

Writing Lists

1. Circle the item that does not belong in the list of words.

	red
	yellow
	pink
	head

3. Josh has made a list of fruit.

apple
pear
plum peach
orange

What mistake has Josh made? Explain.

2. Choose the list that is correct.

A.

	squirrel
	fox
	rabbit
	deer

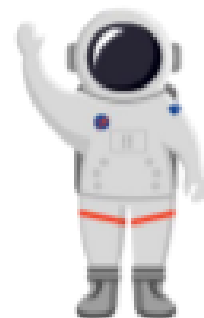
B.

	squirrel fox
	rabbit
	deer

4. Write the words beginning with 'w' in a list.

wax	wand	wave
wake		wish

5. Write a list of equipment an astronaut would need for a trip to the moon.



- Question or Not a Question?

1. Tick the sentence that needs a question mark.

I can see the moon

☐

How far away is the moon

☐

3. Complete the sentence and add a question mark or full stop.

_____ big is Mars _____

How

Why

Who

2. Complete the sentences with a question mark or a full stop.

What can you see _____

There are lots of stars _____

4. Rearrange the words to create a sentence. Add a question mark or full stop.

sun

The

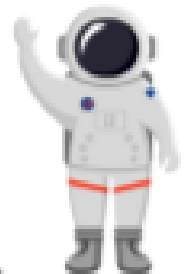
is

star

big

a

5. Write 3 questions you would like to ask an astronaut. Remember to add a question mark.



why

where

what

have

when

is

Adding '-s' or '-es'

1. Sort the words into the table.

add '-s'	add '-es'

dish

shape




class

tree

brush

ear

3. Complete the table.

	singular	plural
	car	
	bag	
	torch	

2. Match the noun to the correct plural spelling.

race

races

racees

bench

benches

benchs

heel

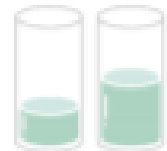
heeles

heels

4. Use the word bank to complete the sentence.

dish

glass



The _____ and _____ are dirty.

5. Change the words from singular to plural.

Singular	Plural
tail	
beach	
bus	
wing	



Choose one of the plurals and write a sentence. Remember to use a capital letter and full stop.

All Four Sentence Types

1. Match the following sentences to the correct sentence type.

A. What a big doll you have!

a command

B. The cow is very cross.

a statement

C. Open the door for me.

an exclamation

3. Change the statement below into a command.

The door needs to be shut.



Remember to punctuate your sentence correctly.

2. Tick the question in the sentences below.

What can I do with the gold?

I think Max will find the most sweets.

The old man is very ill.

4. Wes is sorting sentences by type.

The children are kind.



This sentence is a command.

Is he correct?
Explain how you know.

5. Write a sentence of each different type about the moon.



The moon is

Who

What

Get

Writing Challenge

Complete the words about this scene. Use the sound buttons to help you.
Can you label any other parts of the picture?

s

p



r

m

Write a sentence or more about the picture. Use your completed words to help you.

English – Writing a List (page 7)

Question 1 – This question asks children to consider which item does not belong on the list. Child should read each word to decide which one does not match the others.

The word that does not belong on the list is 'head'.

Question 2 – Children are given two lists to compare and they must decide which one is correct. Children should notice that List A has words that are one below the other and aligned to the left. List B is not aligned and the words are not ordered correctly.

List A is correct.

English – Writing a List (page 7)

Question 3 – In this question, children are asked to identify a mistake in a list and explain what has been done wrong. Children should notice that the words are not all written one below the other, plum and peach are on the same line.

Josh has written peach on the same line as plum. He should start a new line for each word.

Question 4 – There are 5 words, each beginning with W. Children are asked to write these words in a list. The words can be written in any order but each word must be on a new line and aligned to the left.

Question 5 – This is a writing prompt in which children are asked to write a list of items an astronaut would need to take to the moon. Children must remember write each item on a new line and align to the left.

English – Question or Not a Question? (page 5)

Question 1 – In this question, there are 2 sentences. Children must decide which sentence requires a question mark. Encourage children to look for clues in each sentence, such as if the first word is a question opener or if anything is being asked.

The sentence that needs a question mark is 'How far away is the moon?'.

Question 2 – Children must decide if each sentence is a question or not a question and add a full stop or question mark where appropriate.

The sentences should be completed as follows: What can you see? There are lots of stars.

Question 3 – To complete the given sentence, children must select an appropriate question opener and add a question mark. Children should read out the question with each question opener to check which one makes the most sense.

The completed sentence is How big is Mars?

Question 4 – There are 6 word cards that need to be rearranged to form a sentence. It may help children if each word is written onto small pieces of paper so they are able to rearrange the words and decide on their final answer. Children must then decide if the sentence requires a full stop or a question mark.

The sentence is 'The sun is a big star.'

Question 5 – This is a writing prompt in which children can use the given question openers to create 3 questions they would like to ask an astronaut. Children must remember to finish each question with a question mark. Encouraging children to say each question out loud may help them to develop their ideas.

