



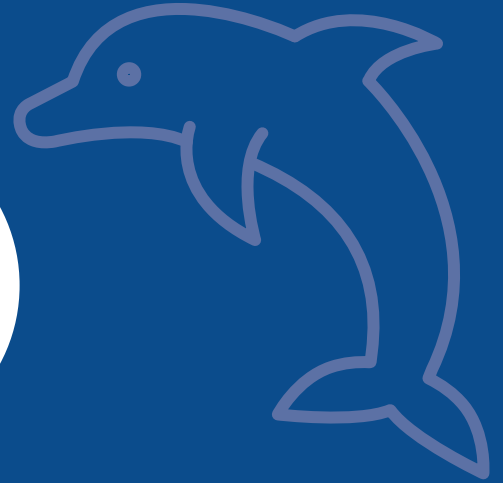
Primary
Practice

adjective

I'm

verb

English



Practice

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Year 2

suffix

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Answers

-ed

adverb



if

Includes explanations

Schofield & Sims

Notes for parents and carers

These answers are provided to accompany the **English Practice Year 2 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 2 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 3 Question Book**.

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Nouns and noun phrases (pages 4–5)

Practise

1.	Proper nouns	Common nouns
	Manchester	pasta
	Jack	coins
	August	balloon
	France	pony
	Tuesday	plate

2.	Sentence	Proper noun	Common noun
a.	I bought some new cushions.		✓
b.	On Sunday, I went cycling.	✓	
c.	Grandad loves reading.	✓	
d.	The baby cried.		✓

Extend

3. banana the vase New York Freya
the hamster a book

Read the words carefully and think about what they describe. Remember, a noun is a person, place, thing or idea. Common nouns are used for everyday things and ideas, whereas proper nouns are used for the names of people and places. Proper nouns should begin with a capital letter.

4. a. I pack a **banana** every day for my snack.
b. **Freya** placed the flowers in **the vase**.
c. **New York** is a very busy city full of skyscrapers.
d. I am going to buy **a book** by my favourite author.
e. At night I can hear **the hamster** in its cage.

Read each sentence and the choice of words from **Question 3** carefully. Choose the one that makes the most sense to complete each sentence.

Apply

5. a. **Ahmed, Marie, Mrs Bard**

Answers will vary. Names of people must begin with a capital letter because they are proper nouns. This includes surnames. 'Mr', 'Mrs' and 'Miss' should also start with a capital letter because these are titles of people.

- b. **England, Bristol, Ghana**

Answers will vary. Names of places begin with a capital letter. If the name of the place is made up of two words, then both words should start with a capital letter. For example: New York.

- c. **Mrs Bard** lived in **Ghana** when she was a little girl.

Answers will vary. Ensure that the sentences make sense and use at least one name from

Question 5a and one place from **Question 5b**.

Adjectives (pages 6–7)

Practise

1. a. tasty
b. bright
c. noisy
d. ancient
e. soft
f. juicy

Remember that an adjective is a describing word. Look at each picture and read the choice of words. Circle the word that best describes the picture.

2. round black white smooth

Consider how the ball looks and how it might feel to the touch. Think about which adjectives would best describe the ball.

Extend

3. a. The **graceful** butterfly flew into my garden.
b. The **cool** breeze and the **calm** sea relaxed me.
c. The **modern** house was built in the **new** city.
d. The **elegant** lady wore a **purple** and **gold** hat.

It might help to find the nouns in each of the sentences first and then find the words (adjectives) that describe them. For example, the first sentence is about a butterfly (noun). The word 'graceful' tells the reader more about the butterfly, so it is an adjective.

4. a. The sun was so **bright** that I needed to wear my sunglasses.
b. My new kitten is **adorable**.
c. My teacher was very **kind** and helped me with my work.
d. The floorboards in my house are really **squeaky**.
e. Jo was **angry** when the slugs ate her cabbages.

Read each sentence and the choice of words carefully. Choose the one that makes the most sense to complete the sentence.

Apply

5. a. old/ancient/tall/large
b. delicious/horrible/hot/cheesy

Answers will vary. Remember that an adjective is a describing word, so write two words that would tell the reader more about the castle and the pizza.

6. The castle in Scotland was very large and ancient./I think pineapple on hot pizza is delicious.
Answers will vary. The sentence must include the noun from the chosen picture (castle, pizza) and two suitable adjectives that describe it. These may be the adjectives from **Question 5** but could also be other suitable adjectives.

Expanded noun phrases (pages 8–9)

Practise

1. a. a sparkly gem
b. the deep lake
c. a haunted mansion
d. some cold ice cream
e. a brave knight
f. the talented singer

Remember that a noun is a person, place, thing or idea. An adjective is the word that describes the noun and tells the reader more about it.

2. a. some salty crisps the crazy frogs
a friendly neighbour the soft sand
a wobbly jelly the green grass

A common mistake is to tick all the phrases that contain a noun. An expanded noun phrase has extra detail about the noun, which can be provided by an adjective. A noun is the name of something. An adjective is a describing word.

- b. crisps, frogs, neighbour, sand, jelly, grass

Extend

3. a. the strong woman
b. a woolly sheep
c. some delicious cakes
d. the sad man
e. an ugly troll
f. his long ruler

Look at each picture and read the choice of adjectives. Choose the one that creates an expanded noun phrase and describes the picture the best.

Apply

4. b. the black, fluffy kitten

Answers will vary. Use any appropriate adjectives and at least one of the adjectives given to describe the noun in the noun phrase. No punctuation is needed.

Present and past tenses (pages 10–11)

Practise

1. The birds were singing in the trees.
The postman delivers the letters.
The secretary was typing the letter.
Worms live under the soil.
Karim is having a rest.
Emily made a daisy chain.

To decide if the action is happening now, check for present tense verbs, including the –s ending on 'he/she/it' verb forms. Also check whether the 'to be' verb is in the present form to see if the present tense with –ing is being used. For example: 'I am', 'he/she/it is', 'they are'.

To decide if the action was happening in the past, check for the –ed ending of the verb (although be aware that there could also be irregular verbs). Also check whether the verb 'to be' is in the past form to see if the past tense with –ing is being used. For example: 'I/he/she/it was', 'they were'.

Extend

2. b. The geese were flying south for the winter.
c. My aunty was frying an egg.
d. The snake was slithering around hunting for prey.

Read the sentences and the choice of verbs carefully. Change each verb to make the past tense with –ing. Choose the word that makes the most sense to complete each sentence.

3. a. The mouse is eating some cheese.
b. The man is watering some flowers.

Answers will vary. To write in the present tense about a continuing action, use the present tense with –ing. For this, use part of the verb 'to be' and the present participle of the action verb. For example: the verb 'to eat' will be 'is eating'.

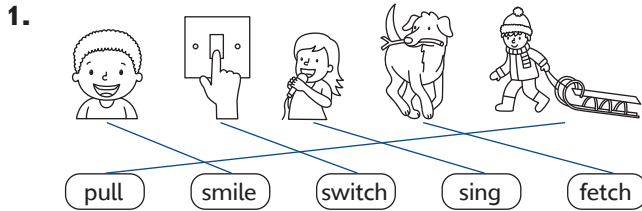
Apply

4. a. I was eating my breakfast.
b. I was playing in the garden.
c. I was watching television.

Answers will vary. To write in the past tense, use the past tense of the verb 'to be' and the present participle of the action verb. For example: the verb 'to eat' will be 'was eating'.

Verbs (pages 12–13)

Practise



2.

Doing words	Being words
jump	is
wave	am
play	was
shout	has
see	
whisper	
do	
eat	

An action verb (or 'doing word') indicates what a person or object does. A being verb indicates what a person or thing is. If this concept is difficult, it can help to act out the verb. If it is possible to 'do' the action, then it is a 'doing' verb.

Extend

- 3.
- I **tiptoed** up the stairs quietly.
 - Jon **screamed** at the giant spider.
 - Finally, I **completed** my homework.
 - She **has** a pet fish, a dog and a lizard.
 - We **shut** the gate in the farmer's field.
 - I **am** ready for the match.

Read each sentence carefully and find the word that describes what is being 'done' – the action in the sentence.

- 4.
- The radio **plays** loud music.
 - I **crouched** down to look under the bed.
 - Hamza **pushed** me on the swing.
 - I **am** the tallest in my class.
 - We **play** tennis every weekend.
 - Rebecca **is** my best friend.

Read the sentences and the choice of verbs. Write the most appropriate verb into the space to complete the sentence. Read it back to ensure that it makes sense.

Apply

- 5.
- I **went to the park**.
 - I **ate an ice cream**.

Answers will vary. All answers should be in the past tense.

