

Adding 'er' and 'est'

1. Fill in the table below.



root word	add 'er'	add 'est'
tall		
quick		
thick		
light		
fast		
fresh		
bright		
cold		
warm		

2. Choose 3 of the words from the table and put them into sentences.
Don't forget capital letters and full stops!

1.

2.

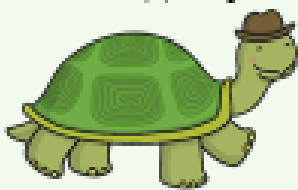
3.

Writing check list C

CAPITAL letters
. , ' ' ? ! ,
Inverted commas "Speech!"
Subordinating conjunction When If before after while that because
Coordinating conjunction FANBOYS .and .but .or .so
Subordinating clauses
Prepositions Before after during because of
Vocabulary for effect
Paragraphing to group ideas
Heading Subheading
Present perfect He has gone/He went
Check your spelling!
Check your tense
Writing Check list B

CAPITAL letters
Full stops .
!
?
Commas in a list , , , and
Apostrophe for possession The dog's ball
Subordinating conjunction When if that because
Coordinating conjunction Or And but
Extended noun phrase red flower
Tense Past present
Paragraphs
Vocabulary choice
Types of sentences Statement Command Question Exclamation
Check your spelling!

Can you read this story and choose whether each word in purple needs the suffix **-est** or **-er** to make sense?

The Fastest Hare and the Slower Tortoise

There once was a hare who always bragged about being **fast** than any other animal. The tortoise challenged him by saying, "Let's have a race and see who is the **fast**." The hare was sure that the tortoise was **slow** than him. All the other animals thought that tortoise would lose because he was known to be the **slow** animal in the forest. The hare set off quickly, but soon stopped for a rest. "I am the **quick**!" he called out to the



tortoise. The tortoise just plodded along, smiling. For although the hare was **quick** than the tortoise, the tortoise knew that he was **steady** than the hare.

Can you write the end of the story using some more adjectives ending in **-er** and **-est**?

Answers

faster fastest slower slowest quickest quicker steadier

Adding 'er'

Look how easy it is to add 'er' to these words.

quick	+ er	quicker
great	+ er	greater
full	+ er	fuller
bright	+ er	brighter
tall	+ er	taller



Adding 'est'

It is just as easy to add 'est' to these words.

cold	colder	coldest
short	shorter	shortest
slow	slower	slowest
high	higher	highest



Put the correct adjective endings linked to the Chapter 6.

Barney heard the policeman following behind him and to make sure that Stig knew they were coming, Barney was even (noise) . When they both arrived at Stig's den the policeman had to double himself up to get through the entrance because he was the (tall) of them all. The cave was the (tidy) it had ever been with all the stolen goods neatly set out. Looking at Barney, the policeman realised that he was a much (bright) boy than he first thought.

Answers	
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noisier tallest tidiest brighter	
----------------------------------	--

Task: Now choose two pages from chapter 6 and er or est to some of the adjectives.

Name: _____

Class: _____

Date: _____

1. Write in the missing day of the week.

Thursday		Saturday	Sunday
----------	--	----------	--------

2. Underline the correct word to use in this sentence.

She bought it in the (sail / sale).

3. Underline the correct word to use in this sentence.

Be careful near the (mane / main) road.

4. Write the plural of this singular noun.

one cat

two _____

5. Write the plural of this singular noun.

a fish

three _____

6. Underline the word which means the same as the word given in bold.

unhappy

small

sad

tidy

7. Underline the correct word missing from this sentence.

Billy _____ for his friend.

caller

called

calling

8 and 9. Add 'en' or 'er' to complete the sentences.

Mine is small.

Yours is even small _____.

Amy's is small _____ of all.

10. Circle the word with the correct spelling.

wen

when

wene

11. Circle the word with the correct spelling.

tode

toad

towd

12. Circle the word with the correct spelling.

seat

seetsete

13. Circle the word with the correct spelling.

wavtwate

wait

14. Underline the letter which does not belong to this 'letter family'.

k

b

o

m

r

n

15. Underline the best connective to join these sentences.

She has a dog.

