



Primary
Practice

noun

prefix

bike



and

English

watch

Practice



Year 1

un-

Answers

ph

Monday



Includes explanations

Schofield & Sims

Notes for parents and carers

These answers are provided to accompany the **English Practice Year 1 Question Book**, which is part of the **Schofield & Sims Primary Practice English** series. Answers for all the books in the series can be downloaded from the **Schofield & Sims** website.

The structure

This PDF contains answers for every question in the book. Navigate the PDF document by clicking on the hyperlink for the desired topic in the Contents page. Questions are presented in the order they appear in the book.

In most units, explanations are included for each set of questions to support understanding of the objective being covered. These explanations may suggest methods for working through each question. Explanations are also supplied for questions that children may find particularly challenging. Question number references have been added to answers when explanations from earlier questions may aid understanding.

In the 'Final practice' section, explanations have been provided for every question. Marking guidance is provided alongside the explanation to demonstrate how to allocate partial and full credit for work as applicable.

Using the answers

Encourage children to work through each question carefully. They should begin by reading the question thoroughly and identifying key terminology before forming their answer.

Some questions in the **English Practice Year 1 Question Book** have multiple answers. The explanations accompanying the answers in this document indicate where this is the case. For these questions, accept any possible answers according to the limits laid out. There is no preference for any examples provided in this document over other possible answers not listed and no preference for answers listed first.

In addition, some questions ask children to use their own ideas in their answer. Answers will vary for these question types. Guidance is given on the criteria to apply when marking these questions.

Where children have given an answer that is not correct, it may be useful to work through the question with them to correct any misunderstandings.

Marking the 'Writing skills' task

The 'Writing skills' task is not formally assessed. Instead, guidance is provided to help parents and carers to assess whether the child's writing is at an expected level for their year group. The guidance includes suggestions of skills and knowledge acquired throughout the book that the child could apply in their writing. To encourage children's creativity, it is not prescriptive as to which units should be covered.

Marking the 'Final practice' section

The timing for the 'Final practice' section is intended as a guide only. Some children may prefer to work through the section with a longer time limit or without a time limit.

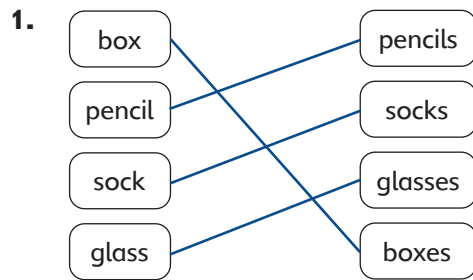
After completing the 'Final practice' section, children may choose to revise topics that they have identified as challenging. If they are comfortable with the material already covered, you may wish to print out and award the editable certificate from the **Schofield & Sims** website to recognise their achievement. The child may then wish to expand their learning by completing the **English Practice Year 2 Question Book**.

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Nouns and plural nouns (pages 4–5)

Practise



Look carefully at each of the singular nouns. These words show that there is only one of something. Draw a line to match the singular noun to the plural noun. Remember that plural means 'more than one'. The plural version of the word will look like the singular version of the word but will have *-s* or *-es* added to it.

Extend

2. Singular nouns: **dog**, **class**, **sweet**
Plural nouns: **classes**, **dogs**, **sweets**

Read each of the words carefully. Think about which words show there is only one and which words show there is more than one. Remember that some nouns change from singular (one) to plural (more than one) by adding *-s* or *-es*. The words that end in *-s* or *-es* are plural.

3. **b. tickets**
c. buses
d. cups

Look at each singular noun carefully. Remember that nouns can be changed from singular to plural by adding *-s* or *-es*. To change most nouns from singular to plural, just add *-s*, but check the ending of the word: if the noun ends with 'sh', 'ch', 'ss', 's', 'x' or 'zz', add *-es* to make it plural.

Apply

4. **a.** I picked some **flowers** (flower) for Mum.
b. We had **pancakes** (pancake) for dinner.
c. We washed the **dishes** (dish) together.
d. There was lots of litter in the **bushes** (bush) next to the road.
e. My brother and I both got new **watches** (watch) for our birthdays.

Read each sentence and look at the word in brackets. Decide whether the word needs *-s* or *-es* to make it plural. Read the sentence carefully to make sure that it makes sense.

Making sentences (pages 6–7)

Practise

1. **Betsy is tired.**
It is hot today.
Reading is fun.

Read each sentence carefully. If the sentence makes sense, starts with a capital letter and ends with a full stop, put a tick in the box.

Extend

2. **b. I love baking cakes.**
c. The kitten is cute.
d. I ride my scooter.

Think about the order the words might go in to make a sentence. Look for the word that starts with a capital letter. This word should go first. Look for the word that has a full stop after it. This word should go last. Put the other two words in the correct order, then check that the sentence makes sense.

3. **a. I like eating pizza.**
b. I enjoy riding my bike.
c. We love reading books.
d. My team won the match.
e. She is strong.
f. Sasha works in a bank.

Read the words in the box. Read each of the sentences and think about which word from the box would best fit in the gap. Write the missing word on the line. Read the sentence aloud and check that it makes sense.

Apply

4. **a. The boy is making a sandcastle.**
b. A girl is playing a guitar.

Answers will vary. Make sure each sentence starts with a capital letter and ends with a full stop.

Joining words and sentences (pages 8–9)

Practise

1. **a.** pens **and** pencils
b. toast **and** jam
c. night **and** day
d. socks **and** shoes
2. **a. I like reading and I like watching films.**
b. I have a bike and I have a scooter.

- c. She loves jelly and she loves ice cream.
- d. He plays the piano and he plays the drums.

Write the first sentence except for the full stop. Replace the full stop with the word 'and' and then write the second part of the sentence. Remember to finish the new sentence with a full stop.

Extend

- 3. b. I went to the shop to buy apples and bananas.
- c. I went to the shop to buy cake and sweets.
- d. I went to the shop to buy balloons and flowers.

Look at each picture. Write the name of the first item in the picture then write the word 'and'. Then write the name of the second item in the picture.

Apply

- 4. a. I went to the zoo and saw an elephant.
- b. Jack fell over and hurt his knee.
- c. I go to school and see my friends.
- d. Jan went to the park and went on the swings.

