English made easy
Early Years
Ages 6–8
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**Initial and final sounds**

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

- **w**ater
- **b**all

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

- **sh**oe
- **th**umb

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

**Medial sounds a and e**

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

- **bat**
- **van**

Write **a** words for these pictures.

- **fan**
- **hat or cap**
- **jam**

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

- **can**
- **cat**
- **cop**

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

- **pen**
- **bed**
- **net**

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

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

<table>
<thead>
<tr>
<th>sat</th>
<th>put</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>not</td>
</tr>
<tr>
<td>lot</td>
<td>lit</td>
</tr>
<tr>
<td>hit</td>
<td>set</td>
</tr>
<tr>
<td>tin</td>
<td>tip</td>
</tr>
</tbody>
</table>

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

mat win pat fat cat

Lin wants to ............... the race.

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

<table>
<thead>
<tr>
<th>get</th>
<th>got</th>
</tr>
</thead>
<tbody>
<tr>
<td>hit</td>
<td>lot</td>
</tr>
<tr>
<td>pat</td>
<td>pin</td>
</tr>
<tr>
<td>mug</td>
<td>pot</td>
</tr>
<tr>
<td>not</td>
<td>dog</td>
</tr>
</tbody>
</table>

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

tug hug lot mug rug

Jon has a ............... of pens.

Medial sound u

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

Write a u word for each picture.

\[
\begin{array}{ccc}
\text{jug} & \text{bun} & \text{sum} \\
\text{bus} & \text{cup or mug} & \text{pup}
\end{array}
\]

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

- Ug the bug sits on a ............... rug
- Ug the bug sits on a rug.
- Ug the bug has a big ............... mug
- Ug the bug has a big mug.

This page focuses on the medial (middle) sounds i and o. Your child should say the vowel sounds out loud, then combine them with initial and final consonant sounds in CVC words. Saying words out loud will help your child identify difficult sounds. This page continues with medial sounds – in this case, the sound u. Again, saying the words out loud will help your child identify any difficult sounds.
The ai sound

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

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

\[
\begin{align*}
\text{t}_{\text{a}} & \ _{\text{i}} \ _{\text{l}} \quad \text{tail} \\
\text{s}_{\text{n}} & \ _{\text{a}} \ _{\text{i}} \ _{\text{l}} \quad \text{snail} \\
\text{tr}_{\text{a}} & \ _{\text{i}} \ _{\text{n}} \quad \text{train} \\
\text{s}_{\text{a}} & \ _{\text{i}} \ _{\text{l}} \quad \text{sail}
\end{align*}
\]

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

\[
\begin{align*}
\text{n}_{\text{a}} & \ _{\text{m}} \ _{\text{e}} \quad \text{name} \\
\text{s}_{\text{a}} & \ _{\text{m}} \ _{\text{e}} \quad \text{same} \\
\text{c}_{\text{a}} & \ _{\text{m}} \ _{\text{e}} \quad \text{came} \\
\text{p}_{\text{l}} & \ _{\text{a}} \ _{\text{t}} \ _{\text{e}} \quad \text{plate} \quad \text{Mary Dell}
\end{align*}
\]

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

\[
\begin{align*}
\text{s}_{\text{a}} & \ _{\text{y}} \quad \text{say} \\
\text{c}_{\text{l}} & \ _{\text{a}} \ _{\text{y}} \quad \text{clay} \\
\text{d}_{\text{a}} & \ _{\text{y}} \quad \text{day} \\
\text{t}_{\text{r}} & \ _{\text{a}} \ _{\text{y}} \quad \text{tray}
\end{align*}
\]

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

An action rhyme

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

Incy Wincy Spider

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

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

raindrops rain again

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

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

-  feet
-  see
-  sheep
-  been
-  three
-  feel
-  sweet
-  seed
-  sleep
-  tree

Write these *ee* words to match the pictures.

sweet

sheep

feet

Now write these sentences.

**Count sheep if you cannot sleep.**

One, two, three.

**Count sheep if you cannot sleep.**

One, two, three.

**Count sheep if you cannot sleep.**

One, two, three.

Read these *ea* words out loud.

