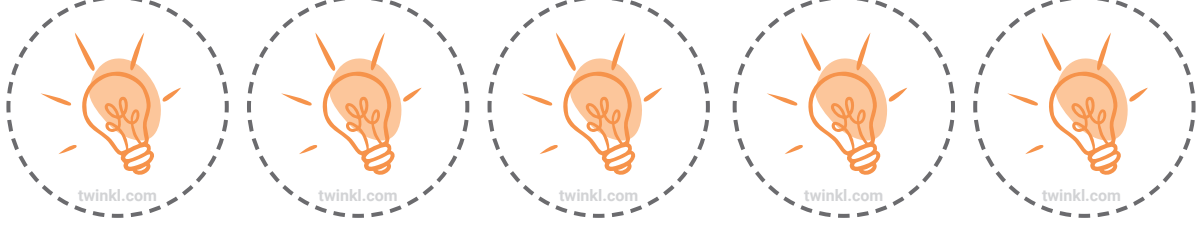
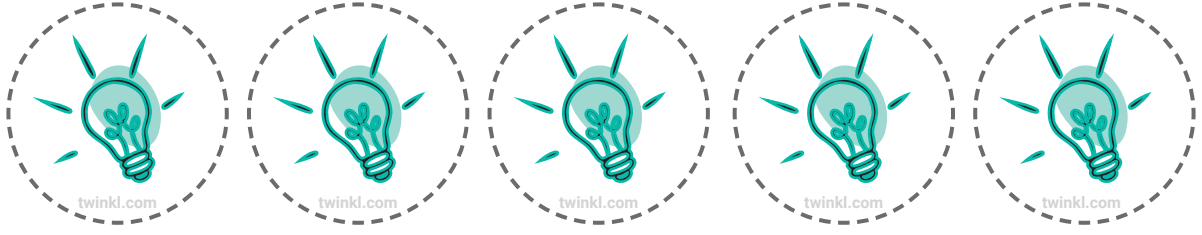
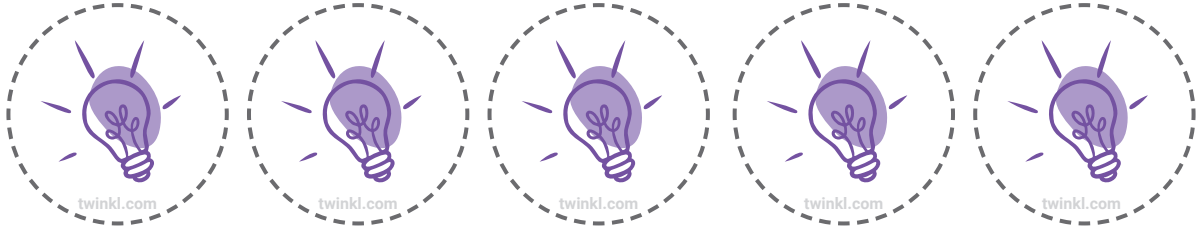
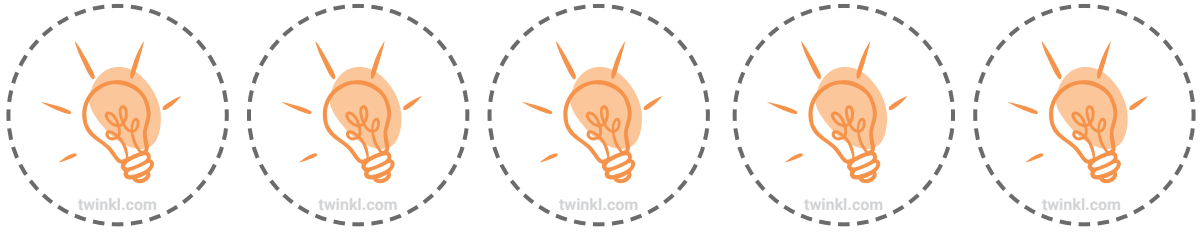
where's **where is**

can't **cannot**

we're **we are**

you'll **you will**

I'd **I would**



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