Adverbs (pages 14–15)

Practise

- 1.
- The children splashed **playfully** in the sea.
 - The sun shone **brightly** in the sky.
 - Cautiously**, Ava creeps down the stairs.
 - The monkey grabbed the banana **cheekily**.
 - I **often** go to the shop.

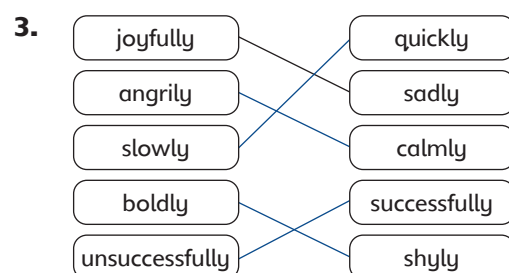
First, read each sentence and look for the verb. Then look for the word that describes how, when, where or how often that verb happens. For example, in sentence **a**, the verb is 'splashed' and the word 'playfully' tells the reader how the verb was done, so it is the adverb.

2.

How the action is done	Where the action is done	When the action is done
happily quickly slowly angrily	inside outside	later yesterday

Ensure that the heading of each column is understood before reading the individual words and deciding where they should be written.

Extend



Use a dictionary to find out the meaning of any words before joining them if necessary.

- 4.
- Shobna skipped **loudly** / **soon** / **happily** to the theme park.
 - The choir sang **usually** / **beautifully** / **angrily** at the concert.
 - Freddie licked the lolly **almost** / **greedily** / **successfully**.
 - Quietly** / **Almost** / **Sometimes** my mum takes us to the cinema.

Read each sentence and the choice of words. Decide which of the words fits best with the meaning of the sentence and underline it.

Apply

5. a. Lily ran quickly to catch the bus.
- b. The puppy chewed the slipper energetically.
- c. We waited patiently.

Answers will vary. Think about the verb used and how it might be done within the context of the sentence. For example: in sentence a, 'quickly' makes sense as an adverb because Lily wants to catch the bus.

Sentence types (pages 16–17)

Practise

1.	Sentence	Statement	Question	Command
a.	My brother is older than me.	✓		
b.	What are we having for dinner tonight?		✓	
c.	Carry that box to the car.			✓

A statement is a sentence that gives a fact, opinion or idea. A question always ends with a question mark. A command instructs someone to do something. Read each sentence and tick the appropriate box depending on which definition fits best.

2. a. exclamation
- b. question
- c. command

Extend

3. a. The girl is holding some balloons.
 - b. The boy is building a sandcastle.
- A statement is a sentence that gives information. It should begin with a capital letter and end with a full stop. Ensure that the statement gives information about the picture and answers the question.

4. a. What is the time?
 - b. Who is riding the horse?
- Answers will vary. A question asks something and will always end with a question mark. Ensure that the question asked is about the picture and would prompt the answer given.

5. b. Vacuum the carpet.
- c. Polish the furniture.
- d. Fold the clothes.

Answers will vary. All commands should start with one of the command verbs in the box. A noun should also be included to provide additional detail. The sentence should end with a full stop. Command sentences can end with exclamation marks, but this is unlikely to be appropriate in the context of the question.

Apply

6. a. Which team is winning?
- b. What an exciting game this is!

Answers will vary. Ensure that both sentence types include a verb and the appropriate punctuation.

Joining words (pages 18–19)

Practise

1. a. You can have a yoghurt **or** you can have fruit for dessert.
- b. I went to the doctor **because** I was feeling ill.
- c. It was raining **but** I still went for a walk.
- d. I like chocolate cake **and** Tom likes carrot cake.
- e. Greta was overjoyed **when** she won the competition.
- f. Lewis enjoyed listening to the song **that** his brother sang.

Try splitting the sentence into two parts. The words that join two ideas are the joining words. For example: 'I went to the doctor' and 'I was ill' are two ideas. The word 'because' joins them together and shows how they are connected (it gives the reason why something happens).

2. a. I like fish **but** I don't like chips.
- b. I promise to share the prize **if** I win the game.
- c. I want to swim **if** the water is warm.
- d. I fell over **but** it did not hurt.

Extend

3.

Garden birds need more food when	it was my birthday.
My puppy gets a treat if	her mum gave her.
Suki rode the new bicycle that	it is winter.
I opened my presents because	he lifts his paw.

4. a. I like strawberries **but** I don't like cherries.
 b. We could bake a cake **or** cookies.
 c. Mohammed loves rugby **but** he hates tennis.
 d. My class planted some seeds **but** some of the plants did not grow.

The co-ordinating conjunction 'but' is usually used to suggest a contrast. The co-ordinating conjunction 'or' is usually used to suggest a choice.

Apply

5. a. The children played indoors **when it rained**.
 b. The police officer chased the dog **because it had stolen a bone**.
 c. We can watch the film **that Harry has chosen**.
 d. Lucy cheered **when her team scored a goal**.

Answers will vary. Make sure that the subordinating conjunction works in the sentence (the sentence must still make sense).

Standard English (pages 20–21)

Practise

1.

Sentence	Standard English	Non-Standard English
a. I done my homework yesterday.		✓
b. We was there.		✓
c. They went to the park.	✓	
d. Dad won't give me no more snacks.		✓
e. She gave me a drink.	✓	
f. I drew a picture.	✓	

It can be difficult to recognise the difference between Standard English and non-Standard English. Many people speak a type of non-Standard English in everyday conversation and different versions are spoken in different places. Standard English is the formal way of speaking and writing. It is used in the same way throughout the world.

2.

Left column:

- I gone for a walk.
- They ain't got nothing new.
- You should of worn a coat.
- It were closed.

Right column:

- You should have worn a coat.
- It was closed.
- They haven't got anything new.
- I went for a walk.

Look at the non-Standard English sentence in the first column and find the Standard English version in the second column. Check that they mean the same thing and look for the differences between them. It is important to understand why the non-Standard version is considered less formal – it is often because of the way the verb is formed.

Extend

3. a. I **done** / **did** my homework yesterday.
 b. He **ran** / **runned** the race in record time.
 c. Mrs Murray **writ** / **wrote** the question on the board.
 d. Grandma **ain't** / **hasn't** got many toys at her house.
 e. The tyres **was** / **were** flat so we had to walk home.
4. a. **well**
 b. **anything**
 c. **was**
 d. **those**

Apply

5. a. **It wasn't me.**
 b. **Meera did well.**
 c. **Miss Ridge won't give me a pencil. or Miss Ridge will not give me a pencil. or Miss Ridge would not give me a pencil.**
 d. **I wrote a great poem.**

Answers will vary. Accept both contracted and uncontracted negatives provided that they use the correct form of the verb and do not form a double negative.

Commas in lists (pages 22–23)

Practise

1. Ensure the commas are consistent, accurate and neat.
2. a. I bought a pint of milk, a loaf of bread and a chocolate cake.
 b. The chocolate cake was covered with icing, sprinkles and cherries.
 c. My favourite book is all about aliens, planets, stars and comets.
 d. I enjoy reading, playing football, exploring and swimming in the sea.

A common mistake is to add a comma before 'and'. The word 'and' indicates the last item in the list, so it does not require a comma. Some sentences require more than one comma to be added because there are more than three items in the list.

Extend

3. a. The Nile, the Amazon and the Rhine are rivers.
 b. Beagles, poodles and collies are breeds of dog.
 c. The fruit bowl contains pears, apples, plums and peaches.
 d. I have a pen, a rubber, a pencil and a ruler.
- Replace the word 'and' with a comma to create a list in the sentence. The last item in the list should have 'and' before it.
4. a. Abi went to the pet shop to buy hay, sawdust, rabbit food and treats.
 b. Suresh went to the newsagents to buy a comic, sweets, stamps and a newspaper.

Apply

5. a. strawberries
 bananas
 apples
 blueberries
- b. I went to the supermarket because I needed to buy strawberries, bananas, apples and blueberries.
- Answers will vary. Check that the list has commas and the joining word 'and' in the correct place.

Using different punctuation (pages 24–25)

Practise

1. a. .
 b. ?
 c. !
- See **Sentence Types (pages 16–17)** to revise the use of statements, questions and exclamations.
2. a. (?)
 b. (.)
 c. (!)
 d. (.)

Extend

3. a. My favourite food is pizza.
 b. What time does the train leave?
 c. What an exciting adventure we've had today!

4. a. Saturday is my favourite day of the week.
 b. What a brilliant teacher Mrs Jarvis is!
 c. What shall we watch on the television tonight?
- Remember that capital letters are important when using correct punctuation. All sentences need to start with a capital letter, as do proper nouns (names of specific things including people, places, days of the week and months of the year).