-  meat
-  neat
-  seat
-  seal
-  real
-  cream
-  team
-  bead
-  heat
-  bean

Write these *ea* words to match the pictures.

seat

bean

seal

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

The **ie** sound

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

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

-  nine
-  by
-  try
-  my
-  bite
-  high
-  five
-  lie
-  tie
-  dry
-  fly

four letter sets make the same **ie** sound as in *tie*. Build confidence in reading and spelling these words by introducing your child to the variety of forms. Saying the words out loud will emphasise the different spelling pattern rules.
Numbers 1 to 20

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

one 1  
two 2  
three 3  
four 4  
five 5  
six 6  
seven 7  
ten 10  
eight 8  
nine 9  

Draw lines to match the number words to the numerals.

Vowels and consonants

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

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

These letters are consonants.

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

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

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

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

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

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

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

Whatever Next!
by Jill Murphy

“Can I go to the moon?” asked Baby Bear.
“No, you can’t,” said Mrs Bear. “It’s bathtime.
Anyway, you’d have to find a rocket first.”

Baby Bear found a rocket in the cupboard under the stairs.
He found a space-helmet on the draining board in the kitchen,
and a pair of space-boots on the mat by the front door.
He packed his teddy and some food for the journey and
took off up the chimney … … WHOOSH! Out into the night.

Now tell the story in your own words.

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

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

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

Draw pictures of things you would take to the moon.

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

The oo sound

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

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

moon

tune

flew

soon

noon

spoon

flute

true

blue

grew

ue

ew

new

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

Use the words below to write labels for this classroom.

map desk table bin fish
books teacher clock chair plant

Write about the things in your classroom.

The oa sound

Different letter sets make the same sound. The letter sets \textit{oa}, \textit{o}_\text{e} and \textit{ow} make the same sound.

Read these words with the \textit{oa} spelling. Draw the missing pictures.

\begin{center}
boat \hspace{1cm} soap \hspace{1cm} coat
\end{center}

Draw rings around the words with the \textit{o}_\text{e} spelling pattern.

\begin{center}
pole \hspace{1cm} low \hspace{1cm} coal \hspace{1cm} hole \hspace{1cm} note \hspace{1cm} slow
\end{center}

Write \textit{ow} to finish each word. Then write the whole word.

\begin{center}
l\hspace{.5cm}o\hspace{.5cm}w \hspace{7cm} low
sn\hspace{.5cm}o\hspace{.5cm}w \hspace{7cm} snow
wind\hspace{.5cm}o\hspace{.5cm}w \hspace{7cm} window
\end{center}

Write a label for the picture.

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

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

Read and learn this poem.

The More it Snows
by A. A. Milne

The more it
SNOWS-tidelly-pom,
The more it
GOES-tidelly-pom
The more it
GOES-tidelly-pom
On
Snowing,

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

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

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

snows, goes, snowing, nobody
knows, toes, growing

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

A verb is a word that tells you what something or somebody is doing or being. Different verb endings tell us when things happen. Verbs ending in -ing tell us that something is happening now. Verbs ending in -ed tell us that something happened before.

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

I am playing with my cat today.

Last night I helped my mum.

This morning I jumped in a puddle.

Jo is pushing the truck, Kim is pulling it.

It rained yesterday.

Weather words

The pictures show what the weather is like each day. Draw lines to match the weather words to the pictures.

Write a weather word for each picture.

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

Monday was warm and cloudy.
It was very cold on Wednesday.
We got wet on Thursday.

Monday

Tuesday

Wednesday

Thursday

Friday

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

Do you say these rhymes at school?

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

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

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

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

day                      away      pouring       snoring
me                       tree       bed           head

Now read this poem.

Rain
by Spike Milligan

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

Do you like this poem? Say why.

Try writing your own poem about the weather.

Punctuation

Every sentence begins with a capital letter.
We use a question mark at the end of a sentence that asks a question.
The question mark takes the place of a full stop.

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

Do you like dogs?                     Do you like dogs?
I like dogs a lot.                     I like dogs a lot.
I like cats as well.                   I like cats as well.
Do you like them?                     Do you like them?
Do you have a pet?                    Do you have a pet?
What is your pet’s name?               What is your pet’s name?
My pet is called Kit.                  My pet is called Kit.
I love my pet.                         I love my pet.

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

Write an exclamation mark in the spaces below.

The policeman said, “Stop !……”
The swimmer called, “Help !……”
The climber shouted, “Look out !……”
The patient cried, “Ouch !……”

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

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

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

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

My name is ____________________________

Write your age.