(and / but)

She has a cat.

16. Underline the best connective to join these sentences.

Sita likes football.

(and / but)

She doesn't like netball.

17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences.

Hang on

When is Len coming

19. Underline any letters which should be in capitals.

max and kate went to the park.

20. Underline any letters which should be in capitals.

where can i sit?

Total:

Red (0 - 7)

Yellow (8 - 15)

Green (16 - 20)



7. (W1:12) Plural check on spelling the day in bold

Thursday	Friday	Saturday	Sunday
----------	--------	----------	--------

2-3: (W1:14, 2:13) When two vowels go out walking the first one does the talking, so 'ai' makes a long 'i' sound. Maybe for others 'ai' also makes the usual 'a' say for some (long vowel sound) e.g. machine.

She bought it in the (sai / sale).

Be careful near the (maie / main) road.

4. (W1:15, 2:12) For most nouns (naming words): just add 's' to make the plural.

5. (W1:15, 2:12) Nouns ending in a flat sound 'ss' add 'es' for the plural to make an extra syllable and make it easier to say.

one cat

two cats

a fish

three fishes

6. (W1:16, 2:12) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.

unhappy

small

sad

tidy

7. (W1:17, 2:12) For most verbs (doing words): just add 'ed' for the past tense (have done).

Billy _____ for his friend.

caller

called

calling

8-9: (W1:17, 2:12) The suffix 'er' forms the comparative (comparing 2 things). The suffix 'est' forms the superlative (comparing 3 or more things).

Mine is small

Yours is even smaller

Amy's is smallest of all.

10. (W1:18, 2:13) The 'u' sound at the start of a word can be made with 'u' or 'ui'.

11. (W1:18, 2:13, 2:13) When two vowels go out walking the first one does the talking, so 'ui' can make the long 'u' sound.

wen

when

wene

tode

toad

towd

12. (W1:18, 2:13, 2:13) When two vowels go out walking the first one does the talking, so 'ui' can make the long 'u' sound.

13. (W1:18, 2:13, 2:13) When two vowels go out walking the first one does the talking, so 'ui' can make the long 'u' sound.

seat

seet

sete

wayt

wate

wait

14. (W1:14) Letters formed in similar ways are called 'families'. There are 'long leaders' (down and off: c, l, t, v, w, y), 'one armed robots' (down and remain up: b, h, k, m, n, p, q), 'early complainers' (anti-clockwise ear: e, i, o, u, f, g, o, s, z) and 'big cogs' (h, x, z).

k

b

e

m

r

n

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.

She has a dog	(<u>and</u> / <u>but</u>)	She has a cat.
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16. (W1:20) Coordinating conjunctions usually occur with a comma.

<u>Sita</u> likes football	(<u>and</u> / <u>but</u>)	She doesn't like netball.
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17. (W1:21) An exclamation mark is used at the end of a word, phrase or sentence to show strong feelings, surprise or high volume.

18. (W1:21) A question mark is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.

Hang on!

When is Len coming?

19-20: (W1:21) A capital letter is used to show the start of a sentence.

It must also be used for the first letter of a person's name (proper noun) and the personal pronoun 'I' meaning 'me'.

Max and Kate went to the park.

Where can I sit?

Expanded noun phrases

Expanded Noun Phrases



Noun phrases can be very short:

a pen

the girl

Quite often in our writing we need to add more details so that our readers know exactly what we are writing about.

a purple pen

a young girl

When we add more details to our noun phrases they become expanded noun phrases.

Can you expand these noun phrases by adding an adjective?

A _____ car.

A _____ house.

The _____ road.

Can you expand the noun phrases further by adding another adjective to each of them?

One of the easiest ways to expand a noun phrase is to add an adjective before the noun:

a young man

the blue butterfly

To expand the noun phrase further, we can add another adjective:

a young, handsome man

the beautiful, blue butterfly



You can also expand a noun phrase by adding a preposition (information about where or when something is).