Answers will vary. Read the first part of the sentence carefully. Think about how the sentence could end. For example: what might happen at the zoo? What might happen if somebody falls over? Remember to finish the sentence with a full stop.

Sequencing sentences (pages 10–11)

Practise

- 1. a. I planted a seed. I gave the seed some water. The seed grew into a plant.
- c. Toby took out his phone. He pressed the buttons to call Lola. He spoke to Lola.

Read each set of sentences carefully. Think about whether the events happen in the correct order. Put a tick in the box if the sentences are in the correct order.

Extend

- 2. The big bad wolf tried to blow the house down. 3
The three little pigs decided to build a house. 1
The first little pig built a house made of straw. 2
- 3. a. She brushed her teeth.
b. He left the house.
c. She ate the porridge.

Read the sentences. Choose the sentence that follows on from the first two sentences.

Apply

- 4. a. The children have gifts. or The boy and the girl have gifts.
- b. The children went to a party. or The children dance and play games.

Answers will vary. Use all or some of the words in the box to think about how to describe what is happening in each picture. Remember to start each sentence with a capital letter and end it with a full stop.

Capital letters for names and 'I' (pages 12–13)

Practise

- 1. a. Ahmed loves playing on his computer.
- b. My sister is called Nicola and her birthday is in January.
- c. I went to a party on Sunday.
- d. Mr Green is my favourite teacher at Sunnyside School.

Look for the capital letters in each of the sentences. Capital letters are used at the start of a sentence. They are also used for 'I' and for names. For example: in sentence b, 'January' needs a capital letter because it is the name of a month.

Extend

- 2. a. paris
 - d. cinderella
- 'Paris' should start with a capital letter because it is the name of a place. 'Cinderella' should start with a capital letter because it is the name of a person.
- 3. a. Fluffy
 - b. October
 - c. Edward
 - d. Polly

Apply

- 4. I play football on Saturdays. I have a best friend called Hamish.

Answers will vary. A capital letter should be used for 'I'. Make sure any names of people, places, days of the week or months of the year also start with a capital letter.

Capital letters and full stops (pages 14–15)

Practise

1. We went to the farm.
It rained all day.
My dad read the newspaper.
Look at each sentence. If it starts with a capital letter and ends with a full stop, put a tick in the box.
2. I need to sit down.
The leaves fell from the tree.
I have a packed lunch today.

Extend

3. a. fatima played on the swings.
b. the crab hid under the rock.
c. we ate pizza for dinner.
d. i love playing in the sandpit.
4. Fatima played on the swings. or The crab hid under the rock. or We ate pizza for dinner. or I love playing in the sandpit.

Apply

5. The family are having a picnic. They have sandwiches, fruit and cake.
Answers will vary. Make sure each sentence starts with a capital letter and ends with a full stop.

Separating words (pages 16–17)

Practise

1. a. My teddy is soft.
b. I ran to catch the bus.
c. Tom scored a goal.
d. Giraffes are tall.
Look at each sentence. If there is a space between each word, put a tick in the box next to that sentence.

Extend

2. a. Wewent for a long walk.
b. The stars werebright.
c. Mum reada book.
d. Dadcooked us breakfast.
3. a. I love popcorn.
b. The puppy is cute.

Look at each sentence: none of the words have been separated. Try to read each of the words slowly. Use the picture clue to see what the sentence is about. Rewrite each sentence with a space between each word.

Apply

4. a. The children have balloons.
b. There are monkeys at the zoo.
Answers will vary. Each answer should be written in a sentence and should be related to the pictures provided. There should be clear spaces between the words.

Question marks (pages 18–19)

Practise

1. Make sure the question marks are written neatly on the line and are a suitable size.
2. a. Who is coming to the party?
b. How many goals did the football team score?
c. Which toy should I buy?
d. Where are you going on holiday this year?
3. Will it rain later?
When does the show start?

Extend

4.

Where are you going?	I am eating a sandwich.
How are you?	I am going to the park.
When are you leaving?	I am well.
What are you eating?	I am leaving this morning.

Check that the answer to each question makes sense.

Apply

5. a. What animals will we see at the zoo?
b. Can we go to the swimming pool?
c. Will the gift shop be open?
d. Where is the nearest bus stop?
Read each of the words. It may help to look for the word that starts with a capital letter as this will be the first word in the sentence. Write the words in order so that they ask a question and make sense. The question mark should go at the end of the sentence.

Exclamation marks (pages 20–21)

Practise

1. Make sure the exclamation marks are written neatly on the line and are a suitable size.
2.
 - a. That game was amazing!
 - b. Leave me alone!
 - c. I am so pleased to finally meet you!
 - d. She just broke the world record!
3. Bang
What a lovely day

Extend

4.
 - a. Keep off the grass!
 - b. Stop the thief!

Answers will vary. Complete each sentence by writing something that shows a strong feeling like anger, shock or surprise and finish the sentence by writing an exclamation mark.

Apply

5.
 - a. Someone has eaten our porridge!
 - b. There is a girl in my bed!

Answers will vary. Look at each picture and think about what has happened. Write a sentence to say what has happened, showing anger, shock or surprise. Finish each sentence with an exclamation mark.

Letters and sounds (pages 22–23)

Practise

1.
 - a. coat
 - b. hand
 - c. rain
 - d. rocket
 - e. book
 - f. hat
2.
 - a. web
 - b. bin

Extend

3.
 - a. fox
 - b. tin
 - c. cat
 - d. jug
4.
 - b. map, man
 - c. win, pin
 - d. rat, rag

Answers will vary. Read the word and look at the letter in bold. Change this letter to make a new word. It might help to think about the letters of the alphabet and to try each letter in turn until it makes a new word.

Apply

5. Answers will vary. All answers that are true should be ticked.

More letters and sounds (pages 24–25)

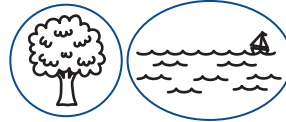
Practise

1. a.