English – Adding '-s' and '-es' (page 9)

The aim of this activity is for children to understand which nouns we make **plural** by adding the suffix '-s' and which nouns we make **plural** by adding the suffix '-es'. If a noun ends with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' or 's', we have to use '-es' to make it **plural**. Other nouns can be made **plural** by adding the suffix '-s'.

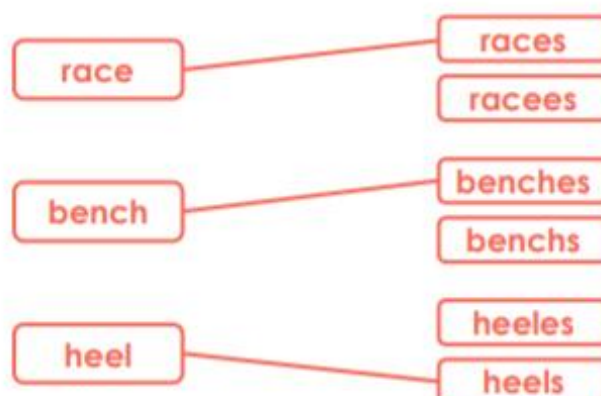
Question 1 – In this question, children are given six different nouns to sort into a table according to which letter(s) are needed to make them **plural**. Children should look for any nouns that end with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' or 's', as these are the nouns that are made **plural** by adding the suffix '-es' to them. All the other nouns are made **plural** by adding the suffix '-s' to them.

The correct answers are:

add 's'	add 'es'
<u>tree</u> <u>shape</u> <u>ear</u>	<u>dish</u> <u>brush</u> <u>class</u>

Question 2 – In this question, children are given three nouns to match to the correct **plural** noun. Children should read the nouns first and then look at the different spellings they are given. Again, children should look for nouns that end with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' or 's', as these are the nouns that are made **plural** by adding the suffix '-es' to them. They can then choose the correct **plural** to match to each noun.

The correct answers are:



Question 3 – In this question, children are asked to complete a table by making three nouns **plural** by adding either '–s' or '–es'. Again, children should look to see if the nouns end with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' or 's' to identify which suffix is needed. The correct answers are:

	singular	plural
	car	<u>cars</u>
	bag	<u>bags</u>
	torch	<u>torches</u>

Question 4 – In this question children, have to write the given words as **plurals** and then use them in a written sentence. Again, children should look to see if the nouns end with the letters 'ch', 'sh', 'x', 'o', 'ss', 'z' or 's', to identify which suffix is needed.

The correct answers are: The dishes and glasses are dirty; The glasses and dishes are dirty.

Question 5 – For this question, children have to change four nouns from **singular** to **plural** by adding the correct suffix. Children will then choose a **plural** noun to include in a sentence. They must remember to start their sentence with a capital letter and end it with a full stop.

Singular	Plural
tail	<u>tails</u>
beach	<u>beaches</u>
bus	<u>buses</u>
wing	<u>wings</u>

Various answers, for example: Penguins only have short tails.

English – All Four Sentence Types (page 9)

These questions refer to the four sentence types; exclamation, command, statement and question. The definitions of each are as follows:

An **exclamation** is a type of sentence used when the writer wants to convey emotion or excitement. In the primary curriculum, exclamations begin with the words how or what, and end with an exclamation mark. For example: What a beautiful day it was!

A **command** is a type of sentence which gives an instruction. It includes an imperative (or bossy) verb, which is often at the beginning of the sentence. For example: Tidy up your toys.

A **statement** is a type of sentence which expresses a fact, idea or opinion. Statements can be simple, compound or complex sentences. For example: The flowers in the garden stretched towards the sun.

A **question** is a type of sentence which requires an answer and is punctuated with a question mark.

Question 1 – This question gives 3 sentences. Children must decide if each sentence is a **command**, **statement** or an **exclamation** and match it to the appropriate label.

A is an exclamation; B is a statement and C is a command.

Question 2 – In this question there are 3 sentences. Children must read through each sentence and decide which one is a **question**. Encourage children to look for clues such as question openers and question marks.

'What can I do with the gold?' is a **question**.

Question 3 – Children are asked to rewrite a statement as a command. A command must begin with an imperative verb.

There are various answers to this question. An example is 'Shut the door.'

Question 4 – In this question, children are given a sentence. Wes describes the sentence as a command. Children must decide if Wes is correct and explain why. To do this, children should consider the language used; does it include an imperative verb?

Wes is **incorrect**, the sentence is a statement. It does not begin with an imperative verb and provides a fact or opinion.

Question 5 – This is a writing prompt in which children are asked to write a statement, question, exclamation and command. Sentence starters have been provided to support children's ideas. Children must remember to punctuate each sentence appropriately.

English – Labelling an image and writing sentences (page 3)

Children should use their phonic knowledge to label the space picture. **Sound buttons** are used to indicate how many sounds the children need. A single sound is marked with a single dot and a longer sound made up of two or three letters is indicated using a dash. For example; ç.ăţ, .rain. They may also choose to label other objects they can see in the picture.

Children should use the images and word bank they have made to write **simple sentences** about space. A simple sentence includes a **verb**, also known as an action or doing word, and a **noun**, which is a person, place or object. For example, The rocket flew to the moon. Every sentence should begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

