

Ella, Flora,
Dora and Bee

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THIS YEAR 2 LEARNER BOOK A

BELONGS TO:

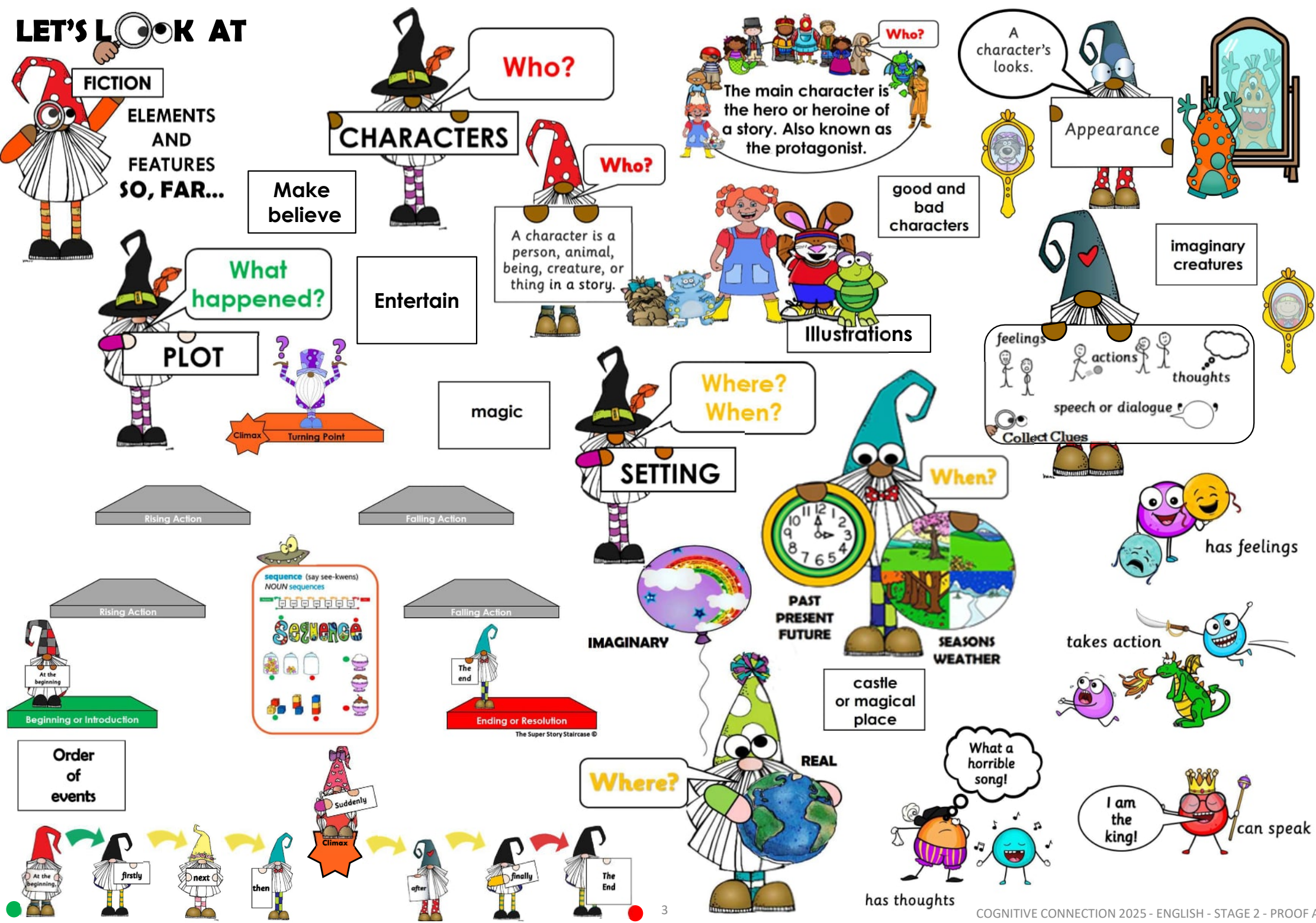
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Ella, Flora,
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LET'S LOOK AT

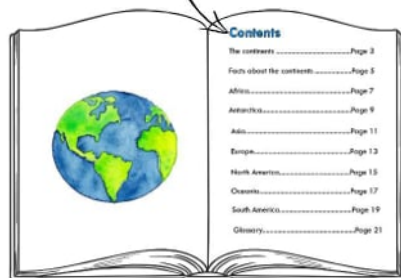


LET'S LOOK AT

NON-FICTION

Text features organise facts so that you can find information in a non-fiction text.