The boy on the ground was crying.

The bird in the tree sang every morning.

The man in the moon looked down at the Earth.



A noun phrase is a group of words that have a noun as a key word:

the year two class

the girl

Expanded noun phrases help us to make our writing more detailed and specific. Without these, our writing would be more difficult to understand and not as interesting.

the well behaved year two class the polite, young girl

Can you find the expanded noun phrases in this sentence?

The mischievous, young girl climbed the old oak tree.



her warm, comfortable bed
the frozen window
the soft, crisp snow
the long grass
the short hallway
their warm, winter clothes
cold, sunny morning
the deep snow
a tall, round snowman
fetch a woolly hat
a long scarf
the warm house
a yummy hot chocolate
some sweet biscuits
the roaring, hot fire

Answers

Expanded noun phrases from the paragraph below.

1. Read the short story below with your partner. Can you find the expanded noun phrases in the story? When you find them, highlight them and copy them into the table on the Example Sheet.

Amira jumped out of her warm, comfortable bed and ran to the frozen window. The soft, crisp snow covered the long grass. Amira squealed with delight and darted from her bedroom. She ran across the short hallway to her parents' room and knocked on the door. Her mum came to the door. Amira explained about the snow and her and her mum quickly put on their warm, winter clothes.

They ran out into the cold, sunny morning. The deep snow came all the way to the top of Amira's wellington boots. Together, Amira and her mum built a tall, round snowman. Amira ran back inside to fetch a woolly hat and long scarf to wrap around the snowman.

After they had completed their snowman, Amira and her mum went back inside the warm house. Mum made them a yummy hot chocolate and Amira found some sweet biscuits. They sat down in front of the roaring, hot fire.

Jot down the expanded noun phrases you find in the story on here.

Challenge: Now choose another paragraph from Stig of the Dump Chapter 6 and identify expanded noun phrases and then add some of your own too.

Green/Blue/Pink

SPaG Knowledge Organiser: Expanded Noun Phrases

Key Vocabulary

noun: A naming word for things, animals, people, places and feelings. Can be a common noun, proper noun, concrete noun, abstract noun or a collective noun.

comma: A punctuation mark used in a sentence to mark a slight break between different parts of a sentence or to separate clauses. Commas can be used to separate items in a list.

expanded noun phrase: A noun phrase expanded by the addition of modifying adjectives, nouns or preposition phrases.

adjective: A word which describes a noun.

prepositional phrase: A phrase which usually includes a preposition, a noun or pronoun and may include an adjective. It does not include a verb. An example would be 'beneath the duvet'.

Starting Out!

First, choose the **noun** you are going to be writing about. Be specific with your noun, e.g. instead of choosing the noun 'bird', choose 'sparrow'.



Describe It!

Now, think of adjectives or modifying nouns to describe the noun you have chosen and create an **expanded noun phrase**, e.g.

an **ugly** troll
the **small, frail** sparrow
my **maths** teacher

TOP TIP: If you are adding more than one adjective, use a comma to list them.

Extend It!

To make your expanded noun phrase even better, you could extend it with a **prepositional phrase**, e.g.

an ugly troll under the bridge
the dark, scary cave beyond the forest
the strong, brave hero with the bronze helmet



Become an Expert!

To become a noun phrase expert, you must now **level-up your adjectives** by trying to find more **ambitious synonyms** for them, e.g.

a repulsive troll under the bridge
the murky, intimidating cave beyond the forest
the muscular, valiant hero with the bronze helmet

Congratulations - you have reached expert status!

Try to remember...

Don't use too many adjectives in your noun phrases, especially when the adjectives that you have chosen mean the same thing, e.g. 'the soggy, wet boot' would sound more effective as just 'the soggy boot'.