Apply

5. Dear Max,
- I am having the best time. (or !) How sunny and hot it is here! What is the weather like at home? Today, I went to the beach. We packed a picnic with sandwiches, crisps, cake and orange juice. I built a huge sandcastle, decorated it with shells and put a flag on top. Then I went for a paddle in the sea. It was so cold. (or !) Mum bought me an ice cream but a naughty seagull swooped down and stole it right out of my hand. (or !) What have you been up to?
- See you soon, (or !)
- Sunita

Answers will vary. Where sentences show strong emotion (for example: excitement, surprise at the cold), it would be appropriate to use an exclamation mark. However, these sentences could also be punctuated with a full stop as they are not exclamation sentences (they do not begin with 'what' or 'how'). The sentence 'How sunny and hot it is here!' requires an exclamation mark as it is an exclamation.

Apostrophes in shortened forms (pages 26–27)

Practise

- 1.
- | | |
|-----------|---------|
| is not | we're |
| I am | don't |
| we are | she's |
| they have | I'm |
| do not | isn't |
| she is | they've |

Look carefully at the letters in the original words to see which are missing in the contracted word. Any missing letters are replaced with a single apostrophe in the contracted word.

2. a. **We've** got a new puppy. We **shouldn't** let her run off. **We're** going to keep a close eye on her and make sure **she's** not chasing any squirrels! **I'm** sure she will behave herself. If she **doesn't**, then **we're** going to need to keep her on her lead for a little bit longer.
- b. **we have/should not/we are/she is/I am/does not/we are**

Any two answers can be written out provided they are not the same. Although 'she's' can be short for 'she has', the context here shows that it must mean 'she is'.

Extend

3. a. haven't
b. you're
c. we'll
d. didn't
e. can't
f. we've

A common mistake is to replace only one letter of the original words with an apostrophe when more than one should be replaced. For example: 'we will' becomes 'we'll'. Both the 'w' and 'i' in 'will' are replaced with an apostrophe.

4. a. I **don't** like beans on toast. **do not**
b. **He's** my best friend. **he is**
c. My dad **doesn't** want a pet. **does not**
d. **Where's** the best place to go for a walk? **where is**
e. **That's** my favourite pair of boots! **that is**
f. **We'll** have to see if it rains tomorrow. **we will**

Apply

5. a. I'm really looking forward to the party.
b. I should've gone to bed earlier last night.
c. We've got a paddling pool in our garden.
d. I won't see my best friend tomorrow because it's the weekend.

Answers will vary. Ensure that the apostrophe is being used correctly and is being used for contraction rather than possession. Make sure that the sentences make sense.

Apostrophes for possession (pages 28–29)

Practise

1. **Eliza's** coat was hanging on the peg yesterday, but today **Charles's** hat is hanging there. **Amari's** bag is on the floor and **Alexandra's** bag is on the bench. The **teacher's** laptop is on her desk. **Michael's** books are in his tray.
- An apostrophe and 's' show possession (that something belongs to something or somebody). A common misconception is using an apostrophe before or after an 's' for plural words (words that indicate more than one of an object). For example: 'books' does not need an apostrophe here because it means more than one book, whereas 'teacher's' needs an apostrophe before the 's' because it is showing that the bag belongs to the teacher.

Extend

2. a. Erin's book
b. Omar's pencil
c. Jill's football
d. Kofi's coat
3. a. the sofa's cushions
b. the book's pages
c. the dinosaur's claws

There are two nouns (names of people, places or things) in each of these sentences. First, identify the nouns to help work out which thing belongs to whom. Then add the apostrophe and 's' to show the relationship between the two nouns.

Apply

4. a. This is George's dog.
b. Here is Shireen's house.
- Answers will vary. Make sure the answers use an apostrophe and 's' to show possession and that the sentence relates to the pictures.
5. Answers will vary. Make sure an apostrophe is used before 's' to show possession and that the sentence relates to the image drawn.

The /ur/, /or/, /s/ and /u/ sounds (pages 30–31)

Practise

/ur/ sound	/or/ sound
worm	warm
word	towards
world	war
work	
worth	

These words are not spelt phonetically. That means they are not written as they sound. The /ur/ sound is sometimes spelt 'or' after 'w'. The /or/ sound is sometimes spelt 'ar' after 'w'. The words above are all examples of this.

2. **mother** **shove** **nothing** **honey** **front** **other** **done**

A common mistake would be to circle all of the words with an 'o' in them. However, only the words with the /u/ sound spelt 'o' are needed. The words 'offer' and 'pond' have the incorrect sound. It may help to read the words out loud to hear the difference.

Extend

3. a. Inside the cabin, it was **warm** and cosy.
b. We need **dice** to play the game.
c. If I had the **choice**, I would like to walk to school.
d. Randall quickly ran **towards** me.
e. We used a dictionary to find the correct spelling of the **word**.

Think about the meaning of each word and check that it fits the context of the sentence.

4. a. **monkey**
b. **glove**
c. **dozen**
d. **love**

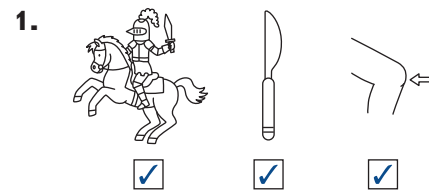
Apply

5. a. I wonder what we will discover on our bug hunt today.
b. Bees make **honey** for us to eat.

Answers will vary. Each answer should use at least one of the words from the box in a sensible context and spelt correctly.

Words beginning: 'kn', 'gn' and 'wr' (pages 32–33)

Practise



2. a. **gnome**
b. **write**
c. **know**
d. **wren**
e. **gnat**
f. **knot**
g. **knock**
h. **gnu**

Extend

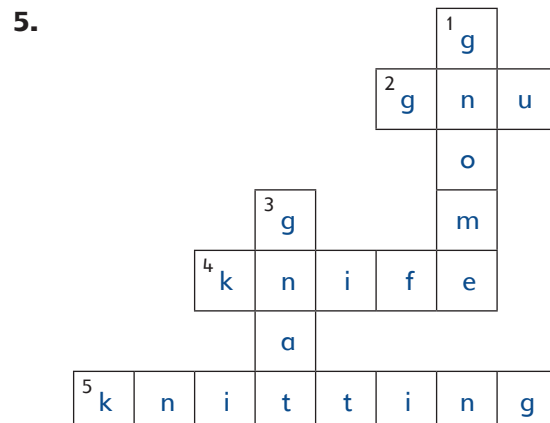
3. a. I am going to **knit** a jumper.
b. Clara has a **gnome** in her garden.
c. Once the dough is ready, you can **knead** it.
d. My pet rabbit likes to **gnaw** on a carrot.
e. Marvin **knows** the way.

A common mistake is to think that the missing words begin with 'n' as that is their initial sound. Remember that some words that start with the /n/ sound are spelt 'kn' or 'gn'.

4. a. **wrist**
b. **wreath**
c. **wrench**
d. **shipwreck** or **wreck**

A common mistake is that the words are spelt 'r' because they start with the /r/ sound. Remember that sometimes the /r/ sound is spelt 'wr'. Learn to recognise and spell these words.

Apply



Words ending 'le', 'el' and 'ey' (pages 34–35)

Practise

/l/ sound spelt 'le'	/l/ sound spelt 'el'
table	jewel
apple	chapel
prickle	tunnel
kettle	squirrel
single	camel

The word 'chapel' is an exception to the general spelling rule here. Usually, the letters 'm', 'n', 'r', 's', 'v' or 'w' before the /l/ sound will indicate that the word is spelt 'el'.

- chimney
 - key
 - honey
 - trolley
 - jockey
 - turkey

A common mistake with this spelling rule is to assume that the /ee/ sound is spelt 'ee'.

Extend

- beetle
 - wobble
 - level
 - riddle
 - funnel
 - model

If there is a consonant that is not 'm', 'n', 'r', 's', 'v' or 'w' before the ending, the word is usually spelt 'le' for the /l/ sound. A consonant is a letter of the alphabet that is not 'a', 'e', 'i', 'o' or 'u'.

- Welcome to our holiday home!
You can use the **kettel** to make a cup of tea.
There are some **appels** in the fruit bowl and a homemade **trifel** in the fridge. You can find clean **towles** in the bathroom.
You may wish to visit the **pebbel** beach or the beautiful **chaple** in town.
Have a lovely stay.
kettle, apples, trifle, towels, pebble, chapel

Apply

5.