The topics in a book and their page numbers.



The Heading

information NOUN
(say "in- for- may- shen")

	Title or	
	Caption	
	Diagram	
	Photograph	
	Illustration	
	Page number	

Text A from Rocks from our planet Earth.

ROCKS

THE ROCK CYCLE
Rocks make a journey over millions of years, they do not stay in one place. The rock changes, it does not stay the same.

Igneous
example: granite
- Lots of holes
- Finds in water
- Looks like a sponge
- Harder than stone

Sedimentary
example: chalk
- Very soft and crumbly
- Light weight
- Very fine grains

Metamorphic
example: slate
- Dark grey or black
- Has lots of small holes
- Spills into flat pieces
- Used for roofs and floors

SOME MINERALS THAT COME FROM ROCKS
Diamonds, Metals

THE ROCK CYCLE

Did you know?
DIAMOND
A gemstone
Diamonds are used in jewellery because they are so hard.
They are also one of the hardest minerals on Earth.
Diamonds can be used to drill through almost any material.
For example: rocks and metals.

HOW ROCKS ARE FORMED
Rocks are called into three main groups based on how they are formed.
Some rocks are formed by heat and pressure. These rocks are called igneous rocks.
Other rocks are formed by layers of sand and silt being pressed together. These rocks are called sedimentary rocks.
The last group of rocks are ones that are formed by heat and pressure. These are called metamorphic rocks.

Caption

Parts of a Book



Key words in alphabetical order.

GLOSSARY

adapt—to change in order to survive

cargo—things that are carried from one place to another

droop—to hang down

grip—to hold on tightly

herbivores—are animals that only eat plants

nostril—nose holes that help an animal breathe

sandstorm—strong desert winds that blow sand into the air

Did you know?
One hump or hump? The dromedary camel has one hump and the Bactrian camel has two.

Photograph

explanation NOUN
(say "ex- spluh - nay - shn")

	The title asks a question	How or Why in the title
	Order of events	Sequence words like: first, next, after
	Photograph	
	Illustration	
	Page number	

instruction NOUN
(say "in- struhk - shn")

Subheading

Text A from All about Bees.

How do honeybees make honey?

There are thousands of species or kinds of bees in the world but only the honeybee makes the honey that we eat.

Worker bees search for nectar from sunrise to sunset.

First, the worker bee finds a flower and sucks the nectar.
The worker bee sucks with its proboscis, which is like a long tongue.

The worker bee must visit up to a thousand flowers to fill its 'honey stomach'.

After, its stomach is full, it flies back to the hive.

Next, the worker bee passes the nectar to the mouth of another bee.

As it is passed one bee's mouth to the next bee's mouth, it turns into honey.

Finally, the last worker bee in the row, spits the honey into a cell, in the honeycomb.

The worker bee works the whole day and rests at night.

Did you know?
Nectar is like a sweet juice in flowers.
Each honeybee has ten stomachs.
Each cell is a hexagon shape.
The worker bee stores the nectar in its second stomach, called the 'honey stomach'.
There are no bees that live on honey, less fruit, flowers, and vegetables.

The Heading

sequence (say see-kwens)
NOUN
sequences

Sequence

Did you know?
You need to use an egg to make scrambled eggs because you will be using it.

How to make scrambled eggs
When you want to make a healthy, easy breakfast.

You will need:
1 egg, 2 tablespoons milk, oil or butter, salt and pepper, tomato sauce.

Method:
1st Crack the eggs into the bowl and add milk.
2nd
3rd
4th
5th
6th

For extra taste sprinkle with spices or add tomato sauce. Enjoy!

Words Matter
switch, drop, crack, add, beat, pour, stir, whisk, cook, serve, for extra taste, sprinkle

The Heading

How to draw a frog.