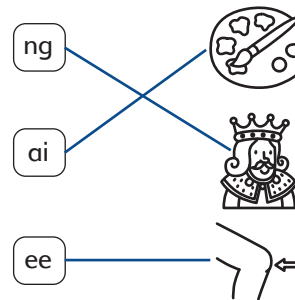


Look at each picture and say what the word is. Listen for the /oi/ sound. Circle the pictures that have an /oi/ sound.

- b.



- 2.



Look at each picture and say what word it represents. Listen for the /ng/, /ai/ or /ee/ sound and think about the digraph that makes it. Draw a line to match the digraph to the correct picture.

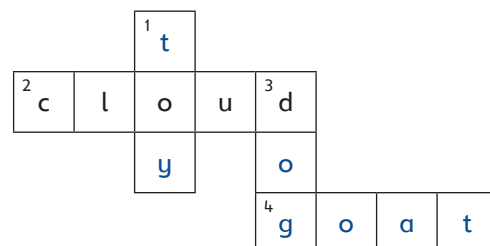
Extend

3.
 - a. sheep
 - b. broom
 - c. sing

Sound out the letters that are given. Write the sound that matches the letters to make the word that matches the picture.

Apply

- 4.



The /sh/, /ch/ and /th/ sounds (pages 26–27)

Practise

1.

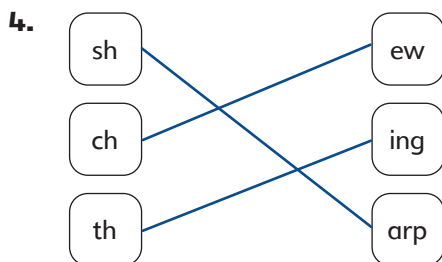
/sh/ sound	/ch/ sound	/th/ sound
shoot mash	chap much	this froth

Try reading the words in the box aloud. Listen for the /sh/, /ch/ and /th/ sounds. Write the word in the correct place in the table.

2. a. church
b. brush
c. sloth

Extend

3. a. chick
b. three
c. shell
d. teeth



Say each of the sounds written in the boxes aloud. Decide which sounds make a word when you put them together.

Apply

5. a. thin
b. fish
c. lunch
d. chair
e. shop

Read each of the clues and think of some words that match the clue. Say the words aloud. Which of the words have the /sh/, /ch/ or /th/ sound? Remember that the sound may be at the beginning of the word or at the end.

'ch' and 'tch' (pages 28–29)

Practise

1.

Words that end with 'ch'	Words that end with 'tch'
beach punch march torch	patch hutch witch sketch pitch catch

Read each word. Check if the word is spelt with 'ch' or 'tch'. Write each word in the correct place in the table.

Extend

2. Words that end with 'ch': peach, touch
Words that end with 'tch': scratch, match
Answers will vary.

3. a. match
b. crunch
c. bench
d. pitch

If the word has a short vowel (an /a/, /e/, /i/, /o/ or /u/ sound) before the /ch/ sound, it will usually be spelt 'tch'.

Apply

4.

We throw a stick for our dog to fetch.

The caterpillar had a munch on the apple.

Dad told me to switch the light off.

Polly the parrot sat on her perch.

'wh' and 'ph' (pages 30–31)

Practise

1. a. whale
b. worm

Extend

2. a. foot
- b. phone
- c. wheel
- d. wasp

Look at each picture to help work out what the word might be. Think about what sounds are in the words. How are they spelt? Put the letters in the correct order to spell the word.

3. **alphabet** **white** **trophy** **wheat**
 - a. There are 26 letters in the **alphabet**.
 - b. The farmer grew **wheat** in her field.
 - c. My team won the **trophy**.
 - d. Our cat has a **white** tail.

Read each word and look out for the 'ph' and 'wh' spellings of the /f/ and /w/ sounds. Circle the words that have the 'ph' and 'wh' spellings. Write those words into the sentences so that they make sense.

Apply

4. Answers should include all of the elements mentioned in the sentences.

Hard and soft 'c' (pages 32–33)

Practise

1.	Hard /c/ sound	Soft /s/ sound
	can	dice
	crisps	city
	catch	rice

2. fork dark
 drink picnic

Read each word aloud. Put a tick in the box if the word has a hard /c/ sound. Be careful: some of the words are spelt with a 'c' but do not have the hard /c/ sound.

Extend

3. a. I eat my dinner with a knife and **fork**.
- b. It is **dark** outside at night.
- c. I was thirsty so I had a sip of my **drink**.
- d. We had a **picnic** at the park.

Read each sentence and choose a word ticked in **Question 2** to complete the sentence.

4. a. cup
- b. book
- c. candle
- d. sink

Most words with a hard /c/ sound at the end use a 'k' rather than a 'c'. For example: 'book'. Words with a hard 'c' at the beginning or in the middle are likely to use 'k' before 'e', 'i' and 'y' and a 'c' before other letters. For example: 'kite', 'cup'.

Apply

5. **Kim** had her birthday in **December**. She wanted a **cat**, but Mum did not **like** pets. Mum **took** her to **Central** Shopping Hall to choose a present. The roads were **icy**, and the **car** **skidded**, but Mum was a good driver. At the shops **Kim** saw a **coat** she **liked**, but when she went **back** it had gone. **Kim** **picked** a **cuddly** **cat** instead. She **called** it **Crumpet**.

Words ending 'ff', 'ss', 'zz', 'll' and 'ck' (pages 34–35)

Practise

1.	ff	ss	zz	ll	ck
off	✓				
kick					✓
fuss		✓			
doll				✓	
fizz			✓		

Look at the spelling of each word carefully. Find the word in the table. Use a finger to move along the table and find the spelling. Put a tick in the box below the correct spelling.

Extend

2. a. kiss
- b. bell
- c. duck
- d. stuff

Look at the start of each word, then look at the endings in the box. Choose the letters that will complete the word correctly.

3.

le	zz
fi	ss
so	ff
flu	ll
te	ck

Look at the beginning of each word. Find a word ending that will match to make it into a word. Draw a line to match the start of each word to a word ending. Note that 'fi' can match to 'zz' or 'll', but 'te' can only match to 'll', so this is the correct answer.

Apply

4. a. The doll has a long dress with frills.
 b. The rocket can whizz and zoom in the air.
 Answers will vary. Make sure that some of the words from the box have been used.

Words with split digraphs (pages 36–37)

Practise

1.