Expanded Noun Phrases

A note to parents: An **expanded noun phrase** gives more detail or information about a noun in a simple noun phrase. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

In the example above, the expanded noun phrase is 'the dark, mysterious forest', the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

Expanded Noun Phrases 2

A note to parents: Another way to create an expanded noun phrase is to add a prepositional phrase to add further information about the noun and to enable the writing to be more efficient. For example, where it takes two sentences to say:

The man was sat on the bench. He was wearing a red hat.

We can write this more succinctly by expanding the noun phrase with:

The man **with the red hat** sat on the bench.

For further information on prepositional phrases, please see [this](#).

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

Expanded Noun Phrases **Answers**

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
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9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

Expanded Noun Phrases 2 **Answers**

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

Writing Expanded Noun Phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man **with the wooden walking stick** walked slowly across the road.

Look at each of the images below. Write a sentence with an expanded noun phrase about each image. The first one has been done for you.



The kind boy with the blond hair helped his friend to carry the books.

















I have left this verb sheet in for this pack because I would like you to write sentences and identify the verb and expanded noun phrases. Besides this continue to practice writing in the simple past tense and present perfect tense. For example:

Stig was much **quicker** than Barney **covering** the **upturned, dead motor car** although they **have worked** hard as a **winning, top team**.

Verbs

Movement		Voice	Objects	Emotions	Senses	Thoughts	Relating
bounce	carry	sigh	bend	blubber	caress	conceive	had
collapse	crawl	sing	break	cry	eat	reflect	am
dance	dash	sob	burn	love	feel	ponder	are
drive	hit	talk	control	sigh	hear	dream	is
hop	hurry	laugh	fold	grin	lick	think	has
jump	leap	rap	melt	laugh	listen	lament	be
live	pull	giggle	mend	smile	observe	meditate	was
push	roll	hum	mould	smirk	smell	wonder	were
rotate	run	scream	open	wince	sniff	speculate	have
shake	skip	shout	repair	worry	taste	visualise	being
sneak	spin	whisper	smash	admire	touch	evaluate	
split	stroll	yawn	stretch	bawl		daydream	
stumble	tap		throw	despair			
tap	trudge		twist	frown			
trudge	walk			tremble			
walk	wave			weep			
wave	zoom						

More useful words...

change	locate	select	find
identify	search	focus	report
suggest	design	prevent	visit
collect	plan	terminate	

Simple Past Tense and Present Perfect Tenses



The simple past tells us something has started and finished in the past. They use a past participle verb.

The present perfect tells us something has started in the past and whether the action is finished or unfinished it still affects the present in some way.

The present perfect uses have/has and a past participle verb (usually ending in -ed, -en).

Simple Past Tense

Tom drove to work today.

Farhan travelled to Dover for the meeting.

We trained for the match.

Troy fell off his chair.

Carl went to the cinema with Gemma.

The birds flew South for the winter.

Mrs. Jones spoke about the new classroom in assembly.

Nasreen swam one length.

Tiddles climbed the tree.

Zoe learnt how to make apple pie.

Albie danced on stage all night.

Gran cooked a feast for dinner.

Harry rushed to answer the door.

Present Perfect Tense

Tom has driven to work today.

Farhan has travelled to Dover for the meeting.

We have trained for the match.

Troy has fallen off his chair.

Carl has gone to the cinema with Gemma.

The birds have flown South for the winter.

Mrs. Jones has spoken about the new classroom in assembly.

Nasreen has swum one length.

Tiddles has climbed the tree.

Zoe has learnt how to make apple pie.

Albie has danced on stage all night.

Gran has cooked a feast for dinner.

Harry has rushed to answer the door.

Countdown letters game. Each of these sets of letters contains at least one adjective from Stig of the Dump Chapter6 Skinned and Buried.

Green

l c y p k u a

Make as many four, five or six letter words from the above letters.

Blue

e a n c d s o

Make as many four, five or six letter words from the above letters.

Blue/Pink

e t o g r s n

Make as many four, five or six letter words from the above letters.

Blue/Pink

a s e n t g r

Make as many four, five six or seven letter words from the above letters.

Some answers to Countdown letters game – you might find more! Did you discover the adjectives?