Beginning 1st 2nd 3rd 4th 5th 6th End

How to wash a dog.



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In a land called Faraway lived a young girl.
Her name was Ella.
She loved to dance and twirl!

What can you tell your teacher about this illustration and text?

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?



Ella

Pip puppy

Where?

When?

Ike

Sue

Kate

What?

Fleet

Who?

Candy cat



Can you write a caption for this photograph?

Think

Discuss



Plan

When?

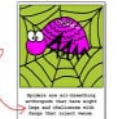
Who?

Write



A caption adds information to an image.

Caption



Pip Puppy
Candy Cat
Ella
four mice
Faraway Castle
trees
lawn
morning

You may use your own words.



Words Matter



Where?
When?

SETTING



Who?

CHARACTERS



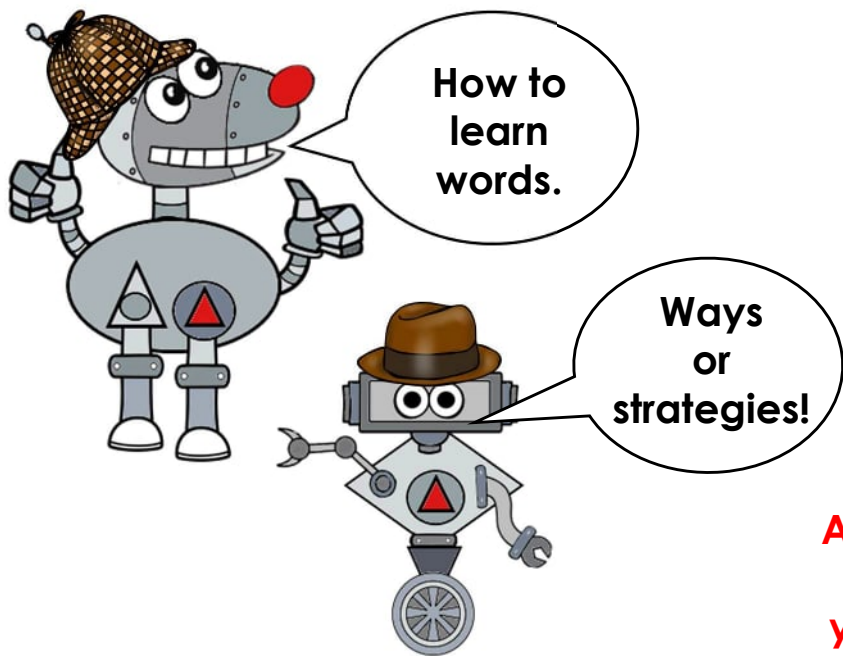
What happened?

PLOT

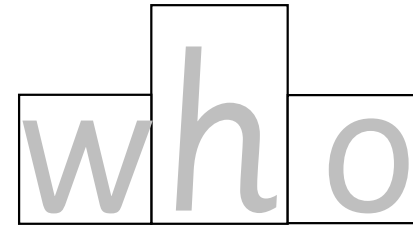
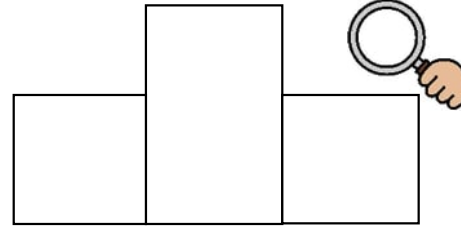
Add your own words



Ask for help if you need to do so.



Study the shape of the word.



who
(say "hoo")

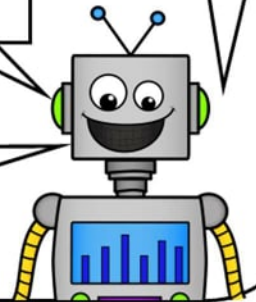
Find words that rhyme.

Words that rhyme with
who

blue

you

two



Trace the word.



who

Recognise and underline the word in a text.

Do not say the letter 'w' in who.



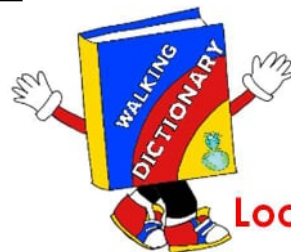
'Who ate my porridge?' yelled the bear.