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

Adding the suffix -es (pages 36–37)

Practise

Words with a consonant before 'y'	Words with a vowel before 'y'
baby lorry party city enemy	key valley toy

Vowels are the letters 'a', 'e', 'i', 'o' and 'u'.

Consonants are all the other letters of the alphabet. Look at the letter before the 'y' to decide which column it should go in.

- The **lorries** got stuck in a traffic jam.
 - London, Manchester and Newcastle are all **cities** in England.
 - The opponents in the football match were **enemies**.
 - In the nursery, the **babies** played happily all day.

Extend

- ladies**
 - stories**
 - puppies**
 - cherries**
 - butterflies**
 - memories**
- The **ponies** were grazing in the field.
 - The **boys** ran down the street.
 - I went to lots of **parties** last summer.
 - Quietly, the **spies** watched the house.
 - A continent is a group of **countries**.
 - My mum carried **trays** of plants from the garden centre.

Look at the letter before the 'y' at the end of the word. If it is a vowel, add 's' to the word to make the plural form of the word. If it is a consonant, replace the 'y' with 'i' and then add -es.

Apply

5. 'Fairy' has an 'r' before the 'y', so change the 'y' to 'i'. Then you add -es to make 'fairies'.
Answers will vary, but should recognise that the consonant before the 'y' means that the 'y' changes to an 'i'. Pay particular attention to the spelling of the plural as there is an 'i' before the 'r' as well as afterwards; make sure that the first 'i' does not disappear.

Words ending 'tion', 'ge' and 'dge' (pages 38–39)

Practise

- position
 - education
 - direction

A common mistake is to spell the words with a 'shun' ending.

Word	Long vowel sound	Short vowel sound
a. p@g e	✓	
b. s t@g e	✓	
c. f@ d g e		✓
d. s m@ d g e		✓

Identify the vowel before the /j/ sound in the word and circle it. If it is a long vowel sound (for example, in the word 'page', the 'a' makes the long sound /ai/), then the /j/ sound is spelt 'ge'. If the vowel sound is short (for example, in the word 'fudge', the 'u' makes the short sound /u/), then the /j/ sound is spelt 'dge'.

Extend

- station
 - question
 - fraction
 - operation

Remember the spelling pattern 'tion'.
- As soon as we saw snow, we headed for the hills with our sledge.
 - Did you know that a troll lives under that bridge?
 - The man was red in the face with rage.
 - The tiger prowled around his cage staring at the visitors.

- The fridge kept the milk cold.
- There was a small village at the edge of the large town.

Apply

5. a.

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

- b. The alarm went off and everyone sprang into action.

Answers will vary. One word from the word search with the spelling pattern 'tion' should be used in the sentence. Make sure that it is spelt correctly and that it makes sense in the sentence. A common mistake is to spell words 'shun' or to include words spelt 'sion' (either correctly or incorrectly), for example, 'extension' or 'competishun'.

6. a. The hedgehog rolled over the edge of the ledge.

- b. I ate a wedge of cheese from the fridge.

Answers will vary. Each answer should contain at least one word from the box.

Suffixes -ed, -ing, -er, -est, -y (pages 40–41)

Practise

1. flat clap

The words 'jump' and 'swing' do not have a vowel before the final consonant letter, so the final consonant does not need to be doubled when adding the suffixes -ed, -ing, -er, -est or -y. The words 'flat' and 'clap' do have a vowel before the final consonant, so the final consonant does need to be doubled before adding these suffixes.

2.

-ed	-ing	-er	-est
taped tamed	baking	later finer	widest finest

Extend

- robbed
 - hopped

c. tapping

d. sunny

Remember the spelling rules for doubling consonants when adding these suffixes. If the word ends in a single consonant and has a single vowel immediately before it, the consonant is doubled. For example: 'rob' becomes 'robbed'.

4. a. Some people say that owls are the wisest birds.
- b. My best friend is the nicest person in the whole world.
- c. Our cat is cuter than yours.
- d. My dad said we were being too noisy in the garden.

Read the context and ensure that the suffix chosen fits the meaning of the sentence. Remember the spelling rules for adding these suffixes when writing the word.

Apply

5. b. Rain dripped down the window pane.
- c. Antonia hummed a tune quietly.
- d. It was the hottest day of the year.
- e. The clown told a funny joke.

Answers will vary. A common mistake here may be to add any of the suffixes to the root word to make a new word. Not all of the suffixes can be added to each root word to make a new word. The new word must make sense within the context of the sentence.

6. biked, skating, wider, rudest, ripest

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

Suffixes -ment, -ness, -ful, -less, -ly (pages 42-43)

Practise

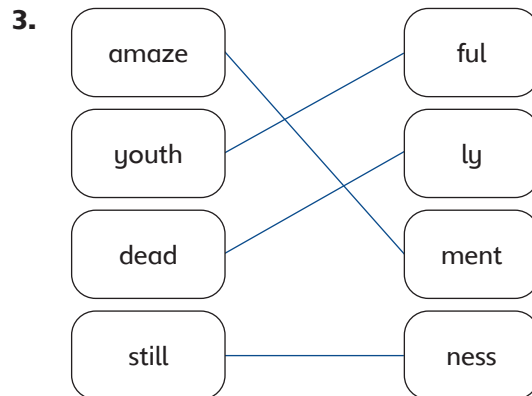
1. a. homeless
- b. weakness
- c. eventful

d. amusement

A suffix is always added to the end of a word to make a new word. Try to identify the root word (the basic form of the word that makes sense on its own) before underlining the suffix.

2. a. movement, punishment
- b. happiness, illness
- c. playful, powerful
- d. lifeless, loveless
- e. smoothly, suddenly

Extend



Read each root word and suffix together to identify which will make sense when put together.

4. a. The dentist appointment was at four o'clock.
- b. The children happily licked their ice creams.
- c. Mum said that she had a weakness for chocolate.
- d. The man was penniless.

Usually, a suffix can be added to the end of a root word to make a new word without changing the spelling of the root word. Remember the exceptions to this rule. If the root word ends in 'y' and has a consonant before it, you need to remove the 'y' and add an 'i'. For example: 'happy' becomes 'happiness'; 'penny' becomes 'penniless'.

Apply

5. weak: weakness, weakly
plain: plainness, plainly
mercy: merciful, merciless

Make sure the words made are correct. Not all the suffixes can be added to the words to make a new word. Reading the combinations aloud may help make it clearer whether adding each suffix will make a new word. Use a dictionary to look up the words to see if they are 'real' words once the suffix has been added.

6. Adding the suffix -ful changes the meaning of 'hope' ('thinking something good will happen') to 'full of hope'.

Answers may mention that the noun is changed into an adjective, but this is not essential as the question asks about the meaning of the word. Think about the meaning of the root word first, then think about how adding the suffix changes the meaning of the word. The suffix *-ful* means 'full of'. Think of other words with the suffix *-ful*, for example, 'dreadful' or 'careful', and think about what they have in common.

Homophones and exception words (pages 44–45)

Practise

1. a. door
- b. gold
- c. grass
- d. clothes

These words cannot be read or spelt phonetically (by sounding them out). Recognise and spell these words by sight. To help answer the question, first work out the initial sound of each word.

Extend

2. a. **Hear** / **Here** is my favourite spot to eat a picnic.
- b. The weather is so lovely today, I would rather **be** / **bee** outside.
- c. Ollie had a tasty **stake** / **steak** for dinner.
- d. Mia's hat was **blew** / **blue** and grey.
3. Mr Honey found some **old** seeds in the classroom. He told his class they could each grow a **plant**. They were slow to grow at first, then the **children** gave them some **water**. They began to **improve**. They grew so **fast**! Before long, the leaves had gone wild, and the flowers were **pretty** and colourful. One child had a great **idea**. They would sell the flowers to parents after the **Christmas** concert. Although it was **cold**, lots of **people** attended and it was **busy**. The school raised lots of **money** for new books.

These are common exception words and are often spelt incorrectly. Check that all the words have been spelt correctly when they have been placed in the passage.

Apply

4. b. **break and brake**
I had to put the **brake** on my bike so I would not fall and **break** my leg.
- c. **hair and hare**
The **hare** has grey and brown **hair**.

Answers will vary. Make sure that the words chosen are homophones (they sound the same but have a different spelling and meaning).

Word choice (pages 46–47)

Practise

1.

hurry		mouldy
prepare		impressive
rotten		arrange
dangerous		rush
brilliant		risky

Use a dictionary to find out the meaning of words, if necessary, before matching them.

2. a. **dull**
- b. **shout**
- c. **tiny**
- d. **problem**
- e. **laugh**

Read the words carefully and consider what each one means. Determine which word in each group is the odd one out: it may mean the opposite of the others, or something very different.