Green/Blue/Pink

l c y p k u a

Pal pay lap yak lack luck lucky plucky

Blue/Pink

e a n c d s o

case code done does sand send dance dances second

Blue/Pink

e t o g r s n

goes gone sore torn rose song store snore strong

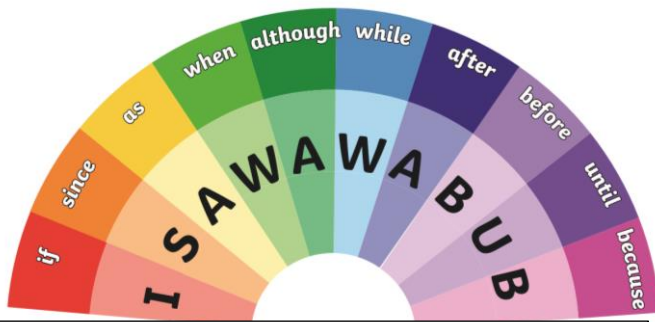
Blue/Pink

a s e n t g r

sent gent rant great grant strange

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



This part has been on each learning pack but it is important for you to be able to use subordinating conjunctions confidently. However don't forget the 7 coordinating conjunctions either. FANBOYS = for, and, nor, but, or, yet, so

Challenge 1 Using the poster for subordinating conjunctions book like this and include each one in a sentence linked to Stig of the Dump Chapter 6. Skinned and Buried (see text link from the guided reading section)

Example: Subordinating conjunction – until
Until the estate car rolled backwards towards the edge of the pit Barney thought he should drive it to the police station.

Stig had been lurking behind the black car **until** the man broke his precious arrow into pieces.

Do this for each of the conjunctions

Green group Choose 3 subordinating conjunctions.

Character description

Checklist

Did you

Describe the character's appearance? Describe the character's background/past?

Describe how the character speaks?

Describe how the character moves?

Describe the character's feelings, thoughts and actions?

Describe the character's personality?

Include figurative language (similes and metaphors) to enhance description

Use some of the verbs you have been using in your SPAG

Challenge 2. Using some of the conjunctions plus the coordinating ones from above to write a character description of the .the thief wearing the hat. Use the text also to help you with your description.

Remember to include a physical description, type of personality, what he does for a living and hobbies.



Key words
 Mackintosh
 Town people
 Northern accent
 Television repairs
 Drives a smart car
 Nasty expression
 Wears a trilby hat




Verbs

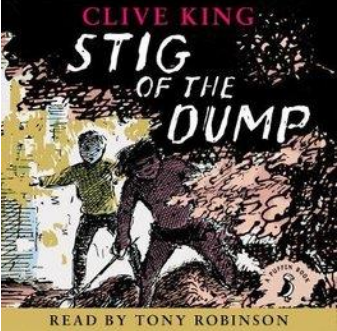

Paragraphs

Challenge 3

Paragraphs checklist

- Start a new paragraph with my writing on a new line and a little way in from the margin (indenting).
- Start a new paragraph when there is a change of place.
- Start a new paragraph when there is a change in person (either character or talking).
- Start a new paragraph when there is a jump in time.
- Start a new paragraph when there is a change in viewpoint.
- Start a new paragraph when there is a change in topic.