Who would like to play on my team?



who

who



who PRONOUN
asked of each person or people
• Who told you that?

Look up the word in your dictionary.

Break the word into syllables.

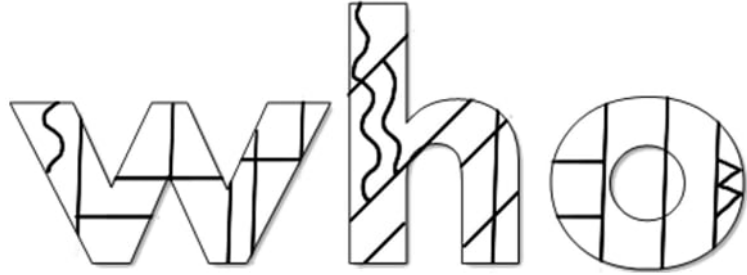


Copy the word in different colours.

who who who who



Colour the word mindfully.



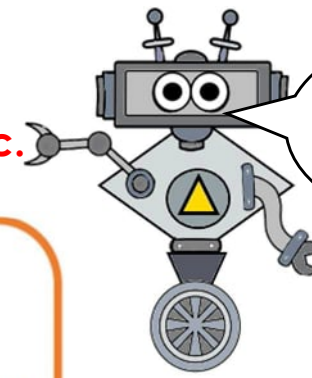
Recognise or find the word.

andbutwhothen
andwhothenwas

Some exception words for you to learn.

away, child, because, said, whole, textures, with, these, plaque, who, they, altogether, began, then, after, glass, past, property, solid, wood, leather, stone, water, night, metal, after, these, of, would, can't, pebbles, kind, gold, I'll, different, same, again, any, both, break, busy, climb, crystal, every, fabric, water, textures, should, prove, people, past, and only.

Try to make up a mnemonic.



This is called a mnemonic
It is a strategy that can be
used to help us to remember
almost any information!



mnemonic NOUN
mnemonics

(say ni - mon - ik)

Use the word in
sentences or
write a poem.



Finish the word.



who

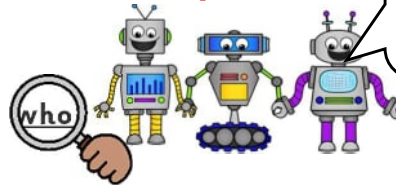
w _ _

_ _ o

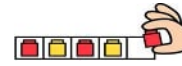
Now write the whole
word:

_ _ _

Find the pattern.



A pattern is a set
that appears over
and over again.



who

whom

whose

whole

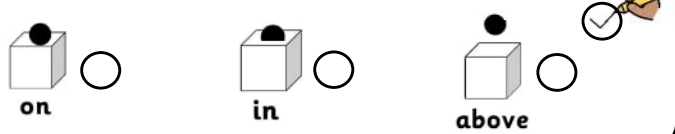


Can you find the clues in the illustration to the questions?

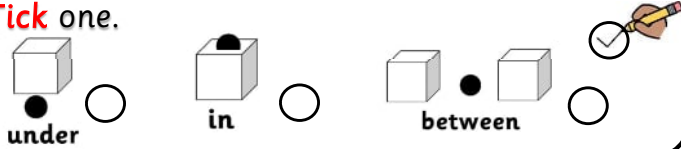
1. Which animal is in front of the doghouse? **Circle** one.



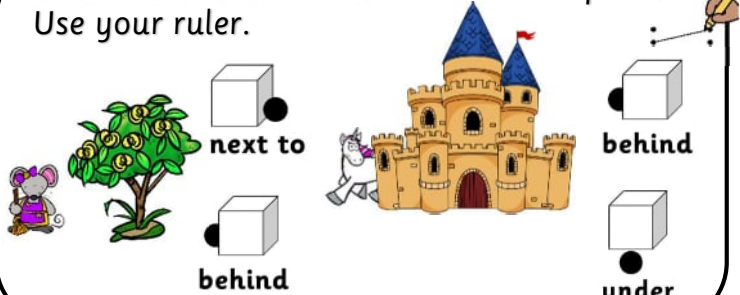
2. Ella is twirling ____ the horse. **Tick** one.