Extend

2. a. bone
 b. stone
 c. nose

Apply

3. I can see smoke from the fire. I can see a cake and grapes on a plate. The boy has a kite. There is a bike on the ground.

Answers will vary. Look at the picture and read the words in the box. Write some sentences to describe what you can see. The words in the box should be used. All of the sentences should start with a capital letter and end with a full stop. Check that the words with split digraphs have been spelt correctly.

Adding the suffixes -ing and -ed (pages 38–39)

Practise

1. a. hunting
 b. hunted

Extend

2. a. jumping
 b. sinking
 c. looking

Think about what is happening in each picture and write a word ending with -ing.

3. b. Sam is cooking.
 c. Miss Green is teaching.
 d. Amir is sleeping.

Accept any other appropriate 'doing' word ending in -ing. Write the word in the space in each sentence.

Apply

4. a. Yesterday I pushed my little sister on the swing.
 b. My big brother is working on his computer in his room.

Look at the word in brackets. Read the sentence and think about whether the word needs -ing or -ed so that it makes sense in the sentence. Write the new word in the space.

Adding the suffixes -er and -est (pages 40–41)

Practise

1. a. The dog is **meaner** / **meanest** than the cat.
 b. He was the **prouder** / **proudest** dad in the room.

Extend

2. a. The giraffe is **taller** than the zebra.
 b. The zebra is **shorter** than the giraffe.
 Look at the words in the question and read each sentence. Think about which word will make sense in each sentence. Use the picture to help.
3. b. **slower, slowest**
 c. **smaller, smallest**

Apply

4. The ruler is the **longest**. or The pencil is **longer** than the rubber.
 Answers will vary. Look at the picture and talk about the sizes of the objects. Use your ideas to write a sentence.

Adding the prefix un- (pages 42–43)

Practise

1. a. unfair
 b. unkind
 c. unload
 d. unlock
 e. unwell
 f. unable
2. b. undress
 c. undo
 d. unlucky
 e. uncover
 f. unwanted

Extend

3. a. unhappy
 b. untidy
 c. unsafe
 d. untrue
 e. unwell
 f. **unafraid**

Think about other words that could mean the same as the words in bold. Decide which of those words start with un-.

4.

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

Apply

5. a. Matt was **unhappy** with his work.
 b. My bedroom is very **untidy**.
 c. That road is **unsafe**.
 d. The story was **untrue**.

Answers will vary. Make sure that each sentence uses one of the words with an un- suffix from **Question 4**.

Words ending in 'y' (pages 44–45)

Practise

1. a.
- | /ee/ as in 'happy' | /y/ as in 'yes' |
|--------------------|-----------------|
| very | yell |
| lady | yellow |
| carry | yak |
- b. They all end in 'y'.
 /ee/ as in 'happy': lorry, hurry
 /y/ as in 'yes': year, yolk
- Answers will vary. Accept any answers where the 'y' makes the correct sound.
2. **smelly** **carry**
 Read each word and listen for the /ee/ sound.
 Circle the words that have the /ee/ sound spelt 'y'.

Extend

3. a. sunny
 b. funny
 c. jelly
 d. baby

Apply

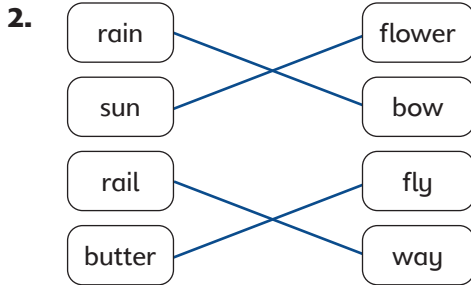
4. Sally went to the beach. It was so sunny that Sally felt happy and cheerful all day. She played in the sand and put seaweed in her bucket to collect crabs. The crabs felt tickly walking on her hand. At the end of the day she got a peach ice cream.

Compound words (pages 46–47)

Practise

- pancake
 - toothbrush
 - handbag

Extend



Read the words in each column and match them to make new words. If the answers are not clear, try each word in turn to see if it makes sense as a new word. For example: 'rainflower', 'rainfly' and 'rainway' do not make sense as words, so the correct answer is 'rainbow'.

- rainbow, sunflower, railway, butterfly
Accept answers in any order.

Apply

- football, snowball, basketball
- Ella kicked the football into the goal.
 - I threw a snowball at Dad.
 - We are playing basketball after school.

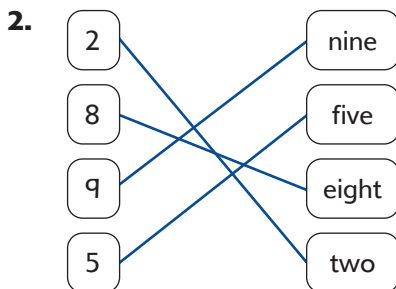
Answers will vary. Each sentence should include one of the compound words from **Question 4**.

Days and numbers (pages 48–49)

Practise

- Monday
 - Wednesday
 - Saturday and Sunday

Extend



It may help to read each number aloud.

- ten
 - seven
 - twenty
 - fifteen

Read each number aloud to help decide on the correct spelling.

Apply

- I am six years old.
 - My favourite day of the week is Sunday because I play football and my team is the best.

Answers will vary. Make sure that the answers are correctly spelt and make sense in the context of the sentence.

- ten
 - one
 - seventeen
- Tuesday
 - Thursday
 - Friday
 - Monday

Tricky words (pages 50–51)

Practise

1.

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

Look for each of the tricky words in the word search. Searching for the first letter of each word might help.

Extend

- I would like some salt on my chips.
 - Samir put his hand up to ask a question.
 - Where are you going?
 - We live by the sea.

3. a. said
- b. love
- c. school
- d. was





Apply

4. a. Here is my favourite toy.
- b. Where are my shoes?

Answers will vary. Accept any answers that use at least one word from the box and are written in complete sentences with appropriate punctuation. Read each of the words in the box aloud. These words can sometimes be particularly tricky because they contain lots of the same letters.

Finding information (pages 52–53)

Practise

1.    

The fish swims in the bowl.

Miles and Anika cross the road.

Tom plays a game on his computer.

The family are camping.