<p>Re-read from Chapter 6 off the scanned text from Page 141 to 145 where it says: there was no sign of Stig in the bright firelight inside.</p> <p>Challenge: How many paragraphs can you count in this section? Remember what a paragraph looks like.</p> <p>How many paragraphs did you count?</p> <p>Why is it easy to count the number of paragraphs?</p> <p>What did you notice about the paragraphs.</p> <p>Write down the reasons as to why the author, Clive King has started a new paragraph in each case.</p>	<p>How many paragraphs did you count?</p> <p>Why is it easy to count the number of paragraphs?</p> <p>What did you notice about the paragraphs.</p> <p>Write down the reasons as to why the author, Clive King has started a new paragraph in each case.</p>	<p>Writing check list C</p> <p></p> <p>CAPITAL letters</p> <p>... ? ! ,</p> <p>Inverted commas "Speech!"</p> <p>Subordinating conjunction When</p> <p>If before after while that because</p> <p>Coordinating conjunction FANBOYS .and .but .or .so</p> <p>Subordinating clauses</p> <p>Prepositions Before after during because of</p> <p>Vocabulary for effect</p> <p>Paragraphing to group ideas</p> <p>Heading Subheading</p> <p>Present perfect He has gone/He went</p> <p>Check your spelling!</p> <p>Check your tense</p>
<p>Challenge:</p> <p>Use these verbs from the word mat to describe how Barney led the policeman to Stig's den in the chalk pit. Use a good range of extended noun phrases, a range of verbs and the perfect past tense to add interest to your writing. Also try to use an adjective with an er or est ending.</p> <p>Verbs: fall pull went (perfect past – had gone) walk hide climb rush</p> <p>Remember you can add er or est to these verbs</p> <p>Check your grammar work for expanded noun phrases as well as the perfect past tense as this is new learning.</p> <p>Tip: You could adapt the structure of some of the sentences from the worksheet to help you with your paragraphs.</p> <p>e.g From the cave, a dragon with deadly claws came rushing out.worksheet)</p> <p>On approaching the upturned, battered car all the policeman saw was ripped leather, ffragments of glass and bare spring. (expanded noun phrases) He told Barney that he has a very vivid imagination. (present perfect tense)</p>	<p>Challenge:</p> <p>Use these verbs from the word mat to describe how Barney led the policeman to Stig's den in the chalk pit. Use a good range of extended noun phrases, a range of verbs and the perfect past tense to add interest to your writing. Also try to use an adjective with an er or est ending.</p> <p>Verbs: fall pull went (perfect past – had gone) walk hide climb rush</p> <p>Remember you can add er or est to these verbs</p> <p>Check your grammar work for expanded noun phrases as well as the perfect past tense as this is new learning.</p> <p>Tip: You could adapt the structure of some of the sentences from the worksheet to help you with your paragraphs.</p> <p>e.g From the cave, a dragon with deadly claws came rushing out.worksheet)</p> <p>On approaching the upturned, battered car all the policeman saw was ripped leather, ffragments of glass and bare spring. (expanded noun phrases) He told Barney that he has a very vivid imagination. (present perfect tense)</p>	<p>Writing Check list B</p> <p></p> <p>CAPITAL letters</p> <p>Full stops .</p> <p>!</p> <p>?</p> <p>Commas in a list ... and</p> <p>Apostrophe for possession The dog's ball</p> <p>Subordinating conjunction When if that because</p> <p>Coordinating conjunction Or And but</p> <p>Extended noun phrase red flower</p> <p>Tense Past present</p> <p>Paragraphs</p> <p>Vocabulary choice</p> <p>Types of sentences Statement Command Question</p>
<p>Expanded noun phrases</p> <p>Suffix er and est</p>	<p>Challenge 4 Look at chapter 6 'Skinned and buried.'</p> <p>Make a list of some expanded noun phrases you could use from Chapter 6, 'Skinned and buried'</p> <p>The tired, disbelieving policeman looked down into the chalk pit. Down below, the upturned, battered black car was hidden. Eventually, the policeman sat down on an old wash-tub and took his shiny helmet off. Which part of each sentence has an expanded noun phrase?. How do you know? Now write a paragraph to describe how Barney persuaded the policeman to follow him. In your next paragraph tell the reader why the policeman thought Barney had a vivid imagination.</p>	<p>Writing Check list B</p> <p></p> <p>CAPITAL letters</p> <p>Full stops .</p> <p>!</p> <p>?</p> <p>Commas in a list ... and</p> <p>Apostrophe for possession The dog's ball</p> <p>Subordinating conjunction When if that because</p> <p>Coordinating conjunction Or And but</p> <p>Extended noun phrase red flower</p> <p>Tense Past present</p> <p>Paragraphs</p> <p>Vocabulary choice</p> <p>Types of sentences Statement Command Question</p>