Extend

3. a. **delighted**
- b. **stench**
- c. **tiny**
- d. **vile**

Try using both words in the sentence and then read them aloud to see which word makes the most sense. Check the words in a dictionary if necessary.

Apply

4. b. **The mysterious magician did an amazing trick.**
- c. **Hassan yawned widely because he was extremely tired.**

Answers will vary. Add more detail to the sentences by including adjectives (describing words), verbs (doing words) and/or adverbs (words to describe the verb). See **Adjectives (pages 6–7)**, **Verbs (pages 12–13)** and **Adverbs (pages 14–15)** for help.

5. The long green grass swishes in the wind. Pale pink blossom hangs on the ancient trees. The lake is calm and peaceful. The water ripples elegantly as ducks dive playfully for fish.

Answers will vary. Ensure that the writing includes lots of descriptive adjectives and adverbs. Focus on the choice of words to best 'paint a picture' of the place for the reader.

Story language (pages 48–49)

Practise

- Answers will vary. Think about where the story begins and who the characters are (there is a lonely dragon in a cave). How do the events of the story change? There is a change in weather and another dragon appears: this is the middle of the story. How is the situation at the start of the story resolved? The dragon is no longer lonely as he makes friends with the other dragon: this is the end of the story.
- In the beginning, there is a lonely dragon and he is sad. Then another dragon falls from the sky and lands by the lonely dragon's cave. Then the two dragons make friends and live happily ever after.
Answers will vary. Make sure there is a beginning, middle and end to the story.

Extend

- elegant, beautiful, royal, kind
 - fierce, furry, brave, ferocious
 - ancient, old, huge, towering

Answers will vary. Accept any suitable adjectives related to the pictures.

Apply

- Once upon a time there was a handsome young prince. The prince lived in a huge castle that towered above a wild, enchanted forest. One stormy day, an ugly witch cast a spell on the kind prince. She turned the prince into a slimy green frog. A brave princess broke the evil spell and he turned back into a prince. They lived happily ever after.
Answers will vary. It might be helpful to think about some of the words chosen in the previous question to add details to the story.

Topic words (pages 50–51)

Practise

- Dinosaurs
 - Australia
 - Plants

Use a dictionary to look up the meanings of any of the words if necessary.

Extend

- drawbridge, turret/tower, moat
Answers will vary. Accept any topic words that are correctly labelled.
- feet
 - sail
 - paws

Apply

- Lions are carnivores because they eat other animals. Lions are predators and chase their prey when they hunt.
 - A city is bigger than a village, which can be very small. It has tall, modern buildings called skyscrapers. It has a larger population too, which means that more people live there.
- The population of England is larger than the population of Scotland.
 - A rabbit is prey for a fox, who is the predator.
 - Some birds, like hawks, are carnivores.

Answers will vary. Check that the sentence makes sense and that the words have been used correctly.

Pattan's Pumpkin, by Chitra Soundar (page 53)

- mighty
Use knowledge of the text to locate where the answer might be (at the beginning of the text, as it describes the setting of the story). Re-read the beginning of the text, looking specifically for information about the river. The phrase 'on the banks of a mighty river' makes it clear that the river was strong.
- by his hut
Skim and scan the text for the phrase 'yellow flowers'. Read around the phrase to find a sentence that gives the answer ("I'll plant it by my hut"). Tick the appropriate box.

Sentence	True	False
The pumpkin grew all in one day.		✓
The pumpkin was taller than the fence.	✓	
The pumpkin was fatter than the pigs.	✓	

Read the sentences in the question carefully. They are all about the pumpkin when it was growing. Focus on the part of the text that describes the pumpkin. Look at each sentence in turn and find evidence in the text to determine whether the sentence is true or false.

4. **He was afraid that the floods would wash away his hut/that his hut would be washed away.**
Use knowledge of the text to answer the question or re-read the extract to find the part where Pattan is afraid. Skim and scan the text for the word 'afraid' if necessary. Read around the word to look for information ('Pattan was afraid that the floods would wash away his hut'). Use this evidence from the text to compose an answer sentence.
5. **He/his family should get on/in the pumpkin when the flood comes. or To use the pumpkin to help carry/take/hold the creatures/the plants when the flood comes.**
Answers will vary. Skim and scan the text to find the quote used in the question (at the end of the text). Read what has happened before the quote or re-read the whole text, keeping in mind the question about what Pattan's idea might be and the situation that he is in. Consider his situation and how the pumpkin might help. Use knowledge of other flood stories where appropriate.

Spelling in Action

(The pumpkin had grown) taller (than the fence)/
(It was) fatter (than the pigs)

Skim and scan the text to find a section that describes how the pumpkin has grown. Check that it uses an adjective with the suffix -er and that it is not just a word that ends in 'er', such as 'river'.

River Stories, by Timothy Knapman (page 55)

1. **The vegetation on its banks is too thick.**
Scan the text and look for key words that are in the question, such as 'bridge' and 'Amazon'. Locate the information ('The vegetation on its banks is so thick that not a single bridge has been built across it') and compose the answer.
2. **Dolphin Magic**
Recap the section headings and the contents of each section. There is a clue to the answer in the section heading. The paragraph headed **Dolphin Magic** tells the reader about 'strange stories' about dolphins that may whisk people off to an imaginary city. All of the other paragraphs tell us about real life events.

3. **People lived all over the forest.**
Re-read the section entitled **Hidden Villages**. Read each of the sentences in the question and rule out the options known to be untrue based on knowledge of the text. Keep referring to the text extract to support answering the question.

4. **foot sores, dehydration, sickness, sinking of the kayak**
Accept any two of the four possible answers. Locate the section of the text that contains information about Helen Skelton's adventure (**Kayak Adventure**). Ensure understanding of the word 'difficulties' and use a dictionary if necessary.

Time in history	Event
15th century	People lived in villages around and near the Amazon.
1930	Henry Ford set up a new town.
2010	Helen Skelton paddled along the Amazon in a kayak.

Check the headings in the table before finding the information in the text. Re-read the whole text and look for dates and information to complete the table.

Punctuation in Action

were not

The contraction 'weren't' is short for 'were not'. See **Apostrophes in shortened forms (pages 26–27)**

Mermaid School, by Clare Bevan (page 57)

1. **a. to sing beside a pool**
b. to catch a flying fish
Answers will vary. Most of the lines of the poem suggest a skill that a mermaid will learn at school. Name any two in the answer.
2. **bell and shell**
Read the words in the question out loud. Hear which ones have a similar sound at the end and therefore rhyme.
3. **A mermaid may need to tame a hungry shark because it may try to eat her.**
Answers will vary. Use knowledge of mermaids and sharks to support answering the question.
4. **mend**
Skim and scan the poem to find the words listed. Read around them and use the context to work out which one means the same as 'fix'.

5. to read a cloudy sky
 Because the mermaid will be able to know what the weather is like and so they will be able to keep safe if there's a storm.
 or to twist and leap and turn
 Because the mermaid will be able to swim/move in the water better and so they'll be able to stay away from sharks/danger more easily.
 Answers will vary. It does not matter which box is ticked, as long as there is a plausible reason for the answer. Think about why each skill might be important for a mermaid.

Grammar in Action

How to swim the *silver* beams

Of the *small* and *misty* moon.

How to play a *magic* tune.

An adjective is a describing word. An adjective describes a noun (a person, place, thing or idea).

See **Adjectives (pages 6–7)**

Flat Stanley, by Jeff Brown (pages 60–61)

1. a. morning
 b. 'Breakfast was ready.' or "I will go and wake the boys,".
 Use the locator to find the correct part of the text and then scan for words or phrases that show the time of day. The opening text makes it clear that the action is taking place in the morning because it says that 'breakfast is ready' and Mrs Lambchop says she will 'wake the boys'. Use one piece of evidence to answer part **b** of the question. Only accept evidence from the correct part of the text.
2. Mr Lambchop uses humour because Arthur keeps saying the word 'Hay' and he pretends to confuse it with the word 'hay' which is used for horses because the two words sound the same/are homophones.
 Answers will vary. Skim and scan the text to locate the quote used in the question. Read around it to determine why it might be funny and what the author has done. Re-read what Mr Lambchop says and why, and the effect it has.
3. pin up pictures or pin up messages or pin up maps
 Answers should include any two of the three possible answers. Skim and scan the text looking for the words 'bulletin board'. Once located, read around it to determine what it is used for. Retrieve the information directly from the text to compose the answer.