3. The soccer ball is ____ the tennis balls. **Tick** one.



4. **Match** the character to the correct position. Use your ruler.



Try to follow the 'bossy verbs' in each block on your own!



Just like this!

Circle

Tick

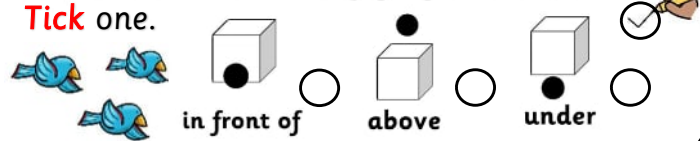
Match

Highlight

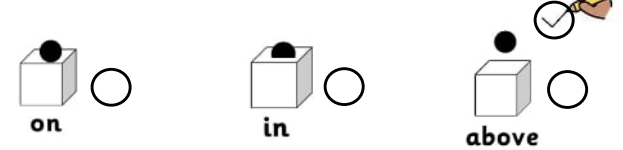
Fill in

Write

5. Three blue birds are flying ____ the castle. **Tick** one.



8. The spade is ____ the sand. **Tick** one.



6. Which animal is under the lilac horse? **Circle** one.



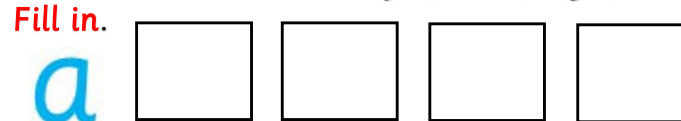
9. The nouns in the illustration are: **Highlight** your choices.

yellow castle
dog tree
fast run
flower bone
bucket happy

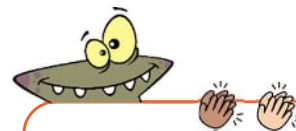
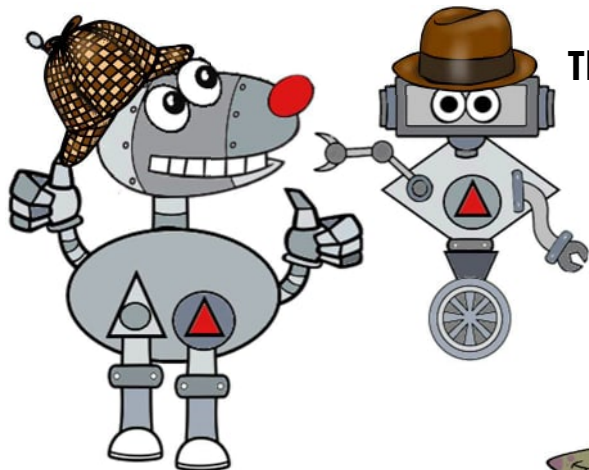


Ask for help if you need to do so.

7. What is another name for seven days? **Fill in.**

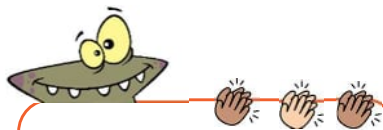


The Dictionary Duo rehearse plural nouns with endings /-s/ and /-es/



plural (say ploor – rill) **NOUN**
more than one character,
person, animal or thing

add 's' or 'es'



singular (say sing – gyoo – la)
NOUN
one character, person,
animal or thing

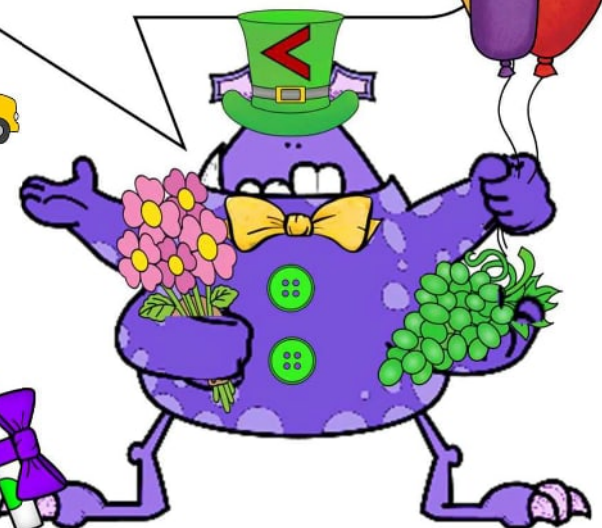
one or singular

one

A singular noun
means one!
Only one and
never more!
One of any noun is
singular!

