

Monday – ‘Have’ not ‘Of’ and ‘These/Those’ not ‘Them’

1. Circle the correct word to complete the sentence below.

We should have/of used the books in the library to find the answers to the questions.

Them/Those/These are my history books on the bookshelf.

I could have/of sorted the shapes into different groups. The circles and squares can be separated.

Them/Those/These are my favourite kind of chocolate because they have a soft centre.

2. Put an 'X' in the correct column to show which sentences use Standard English.

A. Them potatoes could be used to make a potato salad.

Standard
English

☐

Non-
standard
English

☐

B. We should of woken up earlier to catch the flight.

☐☐

C. These shoes belong to the old woman over there.

☐☐

D. Them guards are protecting the castle from an attack.

☐☐

E. These pieces of fruit will be shared equally between you all.

☐☐

3. Write a sentence using standard English which includes the pronoun 'those'. Use the word bank to help you.

people

over

annoying

are

there

because

Tuesday – More Than One Paragraph

That morning, the town of Riverndon was enjoying the warm sunshine. It was a welcome relief from the blizzards they had faced last week. The small high street was alive with the hustle and bustle of locals who were enjoying the freedom of the weekend.

Down by the river, Jakob was also enjoying his weekend. He hated being stuck in school all day. He'd spend his time daydreaming about exploring the hillside or fishing in the river. Often, his teacher would have to remind him to focus on the dull work that he was supposed to be doing. Now, however, he had two whole days to spend in the great outdoors with Luna.

Luna was his best friend. She was just a cub when he first met her. She had been trapped in the river by some fallen branches. She would have drowned if he hadn't heard her barks for help. She had been a much-loved member of the family ever since.

Today, they were hoping to catch some fish. It was quite a difficult task with Luna around. Her love of splashing in the icy water would scare the fish away. Nevertheless, Jakob climbed onto his favourite tree stump and cast his line out into the middle of the river. He settled down for a long wait.

"You there... boy... does that wolf belong to you?" A man had appeared on the other side of the river and he seemed to be talking to Jakob. He wasn't a local, that was for sure, and there was something about him that Jakob didn't like.

1. What is the main focus of paragraph one? Circle the correct answer.

describes a
character

describes a
location

introduces a
dilemma

2. Which paragraph could the sentence below be added to?

It looked like she had become separated from her mother and she was too young to survive on her own.

3. Which device has been used at the start of paragraph five? Colour one box.

Speech

☐

Fronted adverbial

☐

Pronoun

☐

4. True or false? The fronted adverbial 'Down by the river' links paragraphs two and four. Explain your answer.

Tuesday – More Than One Paragraph

As usual, Karl was sitting in his favourite chair in front of his favourite video game. It was the weekend and he had endless hours of game play ahead of him. He had stocked up on plenty of drinks and snacks, so he wouldn't need to move until his bladder told him otherwise. His headset was on so he could communicate with his friends. They would have to work as a team if they wanted to win today.

Karl lived in a small house on the edge of town. His friends also lived in the same street, yet they chose to play separately in their own homes. Karl's mum worried about the amount of time he spent in front of the screen, but at least she knew that he was keeping out of trouble.

Virtual Karl and his team waited in the holding area. 3... 2... 1... Their avatars parachuted into the imaginary world. Quickly, they began to search around for health bonuses that would be helpful in the game. "Guys, let's head for Mysterious Mount. There's a portal at the top. We can use it to gain access to the underworld," ordered Karl. His character set off, and the rest of the team followed.

Once at the top of Mysterious Mount, the team found the gateway. "Right, everyone through at once!" commanded Karl. He watched his teammates disappear before jumping through himself. It was at that exact moment that something rather unexpected happened.

5. Write the next paragraph to tell the reader what happens after travelling through the portal.

6. Explain how paragraph two is different to paragraph one.

7. Matty has written the sentence below to add to paragraph three.

The house was just large enough for Karl and his mum, although it felt rather cramped when his gran came to visit.

Has he added it to the correct paragraph? Explain your answer.

Wednesday – Present Perfect or Simple Past?

1. Circle the missing verb or verbs for each of the sentences.

A. Ellie _____ her leg.

breaked

has broke

broken

has broken

B. Sam _____ a new shed.

build

has build

built

has builded

2. Put an 'X' to show the tense of each sentence.

Sentence	Present Perfect	Simple Past
A. Lisa has bought her brother's birthday present.		
B. Jason opened the door for his mum.		
C. The aeroplane flew over the Pacific Ocean.		
D. Miss Jones has misspelt the date on the board.		
E. The children have stolen the sweets.		

3. Rewrite the sentence below in the simple past tense.

A. We have lived in this house for five years and we have been very happy here.

Rewrite the sentence below in the present perfect tense.