Look at each picture and think about what is happening. Read each of the sentences carefully and match each sentence to the correct picture.

Extend

2. a. There are **two** / **three** different species of elephant.
- b. Elephants eat **meat** / **plants**.
- c. Elephants travel **on their own** / **in a group**.

Read the information about elephants. Read the sentences about the text carefully. Look back at the information and find the words that are in the sentences. Circle the correct word or group of words to complete each sentence.

Apply

3. a. (The children got lost) because it was dark.
Read the story then read the question. Scan the text with a finger to find the word 'lost'.

Read the sentence with the word 'lost'. The text says that 'it was very dark', which is why the children got lost.

- b. sweets and gingerbread

Scan the story with a finger to find what the house was made from. Find two things and write each one on a line.

- c. Yes

The final sentence of the story describes what happened to the children.

Ordering information (pages 54–55)

Practise

1. a. eat 3
mix 1
cook 2
- b. grow 3
plant 2
dig 1
- c. launch 1
land 3
zoom 2

Read each set of words. Think about what would happen first, second and third, and write the numbers beside the steps.

Extend

2. They found the chest of gold. 3
The pirates found a treasure map. 1
They sailed on their ship. 2
3. Ben puts on a stamp. 2
Ben writes the letter. 1
Amy gets the letter in the post. 4
Ben posts the letter. 3

Think about the order in which these things need to be done. It may be helpful to think about which ones would be done first and last, then fill in the other steps. Read the instructions again following the order of the numbers to check that the order is correct.

Apply

4. The bean grew into a huge beanstalk.

Answers will vary. Sentences may draw on background knowledge of fairytales or of how plants grow. Make sure that the sentence is correctly spelt and makes sense as an ending to the story that has come before it.

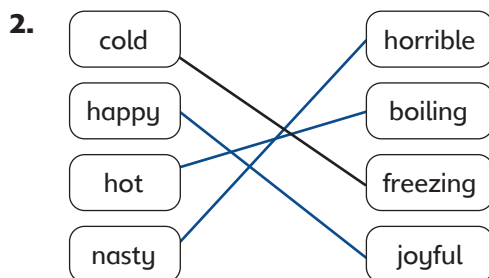
Thinking about words (pages 56–57)

Practise

- scared
 - small
 - quiet
 - bad

Think about the meaning of each word. One of the words has a meaning that is different from the other two. For example: in sentence **a**, both 'sad' and 'miserable' mean the same as 'upset', but 'scared' does not mean 'upset'. The word 'scared' has the same meaning as 'afraid'. This must be the odd one out.

Extend



- ugly
 - easy
 - sleepy

Apply

- twisted
 - speedily
 - eat

Scan the text to find the words 'gobble up'. Read the words before and after. It says that Joshua 'decided to gobble up some sweet and sticky candyfloss'. Candyfloss is a food, so the sentence suggests that he eats it.

Finding meaning (pages 58–59)

Practise

- sad
 - tired
 - happy

Look at the face in each picture. How is that person feeling? Write the word from the box that best describes how the person is feeling.

Extend

- 2.** Ayra scored a goal.

'The crowd cheered' suggests that Ayra scored a goal because the crowd were probably happy that she scored a goal.
- The sun was shining. Chloe grinned as she put on her sandals. She opened the door. Chloe was feeling happy.

We know that Chloe was feeling happy because she 'grinned'.
 - George found the cave. He could hear the dragon roaring. He tiptoed inside.

George was feeling nervous/anxious/worried.

We know that George was feeling nervous, anxious or worried because he tiptoed (walked quietly/carefully) into the cave.

Apply

- Shona's birthday
 - disappointed/upset/sad
 - her heart sank
 - Shona's family

Read the text and think about how Shona is feeling at different parts in the story. It may help to underline the clues about how Shona is feeling.

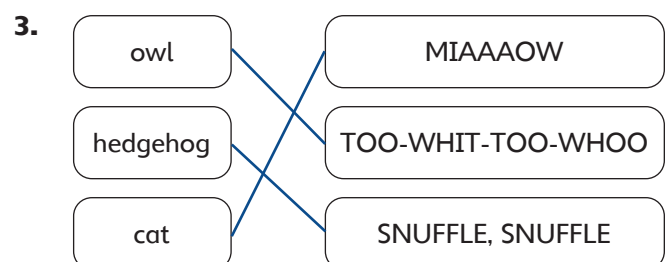
Peace at Last, by Jill Murphy, (pages 62–63)

- the kitchen

Scan the text to find the name of the room that Mr Bear goes to after the noise of the clock keeps him awake. A mistake here might be to circle the answer 'the living room' because the living room is mentioned in the first line of the text, but this is where Mr Bear is before the noise of the clock keeps him awake. Read further along the text to find the name of the room that he goes to sleep in after the living room.

- the (leaky) kitchen tap
 - the refrigerator (also accept fridge)

Accept answers in any order. Scan the text to locate the section where Mr Bear is in the kitchen. Read the sentences before and after to find the objects that are keeping him awake.



Find the part of the story where Mr Bear is in the garden. Scan the text and underline or highlight each animal that is mentioned and the sound it makes. Look at each of the animal names and each of the animal sounds in the answers. Draw a line to match each animal sound to the correct animal name.

4. on the wall

Find the part of the text that describes the cats. The sentence starts with the word "MIAAAOW!". Read this sentence carefully to find the answer.

5. a. cold
b. uncomfortable

Accept answers in any order. Find the part of the story where Mr Bear is sleeping in the car. Underline or circle the words that show it was not enjoyable to be sleeping in the car. There are two words describing what it was like.

6. The birds started to sing.
The sun peeped in the window.

Scan the text and look for the sentence that begins 'He was just falling asleep when ...'. Read this sentence and the following sentences carefully. Put a tick in the box if the statement is the same as what happens in the story when Mr Bear falls asleep in the car.

7. He had been trying to get to sleep all night and it was noisy. Finally, there is no noise and it is peaceful, so he can get to sleep.

Answers will vary. Accept any answer that refers to the fact that it was noisy but now it is not. Scan the text to locate the sentence that is quoted: "Peace at last," he said to himself.' Think about why he has struggled to get to sleep so far, why it has not been peaceful and why it is peaceful now.