4. His brother shouted.
 Read each of the answers carefully. Then skim and scan the text to find the section that describes how Stanley is woken up. In the first paragraph, Mrs Lambchop says "I will go and wake the boys" and the information that the board has fallen on Stanley during the night is given just before the correct answer, so these are strong distractors. The correct answer ('he would still have been sleeping if he had not been woken by his brother's shout') comes shortly after.
5. cheerfully
 Find the paragraph cited in the question, which begins "What's going on here ...". Look for an adverb that describes how Stanley is behaving ('he called out cheerfully from beneath the enormous board').
6. a pancake
 Locate the part of the text where Stanley's family discover that Stanley is flat and read Mr Lambchop's reaction to see what he compares him to ("Gosh!" said Arthur. "Stanley's flat!" "As a pancake," said Mr Lambchop). This may be challenging as the simile is split between two speakers.
7. He felt tickly but fine.
 Skim the text to retrieve information about how Stanley felt. It is Doctor Dan who asks him how he feels. Focus on Stanley's reply and then compare it to the statements in the question to find the correct answer.
8. a. He lies down.
 b. He slides through the crack at the bottom of the door.
 Accept the answers in any order. Use knowledge of the text to answer the question or re-read the extract to find the part where Stanley goes in and out of rooms. Skim and scan the text for the phrase 'in and out of rooms' if necessary. Read around the phrase to look for information ('just by lying down and sliding through the crack at the bottom'). Use this evidence from the text to compose two answers.
9. Mrs Lambchop felt very sad/upset because she 'began to cry'.
 Use knowledge of the text to find the section where Mrs Lambchop's ring fell from her finger and look for evidence of how she reacts ('Mrs Lambchop began to cry'). Think about how people feel when they cry. They feel sad. Write a sentence to link these ideas.

10. I think that Stanley's idea is to reach/slide through the grating on the pavement to find Mrs Lambchop's ring.

Answers will vary. Read the whole text or the end of the text again to consider what the predicament is and therefore what Stanley's idea might be. Mrs Lambchop's ring has fallen down a grating and the reader knows that Stanley is flat and can get through cracks easily. Compose an answer based on prediction.

Vocabulary in Action

exclaimed

Use knowledge and wider reading to consider other words for 'said'. A thesaurus could be used to find synonyms. Think about the context. For example, might the character be shouting it, or whispering it? How might they be feeling?

The Bee Book, by Charlotte Milner (pages 64–65)

- queen cup
The key word in the question is 'cell'. Skim and scan for the key word and read around for the name of the cell.
- (plenty of) royal jelly
Identify the key words 'queen' and 'eat'. Skim and scan the text to find the section that explains what the queen bee eats.
- If there is more than one queen, then the queens have to fight each other. They use their stingers to fight. The winning bee becomes the new queen and the other bee dies.
Identify the correct part of the text using the headings. Read the information, then pick out the most important facts and write out an explanation.
- The colony might replace her with a new queen.
The key word 'eggs' appears in several sections, so use the headings to identify the most likely section for the answer. The most likely section is **Egg laying**. Skim and scan the text to find the information about the queen laying eggs. Once located, retrieve the information about what will happen to her if she slows down at laying eggs.
- The queen is ready to start laying eggs. 4
The queen returns to the nest. 3
The queen flies to meet a drone bee. 1
The queen meets thousands of drone bees. 2
Locate the section with the heading **Meeting a drone**. Read the passage and match the events listed to the events in the text. It may help to

number the events in order in the text before numbering them in the question. Check the answer once numbers have been written on the lines.

- communicate
Think about what words in this text could be another word for 'talk'. 'Dance' is not the correct answer as it does not mean the same as 'talk'; and the text makes it clear that bees cannot talk, but can dance to communicate.
- to tell each other where to find the best flowers
to tell other bees how far away the flowers are
Read the options in the question carefully. They are all about how and why honey bees dance. Focus on the part of the text that describes why honey bees dance (**How do honey bees talk to each other?**). Deal with each sentence in turn and find evidence in the text to determine whether each one should be ticked.
- The flowers are near to the hive.
Identify the key words 'short waggle dance' and scan the text to find the correct information. Read around this sentence to find the reason for doing a short dance. Check that the correct information has been copied as information is also given for the long waggle dance in this part of the text.
- To find the same type of flower (that the waggle dancer visited).
Identify the key word 'smell' and scan the text to locate the information about bees smelling flowers. Read around the sentence to retrieve information about why they smell the flowers.

Statement	True	False
A swarm is made up of one queen bee and many worker bees.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The old queen stays in the nest.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The queen is not a strong flier.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Swarms of bees are very angry.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Read the statements in the question carefully. All of the information is about swarms, so look for the answers in the section **What is a swarm?**. Deal with each sentence in turn, and find evidence in the text to decide whether it is true or false.

Spelling in Action

swarm

Read the words in the sentence aloud and listen for the /or/ sound. Remember that the /or/ sound is sometimes spelt 'ar' after 'w'. See **The /ur/, /or/, /s/ and /u/ sounds (pages 30–31)**

Comparing texts: poems about minibeasts (pages 68–69)

1. **black and orange**

Locate the part of the poem 'The Ladybird' that describes the ladybird's colour. The lines '... a shell of orange / With spots of black' make clear that the ladybird is orange and black.

2. **Because it has a shell like a turtle.** or **Because of its shape.**

The first verse describes the ladybird as 'tiniest of turtles'. It then mentions that its back is like a shell. The shape of a ladybird could be compared to the shape of a turtle based on the evidence in the poem.

3. **trustingly**

Scan the poem for the section that describes the ladybird walking across the poet's hand. Focus on words that might show that the ladybird is 'comfortable'. If the ladybird is comfortable, then it trusts the poet. 'Trustingly' is an adverb that describes how the ladybird is walking.

4. **light and soft**

Read the poem carefully to locate words that describe how the ladybird feels on the poet's skin. The third verse describes the touch of the ladybird's legs as like 'swansdown'. Research what 'swansdown' is. It is the soft, fine feathers of a swan.

5. **Yes**

Because he talks lovingly about the ladybird in the poem. He says 'No tenderer creature / Beneath the sky', so he respects and likes the ladybird.

Answers will vary. The 'Yes' box must be ticked, but accept any plausible evidence or explanation in support.

6. **bread, milk, apple pie**

Accept answers in any order. Scan the poem to retrieve information about the food that the person in the poem 'The Worm' likes. The items are listed in the third verse.

7. **He did not like the taste.**

Use knowledge of the poem to answer the question or retrieve the information from the fifth verse.

8. **It shows how disgusted she is by the idea.** or **It is the way in which a worm moves.** or **It rhymes with 'worm'.**

Answers will vary. Only one reason is needed. Find out what 'squirm' means using a dictionary. Think about why the poet might have used it to

describe how his mother felt and acted. Make the link between squirming and the movement of the worm, and also note that the two words rhyme.

9. **They are both about minibeasts and about humans touching/holding them.**

Use knowledge of the poems to suggest something that they have in common, or re-read them both with the question in mind. Both poems are about minibeasts and both are written by humans who are interacting with them.

10. **The Ladybird**

Because I can imagine what it would be like to hold a ladybird from the poem.

or

The Worm

Because it really makes me laugh when the poet puts the worm on his tongue and makes his mother believe that he has eaten it.

Answers will vary. Either answer is acceptable, but make sure there is evidence and explanation from the relevant poem in the answer. Evidence does not need to be quoted directly.

Grammar in Action

fat

Revise what an adjective is. It is a describing word which tells the reader more about the noun. Here, the noun described is the worm. Look through the poem to find words that give more information about the worm.

The Velveteen Rabbit, by Margery Williams (pages 72–73)

1. **a nursery**

Skim and scan the text to retrieve the name of the room that the story is taking place in. The nursery is mentioned in the first paragraph. The option 'classroom' may be a strong distractor if the meaning of nursery has not been fully understood. Use the introduction or a dictionary to understand that 'nursery' can mean a bedroom or playroom for a young child.

2. **To show that the child loves the toy a lot/very much.** or **To show that the word is important.**

Capital letters are usually used to start a sentence or to begin proper nouns (people, places, days of the week and months of the year), but sometimes authors use capital letters to exaggerate something or to create an effect on the reader. In this case the word 'really' is exaggerated to show that the child loves the toy very much.

Statement	True	False
It sometimes hurts to become Real.	✓	
Becoming Real happens immediately.		✓
Once you are Real, you cannot become unreal again.	✓	

Read the sentences in the question carefully. They are all about what happens when a toy becomes Real. Focus on the part of the text that explains what happens when a toy becomes Real. Deal with each sentence in turn and find evidence in the text to determine whether it is true or false.