B. Kayleigh wore her old boots at the park and stepped in the mud.

Thursday – Expanding Sentences Using Adverbs

1. Circle the adverb in the sentences below.

A. Immediately, he called for an ambulance to help the injured man.

B. The neighbours became angry when my noisy dogs began to bark outside.

C. Shut the window, otherwise it will get cold and damp.

2. Put an 'X' in the correct columns to show whether the underlined word is an adverb of time, place or cause.

Sentence	Time	Place	Cause
A. As soon as the weather improved, many large flies appeared <u>everywhere</u> .			
B. We shall, <u>therefore</u> , rearrange another time to discuss these important issues and find a solution.			
C. Delilah <u>usually</u> attends an evening class on Mondays, but it was cancelled this week.			

3. Freya and Ron are discussing the sentence below.

The ferry service runs occasionally on a weekend, so you need to plan your journey.



Freya

The adverb in this sentence is an adverb of *place* because it tells you *where* the ferry service runs.

The adverb in this sentence is an adverb of *time* because it tells you *how often* the ferry service runs.



Ron

Who is correct? Explain your answer.

Friday – 'I' or 'Me'

1. Put an 'X' next to the sentences which are written in Standard English.

A. Eric and I went to the library.

☐

E. I suppose he wanted to help.

☐

B. Me and Mum went for a lovely walk after finishing our breakfast.

☐

F. Ishmael didn't mention anything to Molly and I.

☐

C. Jack bought a calendar for me.

☐

G. "It's none of your business," Chen said to me.

☐

D. Can you describe it to I?

☐

H. Lucas ran forward between Kyle and me.

☐

2. Complete the sentences using the correct pronoun: 'I' or 'me'.

Please don't mention anything to anyone unless ____ tell you any different.

Sarah and ____ couldn't decide what to do at the weekend.

Katie and ____ occasionally arrive at the same time, so she asked if she could get a lift with ____ next week.

The boxes they delivered to ____ had completely taken over the garage, so dad and ____ eventually moved them.

3. Which sentence(s) below has used Standard English? Explain your choice.

A. Lucy, Charlie and I went shopping to buy a special outfit for the occasion.

B. Strange things often happen to Lucy, Charlie and I.

C. Harriet and me couldn't decide what time to arrive at the party.

D. The teacher saw Harriet and me on her way to the library.

Answers

Week 2 Monday

'Have' not 'Of' and 'These/Those' not 'Them' (page 7)

Question 1 – This activity focuses on using **Standard English**. For this task children must recognise when to use 'have' not 'of' in a sentence and when it is appropriate to use 'these' or 'those' not 'them'.

For this question, children must underline the correct words to complete each of the sentences so that they are written correctly. Children may find it helpful to read the sentences aloud to identify the correct words to complete the sentences.

We should have/of used the books in the library to find the answers to the questions.
Them/Those/These are my history books on the bookshelf.

I could have/of sorted the shapes into different groups. The circles and squares can be separated.

Them/These/These are my favourite kind of chocolate because they have a soft centre.

Question 2 – This question gives children a selection of sentences to read. They must identify which sentences are written using **Standard English** and those that use **non-Standard English**.

	Standard English	Non-standard English
A. Them potatoes could be used to make a potato salad.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. We should of woken up earlier to catch the flight.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C. These shoes belong to the old woman over there.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Them guards are protecting the castle from an attack.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E. These pieces of fruit will be shared equally between you all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Question 3 – This question is more open ended for children to apply their understanding of **Standard English**. Children must use the six words provided to write their own sentence that uses the pronoun 'those' correctly.

There are various answers for this question, one example is given below.

Those people over there are annoying because they are speaking loudly.



Week 2 Tuesday

More Than One Paragraph (pages 8 - 9)

Question 1 – In this question, your child will read **paragraph** one and identify its focus. A **paragraph** is a group of sentences that share a common idea, so your child will need to check whether the main idea for that **paragraph** is to describe a character, describe a location or introduce a dilemma.

The correct answer is that **paragraph** one **describes a location**.

Question 2 – Your child will read the full text and then read the given sentence. Using their knowledge of **paragraphs** (see question 1 for explanation), they will decide which **paragraph** the new sentence can be added to. It should be a **paragraph** which shares the same focus.

The sentence should be added to **paragraph three because it give information about the cub called Luna**.

Question 3 – This question requires your child to read the start of **paragraph** five to identify the **device** which has been used. A **device** is a technique used by writers, and in this question, it refers to the use of **speech**, a **fronted adverbial** or a **pronoun**. **Direct speech** is shown by writing exactly what was spoken between **inverted commas** (the punctuation used around the speech). For example: "How are you?" asked the teacher. A **fronted adverbial** is a group of words which adds detail to the verb. This group of words has been moved to the front of the sentence. The **fronted adverbial** is usually followed by a comma, for example: Before bedtime, she read her book. A **pronoun** is a word such as I, they, your, or his that takes the place of a noun.

At the start of **paragraph** five, **speech** has been used.