8. He yawned.

Find the section of the text where Mrs Bear wakes up and asks Mr Bear if he has slept well. Read the sentence beginning "Not VERY well, dear...". Think about what Mr Bear does when he replies.

Punctuation in Action

to show that the alarm clock was loud

The Bear and the Piano, by David Litchfield (pages 66–67)

1. a forest

Read the question carefully: it asks where the bear lived when he was a 'young cub'. Scan the text, looking for the words 'young bear cub'. They are in the first line of the text. Read the words before to find out where he lived.

2. Because the strange thing made an awful sound.

Scan the text to find the part of the story that says 'So, the bear left.' It is in the fourth paragraph. Read the sentence before. This will explain why the bear left. Read all the answers carefully and tick the one that explains why the bear left.

3. strange and wonderful lands

When answering reading comprehension questions, only use evidence from the text. Scan the text to find the section that mentions what the bear dreamed of. This is in the fifth paragraph. Read all of the answers carefully and tick the one that the text says the bear dreamed of.

4. awful to beautiful

Read all the possible answers carefully. Scan the text and look for each of the possible answers in the story. The text does not include the words 'sad/happy' or 'quiet/noisy', so they cannot be answers. The text does include the words 'awful' and 'beautiful': 'awful to beautiful' must be the correct answer as the text describes the sound of the piano as first being awful and then beautiful.

5. a girl and her father

Scan the text where the bear is told that the strange thing is a piano. This information is in the seventh paragraph. Read the whole paragraph to find who told the bear that the strange thing was a piano. Write the names of both people on the line.

6. Because he knew the other bears would miss him (very much).

Look for an answer that explains why the bear might be worried about leaving the forest. Scan the text to find the section that refers to the bear leaving the forest. Most of the reasons for leaving are positive, but it is suggested that the only thing holding him back is that 'the other bears would miss him very much'.

7. He longed to explore the world (beyond the woods) or to hear more (wonderful) music or to play better (than ever before).

Scan the text to find the paragraph that describes what the bear longs for. This information is in the tenth paragraph. Read the whole paragraph and write down one reason why the bear would like to leave the forest.

8. Yes

Because the bear's name was up in (bright) lights.
or Because he played sold-out concerts (to wild applause/standing ovations/huge admiration).
or Because he recorded albums (that went platinum)./He was interviewed for magazines./He won awards./He met new people (every day)./He created headlines (everywhere he went)./The city was everything he had hoped it would be.

Find the part of the story that reports what the bear was doing in the city. The last three paragraphs explain what the bear's life was like in the city. It may help to underline the things that are making him happy. Copy and write one of these things to answer the question.

Spelling in Action

"Come to the city with us," they said.

This question revises knowledge of the hard and soft 'c'. Read the sentence aloud and hear where the hard 'c' is. Compare it with the soft 'c' in 'city'. Underline the word with the hard 'c' ('Come') and circle the word with the soft 'c' ('city').

How are stars made? (pages 70–71)

1. dust and gas

Find the sentence that begins 'Stars are made from ...'. Continue reading to find the two things that stars are made from. Read each of the answers carefully. Circle the answer that matches what stars are made from in the text.

2. shrinks

Scan the text to find the sentence 'Gradually the cloud shrinks and all the gas and dust clump together'. Read this sentence carefully. Which word in the sentence means the same as 'gets smaller'?

3. heat
light

Find the sentence that begins 'The star gives off ...'. Continue reading to find two things that a star gives off. Read each answer carefully and tick the boxes of the two things that a star gives off.

4. thousands and millions

Scan the text to find the section that explains how long stars can shine for. This information is in the paragraph with the heading **Shine on!** Be careful because this paragraph also explains when the Sun started shining. Read each of the answers carefully and circle the answer that states how long stars can shine for.

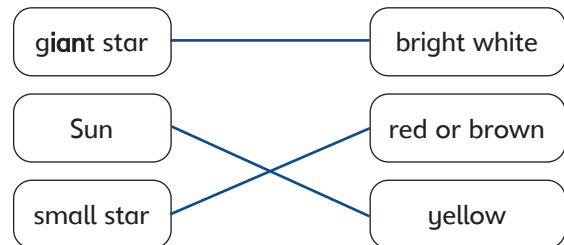
5. how long stars shine for

Read the paragraph with the heading **Shine on!** carefully. Read each of the answers and decide what this paragraph is mainly about. Tick the correct answer.

6. cluster

Find the paragraph with the heading **What is a group of stars called?** Find and copy the name for a group of stars.

- 7.



Re-read the part of the text that describes the colours of different stars. This information is in the paragraph with the heading **Are all stars white?** Try underlining or highlighting each type of star and the colour it shines. Use this information to help match the type of star to the colour that it shines.

8. No

Because there are so many of them/because there are too many of them to count in your lifetime.

Find the part of the text that explains how many stars there are in space. This information is in the paragraph with the heading **What is the Milky Way?** Note that 'Yes' is an incorrect answer, as the text states that there are so many stars 'you couldn't count them all in your whole lifetime'.

Punctuation in Action

question mark

This question revises knowledge of punctuation marks at the end of sentences. Read the sentence aloud. This sentence is the title of the text. The punctuation mark at the end of the sentence is a question mark and the sentence is asking a question.

Your Heart and Lungs, by Sally Hewitt (pages 74–75)

1. blood

Scan the text for the word 'pumps'. The word appears more than once in the text, but the first sentence will help with finding the answer. Read around the sentence, particularly the words before and after 'pumps', to find what the heart pumps around the body.

2. **in your chest**

Scan the text for the fact that tells you where the heart sits in the body. Read each of the answers carefully. Be careful because balloons and cuddly toys are mentioned in the text, but these are not correct answers.