I am ___________ years old.

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

Write your address.

I live at ____________________________________.

Read these doing words: read write spell

Write the words to make sentences about yourself.

I can ____________________________.
I can ____________________________.
I can ____________________________.

Colours

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

yellow purple blue

brown white orange

Now colour the tins of paint.

Read these colour words, then write each one.

red pink green black

Colour the paints to match the colour words.

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

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

These poems are about food.

**When Susie’s Eating Custard**
by John Foster

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

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

Draw Susie in her high chair.

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

**Teddy Bear**
by L. H. Allen

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

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

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

Contents and index

You can use information books to find out about things.  
Information books are non-fiction.

This one is about pets.

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

Write the page numbers for these pets.

**Mice**  26
**Dogs**  5
**Fish**  39

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

**Index**

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

Which pages are about goldfish?  
40, 41

Can you read about cats on page 40?  
no

Is the index in alphabetical order?  
yes

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

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

Read this story in a spooky voice.

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

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

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

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

In the dark, dark box was a ...

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

Write a title for this story.

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

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

ant

Which word is nearest the front? ..........................................................

Which is nearest the back? ..........................................................

bread

zoo

duck

cow

cat

train ride park enjoy dream
bread winter shirt zoo coat

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

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

Here are some words from a dictionary.

train ride park enjoy dream
bread winter shirt zoo coat

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

ant

Which word is nearest the front? ..........................................................

Which is nearest the back? ..........................................................

duck

cow

cat

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

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

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

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

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

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

- **Puss in Boots**
- **How Cars Work**
- **The Three Bears**
- **Your Body**

---

**Non-fiction**

**Information books** tell us things. They are **non-fiction**.

We use **information books** to find out about real things.

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

- **Farm Animals**
- **My First Atlas**
- **Things That Go**
- **Trees**

What does this book tell us about?

Draw a picture on the cover.

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

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

- **a ant**
- **d dog**
- **s sun**

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

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

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

who what why when where how

who what why when where how

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

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

Who has been sitting in my chair?

Where do you live?

I am six. How old are you?

When does lunch time start?

Why do you like this book?

Hello, what is your name?

Recounting events

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

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

First we read read
Next we home
Then we go
After lunch we sing
Last of all we spell

Draw a picture of something you do at school.

Answers may vary

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

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

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

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

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

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

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

Saturday and Sunday

What day is it today? Write a sentence.

Answers may vary

Today is

Sequencing a story

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

The Tortoise and the Hare

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

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

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

meat             beads             greet             tree

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

ie as in lie
i_e as in bite
igh as in high
y as in try

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

five             fight             tie             fly

Long and short oo sounds

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

oo as in school
u_e as in tune
ew as in grew
ue as in blue

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

tube             glue             balloon             chew

Remember: Four spelling patterns make the short oo sound as in hood. They are:

u as in pudding
oo as in good

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

wood             pudding             puss             hook

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

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

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

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

- tomorrow
- syllable
- car
- balloon
- also
- tonight
- bin
- all
- me
- below
- important
- butterfly

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

<table>
<thead>
<tr>
<th>Syllable 1</th>
<th>Syllable 2</th>
<th>Syllable 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>handbag</td>
<td>hand</td>
<td>bag</td>
</tr>
<tr>
<td>teacher</td>
<td>teach</td>
<td>er</td>
</tr>
<tr>
<td>computer</td>
<td>com</td>
<td>put</td>
</tr>
<tr>
<td>classroom</td>
<td>class</td>
<td>room</td>
</tr>
<tr>
<td>sister</td>
<td>sis</td>
<td>ter</td>
</tr>
<tr>
<td>duck</td>
<td>duck</td>
<td></td>
</tr>
<tr>
<td>headteacher</td>
<td>head</td>
<td>teach</td>
</tr>
</tbody>
</table>

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

Independent reading

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

Winnie-the-Pooh sat down at the foot of the tree, put his head between his paws, and began to think. First of all he said to himself: “That buzzing-noise means something. You don’t get a buzzing-noise like that, just buzzing and buzzing, without its meaning something. If there’s a buzzing-noise, somebody’s making a buzzing-noise, and the only reason for making a buzzing-noise that I know of is because you’re a bee.” Then he thought another long time, and said: “And the only reason for being a bee that I know of is making honey.” And then he got up, and said: “And the only reason for making honey is so as I can eat it.” So he began to climb the tree.