Question 4 – In this question, your child will compare **paragraphs** two and four to decide whether the **fronted adverbial** (see question 3 for an explanation) links the two **paragraphs** together. Your child will need to explain whether the statement is true or false by describing what the **fronted adverbial** tells us in relation to both **paragraphs**.

The statement is true because it tells the reader the location of the characters in **paragraph four**.

Week 2 Tuesday

More Than One Paragraph (pages 8 - 9)

Question 5 – Your child will read the full text and use the information to write the next **paragraph**. They should make sure their **paragraph** is written in the **past tense**, so it follows on from the story. A **tense** is the form that a verb (doing word) takes that shows the time at which doing happened. The **past tense** shows that the 'doing' has already happened and is in the past.

There are various answers, for example: *In the blink of an eye, Karl had made it! Looking around, he shuddered. He had dreamt about what the portal might be like, but it certainly wasn't this! The air was thick with dust, making it difficult for him to navigate his way, and the only sound was the repetitive dripping of water.*

Question 6 – In this question, your child should identify the main ideas of **paragraphs** one and two. Once they have identified these themes, they can compare the similarities and differences.

Your child identify that *paragraph one introduces us to Karl* and *paragraph two describes a location*.

Question 7 – Your child will have read the full text and will read Matty's sentence. They will need to compare the sentence to the content of **paragraph** three to check if the sentence matches the main idea. If not, your child can identify if the sentence would be better suited to a different **paragraph**.

The correct answer is: *No, Matty has not added his sentence to the correct paragraph because paragraph three focuses on the game. This sentence would fit better in paragraph two which focuses on the location.*

Week 2 Wednesday

Present Perfect or Simple Past? (page 10)

The **present perfect tense** is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain.

The **simple past tense** is used to describe an action that has started and ended in a time before now. For example: I **walked** the dog.

Question 1 – This question asks children to circle the missing **verb** or **verbs** (a word used to describe an action) from each sentence. This question is checking their understanding of **tenses** and the **verb** forms used to demonstrate either '**present perfect**' or '**simple past tense**'.

To answer the question, children may find it useful to read the sentence, replacing the blank line with each of the given verb forms in turn to identify which sound correct.

The correct answers are: A: Ellie has broken her leg; B: Sam built a new shed.

Question 2 – This question is asking children to decide if a sentence is in the '**present perfect**' or '**simple past**' tense (as explained above).

The correct answers are: A: "has bought" – present perfect; B: "opened" – simple past; C: "flew" – simple past; D: "misspelt" – simple past; E: "have stolen" – present perfect

Question 3 – This question is asking children to swap the **tenses** of the two sentences. Sentence A is written in '**present perfect**' tense and needs to be rewritten in '**simple past**' tense. Sentence B is written in '**simple past**' tense and needs to be rewritten in '**present perfect**' tense.

The correct answers are: A: We lived in this house for five years and we were very happy here; B: Kayleigh has worn her old boots at the park and has stepped in the mud.

Week 2 Thursday

Expanding Sentences Using Adverbs (page 11)

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

An **adverbial phrase** is a group of words that act in the same way as an adverb.

An **adverb of cause** is often an alternative to because, for example, otherwise or furthermore.

An **adverb of time** tells us when an action has happened, or how frequently, for example immediately, before.

An **adverb of place** tells us where an action has happened, for example below, above.

Question 1 – Children are given three sentences that each use an **adverb**. Children must read the sentences and identify the adverb used in each.

- A. Immediately, he called for an ambulance to help the injured man.
B. The neighbours became angry when my noisy dogs began to bark outside.
C. Shut the window, otherwise it will get cold and damp.

Question 2 – In this question, children must use their knowledge of **adverbs of time, place** and **cause** to identify the **adverb** type used in each sentence. The **adverb** in each of the three sentences has been underlined to help children identify the type used.

Sentence	Time	Place	Cause
A. As soon as the weather improved, many large flies appeared <u>everywhere</u> .		X	
B. We shall, <u>therefore</u> , rearrange another time to discuss these important issues and find a solution.			X
C. Delilah <u>usually</u> attends an evening class on Mondays, but it was cancelled this week.	X		

Question 3 – For this question, children are given a sentence using an **adverb** and two different statements to describe the type of **adverb** that has been used. Children must decide which statement is correct and write a sentence to explain their choice.

Ron is correct because occasionally is an adverb of time as it tells the reader how often the ferry service runs.

Week 1 Friday

Identifying Paragraphs – Fiction (page 6)

Question 6 – This question is more open ended as children are asked to continue the story by writing the next **paragraph**. Children have been given a word bank to use for support. The **paragraph** must make sense with the rest of the text and must be punctuated correctly.

There are various answers for this question as children can choose how to continue the story using their own ideas. **Correct answers must continue on from where the final paragraph finishes and must make sense with the rest of the story. All sentences must be punctuated correctly.**

Question 7 – For this question, children must explain why a sentence from the text begins a new **paragraph**.

The correct answer is that **it is a new paragraph because it is introducing a new theme and describing how the events described in the previous paragraphs began.**