3. **about the size of your fist** ✓

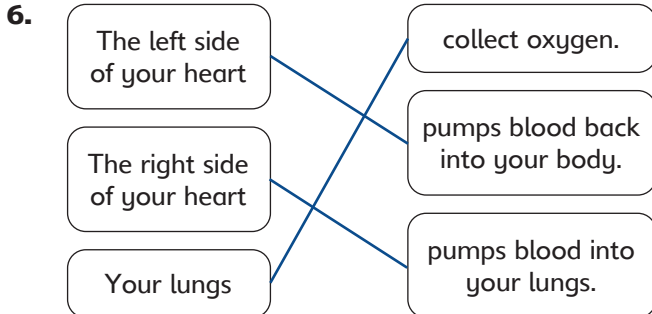
Scan the text for information about the heart's size. This is in the paragraph beginning 'Your heart sits ...'. Read each of the answers carefully and think about which answer matches the information in the text.

4. **stethoscope**

Skim and scan the text looking for the key word 'doctor'. This is in the paragraph beginning 'A doctor listens ...'. Read around it to find the name of the equipment the doctor uses to listen to a heart. The doctor uses a stethoscope. Copy the word carefully, paying attention to the spelling.

5. **Your brain needs blood to keep it working.** ✓
Your heart works harder when you are awake. ✓

Read each sentence carefully. Skim and scan the text to locate the facts given in the sentences. This information is towards the end of the section headed **Your amazing heart**. Read each of the sentences in turn and consider whether they are true or false based on the information in the text.



7. **rubber duck** or **squeazy bath toy** or **plastic bottle**

Find the part of the text which describes the activity. Read the sentences in this paragraph. It may be helpful to underline the objects that the author suggests are used to carry out the activity. Write down the name of one of these objects.

8. **It will be like your heart muscles squeezing as it pumps blood.** or **It shows you what your heart does.** or **It is just like your heart muscles squeezing again and again.** or **It is like your heart beating.**

Answers will vary. Re-read the paragraph about the activity. Think about why the author has suggested this activity and how it might be connected to the way the heart works.

Spelling in Action

a. **pumping**

b. **working**

This question revises knowledge of -ing word endings. Read the text and scan for words with the -ing ending. Write the words accurately on the lines.

Silver, by Walter de la Mare (page 77)

1. **slowly and silently**

Find the word 'walks' in the poem. It is at the beginning of the second line. Read the lines before and after the word 'walks'. Read each of the answers carefully and circle the answer that describes how the moon walks. The answer is in the first line of the poem.

2. **silver**

Scan the poem for the words 'fruit' and 'trees'. They are in the fourth line of the poem. Find the colour of the fruit.

3. **Because the moonlight was shining on the dog's paw and it made the paw silver.**

Scan the poem for the word 'dog'. The dog is mentioned in the eighth line of the poem. Read around the word 'dog' and think about why the dog's paws might be silver. Use background knowledge to realise that it is unlikely that the dog's paws are actually silver. Use inference and the rest of the poem to work out that the moon is making everything silver.

4. **dog, dove, (harvest) mouse, fish**

Accept any three correct answers. Read the whole poem to answer this question. It may be helpful to circle or underline each animal. Copy answers directly from the poem.

5. **moon, shoon** or **sees, trees** or **catch, thatch** or **log, dog** or **peep, sleep** or **by, eye** or **gleam, stream**

Answers will vary. Accept any two rhyming words from the end of the lines. Rhyming words are words that usually have the same end sound. Read the poem aloud and underline or circle any words that sound the same. It may be helpful to use a coloured pencil or pen to underline or circle words that sound the same in the same colour. Copy and write two of the rhyming words.

Spelling in Action

One by one the casements catch

Her beams beneath the silvery thatch

This question revises the 'tch' and 'ch' word endings. Read the sentence aloud and hear where the /ch/ sounds happen. Underline the words.

Say How You Feel, by Joseph Coelho (pages 80–81)

1. **crashing**

Look at the first verse of the poem. Scan the text to find the part that mentions the sky. The word 'crashing' is the only word used to describe the movement of the sky.

2. **b. chest**

c. skin

d. belly

Accept answers in any order. Look at the second verse of the poem. It may help to underline or circle the names of any body parts in the verse. Write the names of the three body parts on the lines.

3. **rose buds**

Scan the poem to find the word 'cheeks'. Which words are used to describe what the cheeks look like when they are happy? Write the words on the line.

4. **It says 'my body is rock' so the narrator is probably keeping very still and his muscles have gone hard like a rock.**

Look at the fourth verse of the poem. Think about the meaning of the line 'my body is rock' and what characteristics rock has.

5. **(my voice is all) smoke and fire**

Find the verse of the poem that describes the feeling of anger. You use your voice when you speak, so this is the line of the poem that gives the answer to the question.

6. **ants**

7. **Because it is so big/wide.**

Find the line in the poem. Think about what the narrator's smile would look like when they are excited.

8. **feelings**

The poem is all about feelings. It describes the feelings of being sad, nervous, happy, angry and excited. Each verse describes a different feeling.

Vocabulary in Action

sun + light

This question revises compound words. A compound word is a word that is made up of two or more others. Read the word 'sunlight' and say it aloud. Listen and look carefully to find other words inside it ('sun' and 'light').

Writing skills: What can you see at night? (pages 82–83)

This 'Writing skills' task is inspired by the 'night' theme in the comprehension texts **Peace at Last (pages 60–61)**, **How are stars made? (pages 68–69)** and **Silver (page 76)**. The child may wish to revisit those texts to gather ideas for their writing. The first two parts of this writing task will help prepare the child to write a sequence of sentences about what they can see at night. In **Question 1**, the child should notice that the cat is walking along the wall, that the fox can tip the bin and that the stars are in the sky. They should form the correct letters to write the missing words. In **Question 2**, the child can use the illustration and their imagination to write six words about what they might see at night. These could include words such as owl, stars and street lights. You can extend this task by asking for words to describe the scene, such as 'shiny', 'bright', and 'spooky'. In **Question 3**, the child should then use the example sentences and the words they have collected to write a sequence of sentences about what they can see at night. These could be from the illustration or from the child's imagination.

The sequence of sentences could be written in the first person, for example: 'I can see a fox'. They could otherwise be written in the third person, for example: 'There is a fox'. The words should be in the correct order and must make sense. The child should leave a space between each word so that each word can be clearly understood. Check that Reception and Year 1 letters and sounds have been formed correctly. They may have included some **Tricky words (pages 50–51)** for Year 1. The word 'and' could be used to join words together, for example: 'moon and stars'. The first word of each sentence should start with a capital letter and sentences should end with a full stop or exclamation mark if appropriate. In each case, check that the child has correctly used the grammar, punctuation, spelling or vocabulary. Children should check their own writing for incorrect spelling and missing punctuation.