4. **shabby**

Think about the meaning of the word 'scruffy' and what word class it is. Use background knowledge and locate the quote in the text – it might also help to consider what a 'scruffy' toy looks like. Read the sentence and find another word that has a similar meaning and is the same word class. If necessary, use a dictionary and thesaurus to help.

5. **She was quick.**

Think about the verbs 'swooping' and 'hustled'. Do these words give an impression of being gentle and slow or quick and hurried? Do animals that swoop move quickly or slowly? Think about the effect of a great wind. What might happen if a great wind moves through something? Read each of the statements carefully and choose which one best fits how Nana moves around the nursery.

6. **tidying up**

Identify the key word 'playthings' and scan the text for it. Read around it to find mentions of what the playthings hate. Check that Nana is the person doing these things and then copy the answer from the text.

7. **Because they are hard/sharp/made of metal and it might hurt more/they might break/get damaged when they are thrown/hit the floor/walls of the cupboard.**

Answers will vary. Answers should recognise that tin is a metal, which will make the landing harder than it was for the Velveteen Rabbit (he 'didn't mind' being thrown because he 'came down soft'). It is important to consider what might happen if the toy made of tin is thrown. Write an answer based on this knowledge.

8. **Because he couldn't find/Nana didn't have time to find the china dog that always/usually slept with him.**

Scan the text to locate the part where Nana gives the boy the Rabbit. Look for evidence in the text for why Nana gave the boy the Rabbit.

9. **Yes**

Because the Boy talked to him and made tunnels for him under the bedclothes. or

No

Because it was uncomfortable and the Boy hugged him too tight. or

Sometimes

He didn't like it at first because he missed talking with the Skin Horse. Then he did like it because it says 'soon he grew to like it', so he liked it sometimes.

Answers will vary. Any box can be ticked, but the explanation must support the answer. It may help to highlight or underline the reasons for or against the Rabbit liking sleeping in the Boy's bed. Use this evidence to decide which box to tick and write an explanation to support the choice ticked.

10. **Yes**

Because he really wants to and the Boy really likes him now. or

No

Because he's scared of losing his eyes and whiskers and it takes a long time to become Real. Also, the boy really wanted the china dog, so he's not going to keep the Rabbit forever.

Answers will vary. Either tick box can be ticked, but the explanation must support the prediction. The prediction should be based on evidence in the text, although evidence does not need to be directly quoted.

Punctuation in Action

to show the Rabbit is asking a question

The symbol is a question mark. Use a question mark at the end of a sentence to show that somebody is asking a question.

Amazing Animals, by Emma Scott (pages 76–77)

1. **walking (on the ground)**

Identify key words ('hummingbirds', 'tiny', 'feet') from the question and then locate them in the text to find the correct answer.

2. **Because they are shiny/bright/colourful like jewels.**

Discuss the comparison between jewels and hummingbirds. What are jewels? What are jewels like? How could they be similar to a hummingbird? Write an answer based on these ideas.

3. **large bodies or strong necks or powerful limbs**
 Answers should include any two of the three possible answers. Identify key words from the question, such as 'fierce', and then find the word in the extract. Read around the key words to locate the correct answer.

4. **Because of the deadly bacteria that are in their mouths.**

Re-read the paragraph about Komodo dragons looking for the key words 'smelly breath'. Once located, retrieve the information that tells you why a Komodo dragon has smelly breath.

5. **mammal**

Look for evidence of the different animal types in the paragraph with the title **Platypuses**. Read carefully to understand that they are a type of mammal although there are a few ways in which they are different to 'other mammals'. A common mistake might be to choose 'bird' or 'amphibian' or 'fish' because the text mentions 'beaks' and 'webbed feet'.

6. **They use the sensors on their head which they move from side to side.**

Re-read the section of the text about hammerhead sharks and look specifically for information about how they find food. Compose an answer based on the information found in the text.

7. **They take on the (exact) appearance of a flower or leaf.**

The answer to this question can be retrieved from the text, but it may also help to understand the meaning of the word 'camouflage'. 'Camouflage' means to disguise by blending in with surroundings. Locate the key word 'camouflage', read around it to find out what the mantises do and write down the answer.

8. **They use their huge eyes to spot their prey. 3**
They wait perfectly still. 2
They use their jaws to eat their food. 5
They find a good hiding spot. 1
They grab their meal with spiky front legs. 4

It can be useful to first underline or highlight all the things that the mantis does to catch and then eat its prey. The first number in the sequence has been given, so read this first. Then use the extract to fill in the sequence of events in the correct order. Keep referring to the extract while filling in the numbers if necessary.

9. Hummingbird: **nectar**

Hammerhead shark: **stingray**

Mantis: **insects/spiders/mice/frogs/lizards**

Use the paragraph headings as a guide to help find the correct information. Scan each paragraph to locate the information about what each animal eats.

10.

Animal	Where in the world it lives
hummingbird	(all over) the Americas
Komodo dragon	Indonesia
hammerhead shark	worldwide
platypus	Australia

Use the paragraph headings as a guide to find the correct information. Some of the information has been completed, so read the given information before attempting the question. Scan each paragraph to locate the information about where each animal lives. Underline or highlight the name of the animal and where in the world it can be found to help retrieve the information when completing the table.

Vocabulary in Action

dangerous

Discuss or find out the meaning of the word 'treacherous'. If necessary, use a dictionary to check what it means.

Coming Out of Hibernation, by Pie Corbett (pages 80–81)

1. **old umbrellas**

Scan the poem to look for information about bats. The first verse describes their wings as looking 'like old umbrellas'. The word 'like' shows comparison here.

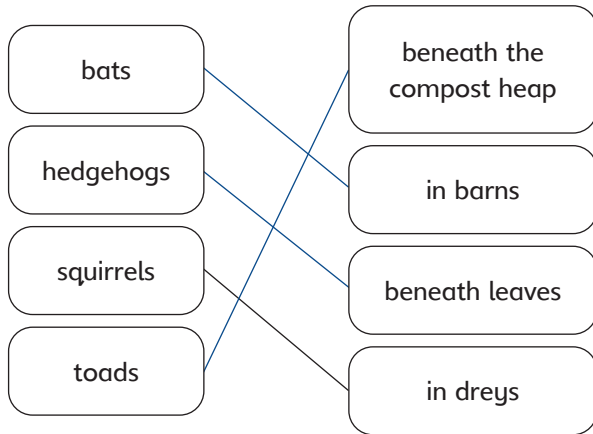
2. **Hedgehogs have prickles like the bristles on a hairbrush. or They're both spiky.**

Think about how hedgehogs look and how hairbrushes look, and what they have in common. A hedgehog has prickles just as a brush has bristles.

3. **(scrambled) twigs**

Scan the verses about the squirrels looking for the word 'drey'. This word can be found in the third verse. Read around the word 'drey' carefully and look for the material that it is made from.

4.



This is a retrieval question, so the information is taken directly from the poem. Read the poem carefully, stopping at each of the animals to focus on where it is. Match the animals to the correct places.

5. **sly**

First, consider what the word 'sneaky' means. Use it in a sentence aloud and look it up in a dictionary if necessary. Then use the locator and begin reading, keeping in mind the meaning of the word 'sneaky'. As you read, focus on where it might take the place of one of the words based on its meaning.

6. **winter to spring** ✓

The last line of the poem, 'The spring sings out loud', means that spring has arrived, so it is clear that the poem ends in spring. Think about what comes before spring and when animals hibernate.

7. **(He puffs) his wrinkled cheeks**

Scan the poem for information about the toad. Again, the word 'like' in 'Like an old man' shows the comparison between the toad and an old man. This occurs in the eighth verse. Look for the action that prompted this comparison.

8. **(She arches her back.) (She tests a branch.)**

The ninth verse describes the squirrel finding her acorn stash. Look closely at what the squirrel does and circle those statements in the question that are described.

9. **It reaches for its sunglasses.** 4
It rubs its earthy hands. 5
 It wears a new coat. 1
It rolls onto its side. 2
It stretches out its legs. 3

This question requires ordering. Find the parts of the poem that describe what the world is doing. The example comes from the fifth verse and the rest of the information can be found in the tenth verse. As each thing happens, put a number beside the corresponding sentence in the question.

10. **bat** ✓

At the beginning of the poem, the bats are hanging upside down in the barn with their wings folded. By the end of the poem, the bats have uncurled their wings and woken up.

Answers will vary. Answers can be about any one of the animals. Find the information about the animal at the beginning of the poem and think about where it is and what it is doing. Do the same for the end of the poem, considering how it is different.