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

Why was Winnie-the-Pooh sitting there? hand

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

Talk about what might happen next.

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

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

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

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

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

plate        clay        rain

The letters ar make the ar sound as in park.

Write a label for each picture.

card        arm        car

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

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

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

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

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


Apostrophes

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

could not  couldn’t
I will     I’ll
he will    he’ll
she will   she’ll
might not  mightn’t
would not  wouldn’t
do not     don’t

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

mustn’t   must not
shouldn’t should not
we’ll     we will
we’re     we are
aren’t    are not
it’ll     it will
you’ll    you will
couldn’t couldn’t
didn’t    did not

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

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

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

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

**Punctuation**

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

Write speech marks like this ” to show when speech ends.

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

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

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

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

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

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

“I’m seven today,” said Sue.
“Happy birthday!” said Tom. “Are you six or seven?” asked Jess.

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

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

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

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

The Tale of Peter Rabbit
by Beatrix Potter

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

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

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

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

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

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

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

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

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

Do you think Mr. McGregor was pleased to see Peter? How did Peter feel? What do you think Peter did next?

Antonyms

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

light is an antonym of dark
off is an antonym of on

Words can have more than one antonym. How many antonyms for big can you think of? Write them here.

Draw lines to join the words that are antonyms.

Now write the antonyms of these words. Choose from the words in the box.

cold hot
come go
down up
good bad
out in
new old
night day
push pull

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

Three spelling patterns make the same *oa* sound. They are:
- *oa* as in coat
- *o_e* as in bone
- *ow* as in bowl

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

- soap
- phone
- snow

Answers may vary

Two spelling patterns make the same *oy* sound. They are:
- *oi* as in boil
- *oy* as in boy

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

- toys
- soil

Answers may vary

Two spelling patterns make the same *ow* sound. They are:
- *ou* as in loud
- *ow* as in brown

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

- cow
- house

Answers may vary

Prefixes

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

- **un**- is a prefix
- **dis**- is a prefix

You can add the prefix **un**- to change the meaning of some words:
- **un** + load = unload
- **un** + dress = undress

You can add the prefix **dis**- to change the meaning of other words:
- **dis** + obey = disobey

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

Jim **locks** the box.

Tim **unlocks** it.

Nina **ties** her laces.

Kitty **unties** them!

Yes, I **agree**.

No, I **disagree**.

Wes is **happy**.

Wes is **unhappy**.

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

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

Five spelling patterns make the or sound. They are:
- or as in sport
- oor as in floor
- aw as in claw
- ore as in more

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

saw  corn  door

Can you find these or sound words in the puzzle?
Look across sport and down sport.

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

Language play

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

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

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

Round and round
the rugged rocks
the ragged rascal ran.

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

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

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

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

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

Always write a question mark at the end of a sentence that asks a question. Write an exclamation mark at the end of a sentence that shows surprise or gives a command. A question mark and an exclamation mark take the place of a full stop.

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

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

Some questions begin with these words: what where when who

The dog is in bed. Where is the dog?

Change the sentences below into questions.

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

A chick is a baby hen.

What is a chick?

Jon’s birthday is in May.

When is Jon’s birthday?

The cat is up the tree.

Where is the cat?

Miss Jones is my teacher.

Who is Miss Jones?

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

Suffixes

A suffix is a group of letters added to the end of a word. A suffix changes the word’s meaning.

- ful is a suffix
- ly is a suffix

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

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

Choose words from the box to finish these sentences.

careful quickly quietly loudly slowly

Jim is a quick writer. He writes quickly.

“Please be quiet!” said Miss. “Work quietly.”

Tim is a slow reader. He reads slowly.

Lila takes care with her work. She is careful.

Peter has a loud voice. He talks loudly.

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

Four spelling patterns make the air sound. They are:

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

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

hair  bare  pear  where

Three spelling patterns make the er sound. They are:
er as in her     ir as in girl     ur as in burn

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

fern  shirt  purse

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

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

hair or hare?  pair or pear?

hair  pear

Humorous verse

Read these two poems out loud.