Final practice (pages 84–88)

1. pears
books
torches

This question is testing the ability to make plural versions of nouns. To make most words plural, add -s. If a word ends in 'ch' like 'torch', add -es. Award 1 mark for three correct answers.

2. a. We are a team.

b. Are we nearly there?

This question is testing the ability to use capital letters and full stops to correctly punctuate sentences. Look for the word that starts with a capital letter: this will be the first word in the sentence because all sentences must start with a capital letter. Look at the other words and put them in order so that they make sense. The word that has a full stop or question mark after it will be the last word in the sentence. Award 1 mark for two sentences written in the correct order.

3. Sandra went to London.

This question is testing the ability to use capital letters and full stops correctly. The first sentence starts with a capital letter and ends with a full stop so this sentence is correct. It also has a capital letter for the place name 'London'. Award 1 mark for the correct answer ticked.

4. I like to go to the park and ride my scooter.

This question is testing the ability to use 'and' to extend a sentence. Answers will vary. Write the word 'and' and then write another idea about going to the park. Remember to write a full stop at the end of the sentence. Award 1 mark for the sentence completed correctly.

5. a. Help!

b. How much is that?

This question is testing the ability to use question marks and exclamation marks. Read each sentence carefully. If the sentence is asking a question, write a question mark at the end. If the sentence sounds like it is showing shock, anger, surprise or speaking loudly, write an exclamation mark at the end. Award 1 mark for both sentences completed with the correct punctuation.

6. a. Sam came to play at my house.

b. Mr Li said we need to bring a coat.

This question is testing the ability to identify a suitable word to complete a sentence. Read each sentence and choose a word from the box to write in the space. Read each sentence again to check that it makes sense. Award 1 mark for both correct answers.

7. a. feet

b. phone

c. dolphin

d. leaf

This question is testing the ability to spell words with the 'f' sound spelt 'f' or 'ph'. Award 1 mark for all four words spelt correctly.

8. a. cake

b. clown

This question is testing the ability to spell words with the hard 'c'. The /c/ sound is sometimes spelt with 'c' and sometimes with 'k'. Award 1 mark for both answers correct.

9. a. My sister fell and hurt her leg.

b. We climbed a steep cliff.

c. The firework went fizz!

d. Dad was cross when his bus was late.

This question is testing the ability to spell words with the endings 'll', 'ff', 'zz' and 'ss'. Read each sentence and write in the missing word from the box. Read each sentence again to check that it makes sense. Award 1 mark for all four sentences completed correctly.

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

This question is testing knowledge of the days of the week. Check that the days of the week are written in the correct order. Note that it may also be appropriate to accept answers that begin from Sunday provided that the days are listed in the correct order. Award 1 mark for all seven days written in the correct order.

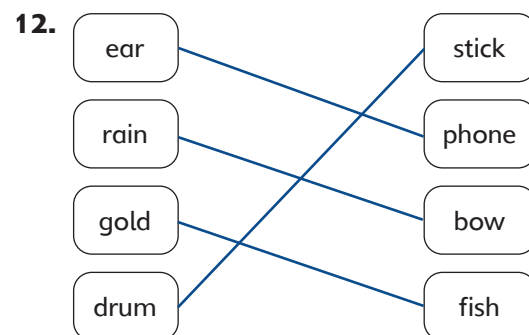
11. a. A tortoise is slower than a cheetah.

b. A giraffe is taller than a mouse.

c. Driving is quicker than walking.

d. A castle is grander than a house.

This question is testing the ability to add -er to each of the words in the box to make a new word. Read each sentence carefully and think about which new word would best fit in the space. Write the word in the space and check that the sentence makes sense. Award 1 mark for all four correct answers.



This question is testing the ability to identify compound words. Award 1 mark for all the boxes correctly matched.

13. a. The three goats wanted to eat the **pizza** / **grass** / **flowers**.
 b. The three goats needed to cross a **bridge** / **road** / **hill**.

This question is testing the ability to find information in a text. Read the story and each sentence about the story. Scan the text to find what the three goats wanted to eat. Look at the word choices and choose the correct word to complete the sentence. Award 1 mark for both correct answers circled.


14. a. **6/six**
 b. **strawberry**
 c. **Gran**

This question is testing the ability to find information from a picture or list. Read the information on the shopping list. The family did want 12 eggs, but you can see that they changed this to six eggs. The birthday card is for Gran. Award 1 mark for all three correct answers.

15.

Statement	True	False
Aeroplanes can be good for long journeys.	✓	
Aeroplanes do not carry many people.		✓

This question is testing the ability to find information in a text and use that information to decide whether a statement is true or false. Read the information in the box and the statements in the table. Scan the text to find out if the statement is true or false. Award 1 mark for both correct answers ticked.

16. 
 4 1 3 2

This question is testing the ability to order events. Read the sentences about the life cycle of a butterfly and look at the pictures below them. The sentences tell you the order in which the events happen. Choose the sentence that best describes each picture to work out the order in which the pictures should go. Award 1 mark for all four pictures put in the correct order.

17. **a trip** ✓

This question is testing the ability to find words with the same meaning. Think about which word is closest in meaning to the word 'tour'. A tour is a type of trip. People would go on a trip to see animals in the wild. Award 1 mark for the correct answer.

18. **Jellyfish cannot see like we can.** ✓

This question is testing the ability to find information in a text and use that information to decide which statement is true. Read the information and statements. The information tells you that jellyfish do not have eyes. This suggests that they cannot see like we can. Award 1 mark for the correct answer.

19. a. **Yes** ✓

She smiled. or **She skipped to school.**

This question is testing the ability to find information in a text to answer questions. The words 'smiled' and 'skipped' suggest that Shen was happy. Award 1 mark for the correct answer ticked with a correct reason.

- b. **pulled a face**

This question is testing the ability to find information in a text to answer questions and infer meaning from a text. After pulling her snack out of her bag, Shen pulls a face, which is a clue that she is not very happy with it. Award 1 mark for the correct answer.