Grammar in Action

snoring, sleep, curled, uncurl, sniff, sipping

Revise what a verb is (a 'doing' or 'being' word). Find all parts of the poem that describe hedgehogs and look closely for words to describe their actions – what they are doing. Copy two verbs. If the answer 'snoring' is given it can be accepted, but it is important to realise that it is being used as an adjective to modify the word 'hedgehogs' here. To check understanding of verbs, look back at the text and find another word that is just being used as a verb.

Writing skills: Zookeeper for a Day (pages 82–83)

This 'Writing skills' task is inspired by the 'animals' theme in the **Unit 7** reading comprehension texts in this book. The child may wish to revisit those texts to gather ideas for their writing. This will help the child to put themselves in the position of a zookeeper. They should think about what animals they might care for. They might also think about what the animals look like, where they live and how they move to give their writing a clear setting and context. Encourage the child to write about their day in clear sentences and in the correct chronological order.

The child should ideally write a first-person account using either the past or present tense. Ensure the tense is used consistently. Appropriate and subject-specific word choices should have been made. The child may have included some words from **Topic words (pages 50–51)**. Check that these words have been spelt and used in context correctly.

This task also provides the child with an opportunity to put many other topics from **Units 1 to 4** into practice. They may have used: expanded noun phrases to describe and specify (for example: 'the slimy, green snake'); familiar and new punctuation, including capital letters and full stops as well as question marks, exclamation marks, commas for lists and apostrophes for contraction and possession. Some use of 'joining words' should be evident (for example: 'I opened the cage carefully **because** the lion was hungry').

The child will use phonic sounds to spell words correctly, apply Year 2 spelling rules, and spell common exception words and age-appropriate homophones. In each case, check that the child has correctly used the grammar, punctuation, spelling or vocabulary.

Final practice (pages 84–88)

1.

Word	Noun	Adjective	Verb
a. Saturday	✓		
b. skipped			✓
c. gentle		✓	

This question tests the ability to recognise the word class of different words. Nouns are naming words. They are used to name people, places and things. Adjectives are words that describe a noun. Verbs are 'doing' words. Award 1 mark for all correct answers ticked.

2. a. The man ran to the bus stop.

This question tests the ability to identify a verb in a sentence. 'Ran' is the verb in the sentence because it is the 'doing word'. It is describing the action the man is doing.

- b. The man ran quickly to the bus stop. or The man ran happily to the bus stop.

Answers will vary. This question tests the ability to write a sentence using an adverb. An adverb describes a verb and shows how, when, where or how often the verb is happening. Make sure the added word is an adverb and not simply a word that ends in -ly. Also make sure the sentence makes sense. Award 1 mark for both correct answers.

3. I was having a fantastic time on holiday.

This question tests the ability to write using the past tense with -ing. To change the present tense with -ing into the past tense with -ing, the form of 'to be' needs to change from the present to the past. The -ing part stays the same. 'I am' becomes 'I was' and 'having' stays the same. Award 1 mark for the correct answer.

4. a. Maria chose a hot chocolate in the cosy, warm café.
 b. When it got dark, I put bright, shiny reflectors on my bicycle.

This question tests the ability to recognise an expanded noun phrase. Look at the nouns in the sentences and see whether they are part of an expanded noun phrase by checking whether they have any adjectives with them. Underline all the words in the expanded noun phrases

including any small words like 'the' (determiners). A common mistake would be to choose 'a hot chocolate' as an expanded noun phrase. As 'hot chocolate' is a compound noun, 'hot' is not acting as an adjective and this is not an expanded noun phrase. Award 1 mark for both correct answers.

5. a. We've
 b. bus's

This question tests the ability to use apostrophes for contraction and for possession. In sentence a, the word 'we've' is a combination of 'we' and 'have'. In sentence b, the word 'bus' needs an apostrophe after the first 's' and before the second 's' to show that the stop belongs to the bus. Award 1 mark for both correct answers.

6. a. The man is mowing/cutting the grass.
 b. How long is the grass?

Answers will vary. This question tests the ability to write and punctuate different types of sentence. Think about the features of each type of sentence before writing about the picture. Remember that all sentences must have a verb. Award 1 mark for both correct answers.

7. Yan is going to make a cake with butter, flour, sugar, three eggs, jam and strawberries.

This question tests the ability to use commas in a list. Use a comma in a list to separate each item. A comma is not needed after the word 'and' or before the last item in a list. Award 1 mark for the correct answer.

8. On Sunday, we are going on holiday to France.

This question tests the ability to punctuate sentences correctly. All sentences must start with a capital letter and be punctuated at the end by either a full stop, question mark or exclamation mark. 'Sunday' and 'France' are proper nouns so they must both start with a capital letter. Award 1 mark for the correct answer.

9. a. pages
 b. knee
 c. pencil

These questions test some of the spelling rules in the book ('ge' word endings, 'kn' word beginnings and the /s/ sound spelt 'c'). Award 1 mark for all three correct answers.

10. a. copied
 b. bubbling

These questions test knowledge of the spelling rules for adding suffixes to words. Award 1 mark for both correct answers.

11. a. competition ✓

b. babies

These questions test knowledge of the spelling rules for adding –es for plurals and the ending ‘tion’. Award 1 mark for both correct answers.

12. I went to the zoo and saw a bear.

This question tests the ability to choose between two homophones. Homophones can be tricky as they are words that sound the same but are spelt differently with different meanings. Use a dictionary where necessary to check the meaning of the different words. Award 1 mark for both correct answers.

13. Jack planted seeds and gave them worter.

The seeds grew into a beanstalk. Jack climbed the beanstalk becoss he hoped to find some guld. water, climbed, because, gold

This question tests common exception words. It is important to be able to recognise these words by sight and spell them correctly. Mnemonics can be helpful for remembering spellings. Award 1 mark for all words spelt correctly.

14. a. hideous/grotesque/terrifying

b. strolled/ambled/skipped

c. delicious/scrumptious/mouth-watering

Answers will vary. This question tests the ability to choose similar words. The underlined words are very common words and do not necessarily paint a clear picture in the mind of the reader. It is important to use the best choice of word to create a clear picture. Award 1 mark for three suitable words.

15. beak ✓ wing ✓ claws ✓

This question tests the ability to identify topic words. The words ‘nice’ and ‘cute’ could be used to describe anything, therefore they are not to do with the topic of parrots. The word ‘toes’ is incorrect as parrots have claws. Award 1 mark for all correct answers ticked.

16. He was looking for Peter Rabbit and he thought Peter was hiding in them.

This question tests the ability to retrieve information directly from the text. Identify key words in the question (‘Mr McGregor’, ‘flower-pots’). Skim and scan the text for the key words and then read around them for the reason. Award 1 mark for the correct answer.

17. (Mr McGregor was) after him in no time.

This question tests the understanding of the vocabulary in the text. Define the word ‘hurried’, using a dictionary if necessary. Use the locator to find the correct part of the text and look for

words that make it clear that Mr McGregor moved quickly. Award 1 mark for the correct answer.

Statement	True	False
Mr McGregor climbed out of the window.		✓
Peter was lost.	✓	
Peter was comfortable sitting in the can.		✓
Peter knocked over three plants.	✓	

This question tests the ability to retrieve information from the text. Read each sentence in the question before re-reading the extract in full. As each occurrence happens, tick the table to show that it is true or false. Award 1 mark for two correct answers. Award 2 marks for three correct answers. Award 3 marks for all four correct answers. Maximum 3 marks.

19. a. The door was locked.

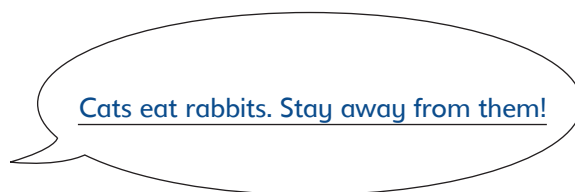
b. There was no room for Peter to squeeze underneath./Peter was too fat to squeeze underneath.

This question tests the ability to retrieve information from the text. Accept answers in any order. Locate the section in the text when Peter finds the door. Read around to discover the problems he then faces. Award 1 mark for one correct answer. Award 2 marks for two correct answers. Maximum 2 marks.

20. peas and beans

This question tests the ability to retrieve information from the text. Locate the section in the text where Peter encounters the mouse. Read around to discover what the mouse is carrying. Award 1 mark for both correct answers.

21.



Answers will vary. This question tests the ability to infer and predict using the text. Use knowledge of cats and rabbits to predict what Benjamin Bunny might say to Peter. Ensure that it is written in the correct voice (as though spoken by Benjamin Bunny). Award 1 mark for a plausible inference about why rabbits might not like cats. Award 2 marks for a plausible inference about why rabbits might not like cats plus the correct voice, grammar and punctuation. Maximum 2 marks.