The hardest thing to do in the world
by Michael Rosen

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

Hey Diddle, Diddle
by Michael Rosen

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

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

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

Answers may vary

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

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

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

Write **commas** in these sentences.

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

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

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

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

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

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

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

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

**Remember:** Names start with a **capital letter**.

**Answers may vary**

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

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

**The ea and ear sounds**

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

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

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

**spread**  **tread**  **bread**  **dead**  **head**

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

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

The ducks like eating **bread**.

**The ducks like eating bread.**

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

**Spread some jam on the bread.**

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

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

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

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

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

**ears**  **hear**  **dear**
**Synonyms**

A **synonym** is a word with the same meaning as another word. 

- **damp** is a synonym of wet
- **pleased** is a synonym of happy

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

<table>
<thead>
<tr>
<th>word</th>
<th>synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td></td>
</tr>
<tr>
<td>hot</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td></td>
</tr>
<tr>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
</tr>
</tbody>
</table>

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

- **be good**  
- **wet weather**
- **goodbye**  
- **big smiles**
- **that tastes good**  
- **see you soon**
- **wide grins**  
- **keep out of trouble**
- **a rainy day**  
- **it is yummy**

**Books and authors**

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

**Boris the Brainiest Baby.**  
by Laurence Anholt

We are going to meet Boris.

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

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

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

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

Boris put on a tiny suit.

Boris put on a tiny bow-tie.

Boris took a tiny umbrella and Boris stepped outside.

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

"Nonsense," said Boris.

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

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

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

Laurence Anholt

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

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

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

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

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

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

Riddles

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

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

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

Two legs on three legs  
With four legs nearby

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

Work out this riddle and draw a picture.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Contents</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stars</td>
<td>5</td>
</tr>
<tr>
<td>Planets</td>
<td>11</td>
</tr>
<tr>
<td>The Sun</td>
<td>19</td>
</tr>
<tr>
<td>The Moon</td>
<td>24</td>
</tr>
<tr>
<td>The Milky Way</td>
<td>30</td>
</tr>
<tr>
<td>Space travel</td>
<td>32</td>
</tr>
</tbody>
</table>

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

Write page numbers for these:

moon 24  stars 5  sun 19  Milky Way 30

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

<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth 11, 12, 13</td>
</tr>
<tr>
<td>Mars 15, 16</td>
</tr>
<tr>
<td>Milky Way 7, 30–31</td>
</tr>
</tbody>
</table>

Which pages are about these **things**?

Mars 15, 16  rocket 35, 36

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

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

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

Report writing

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

**Remember**: **Non-fiction** books give information.

**Dinosaurs**

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

**Size**

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

**Food**

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

**Fossils**

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

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

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

- How do we know about dinosaurs?
  - We know about dinosaurs because people found their bones
- What did dinosaurs eat?
  - Some dinosaurs ate meat. Others ate plants
- Were all dinosaurs the same size?
  - Not all dinosaurs were the same size

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

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

**A Swamp Romp**

by Doug Macleod

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

**Squishy Words**

by Alastair Reid

(to be said when wet)

SQUIFF
SQUIDGE
SQUAMOUS
SQUINNY
SQUELCH
SQUASH
SQUEEGEE
SQUIRT
SQUAB

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

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

Glossaries

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

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

Now use the glossary above to write about plants.

A young plant is called a seedling. What part of a plant is in the soil? root. What can grow into a new plant? seed. Write two things that plants need to grow light, water. The words in a glossary are in alphabetical order. Tick the other things below that have lists in alphabetical order.

- class register ✓
- book index ✓
- story book
- comic
- telephone book ✓
- atlas ✓

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

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

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

boom  click, clack  ring, ring

ding, dong  ba-doom  brrrm

Words can be fun. Read these sentences, then write your own.

Pick a letter, and try to use it as much as possible.

Big baby Bobby bounces, bing, bong, BOING!

Duggy Dog digs a deep den in the dirt.

Answers may vary

Words can make us laugh.

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

Testing skills

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

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

1 knife
2 bridge
3 orange

Write labels for these pictures in joined handwriting.

4 frog
5 bell
6 fish

7 ship
8 bird
9 door

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

Answers may vary

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

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

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

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

Tick the things you do at school.

- write ✓
- smell □
- spell ✓
- ripe □
- read ✓
- spill □
- rate □

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

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