	<p>In your third paragraph describe how Barney made the policeman understand that the events of the day were real.</p> <p>Finally, in your last paragraph describe how Stig felt when all the treasures were taken back to their rightful owners.</p> <p>Try to use an expanded noun phrase, a personification in each paragraph as well as an adjective that has the suffix er or est. Remember to use a good range of punctuation.</p> <p>Remember you should be including the parts of writing checklist C and all of checklist B</p>	<p>Exclamation</p> <p>Check your spelling!</p>
<p>Rhyming words</p> <p>came plain</p> <p>house</p> <p>dormouse</p> <p>hats flat</p> <p>sell as well</p> <p>knocked locked</p> <p>car afar</p>	<p>Challenge 5 Look at the rhyming words on the left.</p> <p>Write a poem where every other line end with a rhyming word. Try to use the given rhyming words from the list on the right to make a poem about meeting the thieves</p> <p>Here is an example of how you might start.</p> <p>The day the thieves came Barney was up in his tree He knew that it was quite plain They shouldn't be in Grandma's house.</p> <p>Green group: Write your poem where the two lines rhyme</p> <p>e.g The day the thieves came It was quite plain They shouldn't be in Grandma's house Even though they were as quiet as dormouse</p>	
	<p>Challenge 6. Imagine you are the policeman and meet Barney Think of some questions you could ask them about how he stopped the thieves.</p> <p>Write 10 questions.</p> <p>Choose 5 questions to answer. Try to use an exclamation mark and commas in a list</p> <p>Green group: Write three questions.</p> <p>Here are some examples to get you started:</p> <p>What time did the thieves arrive at Grandma's house? Why were you up in the tree? How did you feel when they went into yur Grandmothers house? Remember to start with a capital letter and put a question mark at the end.</p>	
	<p>Challenge 7. Instruction Time. You know a set of instructions needs:</p> <ul style="list-style-type: none"> -equipment list/subheadings -imperative (bossy) verbs cut mix trace etc -temporal conjunctions (first, next, second, lastly,) -adverbs , carefully slowly -keep it impersonal (next, melt the milk chocolate in a bowl of warm water) <p>Write a clear set of instructions for someone who wants to learn how to drive</p> <p>Think about safety, the rules of the road, how to use the different controls to</p>	

set off and stop. Remember to use your Y3 punctuation! You might want to include some good tip. Think about the highway code.

Good Instructions

A good set of instructions needs:

1. Title
2. List of Equipment or ingredients
3. Clear, short sentences
4. Numbered steps
5. Sometimes pictures or diagrams with each step.



Challenge 8 Continue with this

SPELL IT. I continue to include the Year 3/4 spelling list, first check you can read all the words. Then use the look, cover, write and check method to spell them. Choose a few of the tricky words each day to turn into a sentence. In this pack focus on expanded noun phrases. Underline the spelling in each word.

New Curriculum Spelling List Years 3 and 4

twinkl www.twinkl.co.uk

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Year 3 and 4 Correct the Spelling Mistake (5) **Answers**

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. What time does the train arivve?
2. In a ressent survey, it was found that cats prefer fish to meat cat food.
3. Allthogh it was bedtime, Lily wasn't tired.
4. The boy stood in the senter of the circle.
5. We all live on planet Errth.
6. Ben tripped Halima up on perpurse.
7. My brother made a promiss not to annoy me again.
8. I actsidentilly trod on my dog's tail.

arrive
recent
Although
centre
Earth
purpose
promise
accidentally

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. Dad was too bizzy to go to the shops.
2. Jim ocasionally played football.
3. I measured the lennth of the table.
4. We did varrius different sports.
5. The pirates buried the treasure on an illand.
6. We planted pottaytoes, carrots and peas.
7. Lizzy wanted to be faymuss when she grew up.
8. The woman bought a parrtickular kind of perfume.

busy
occasionally
length
various
island
potatoes
famous
particular