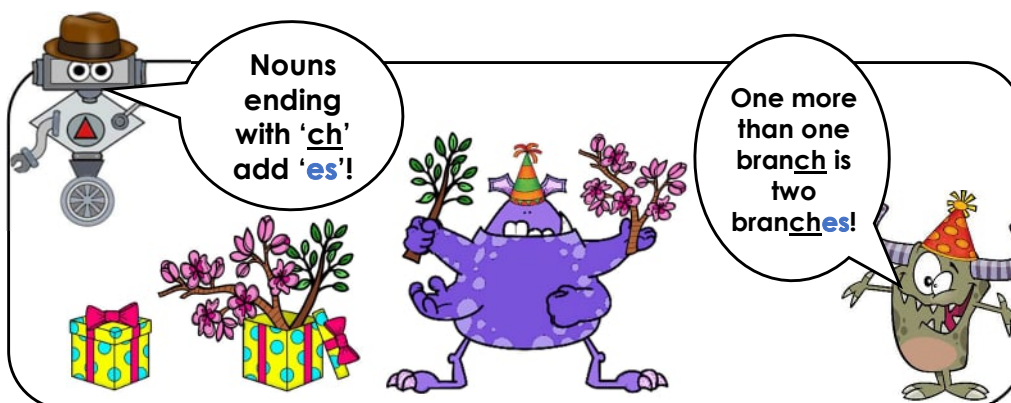
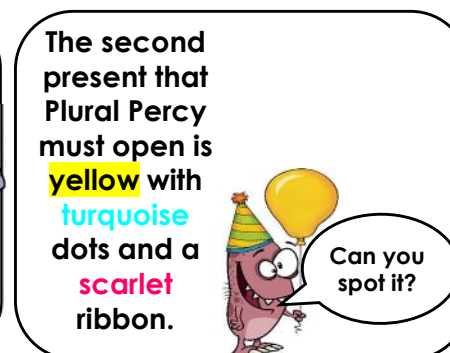
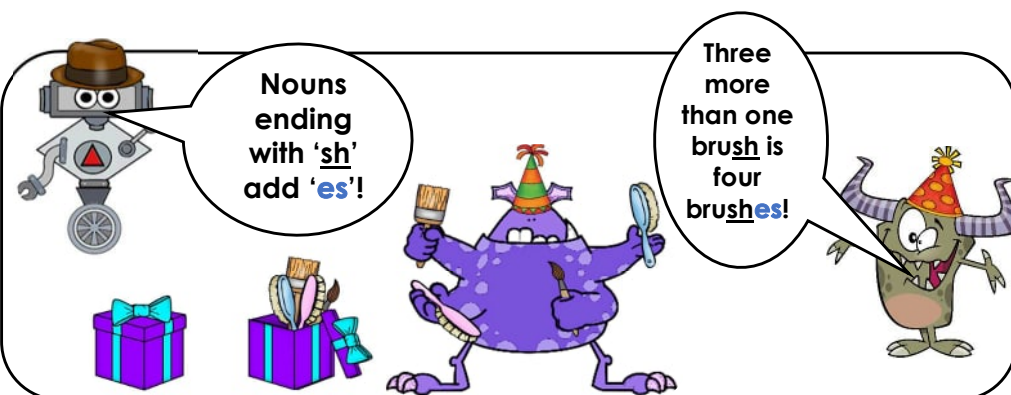
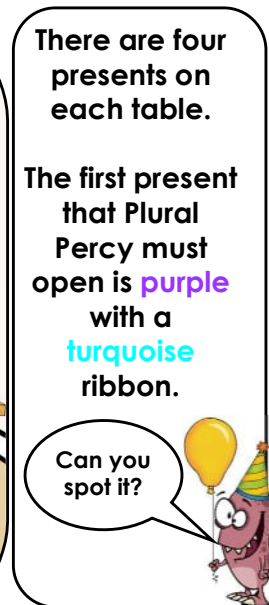
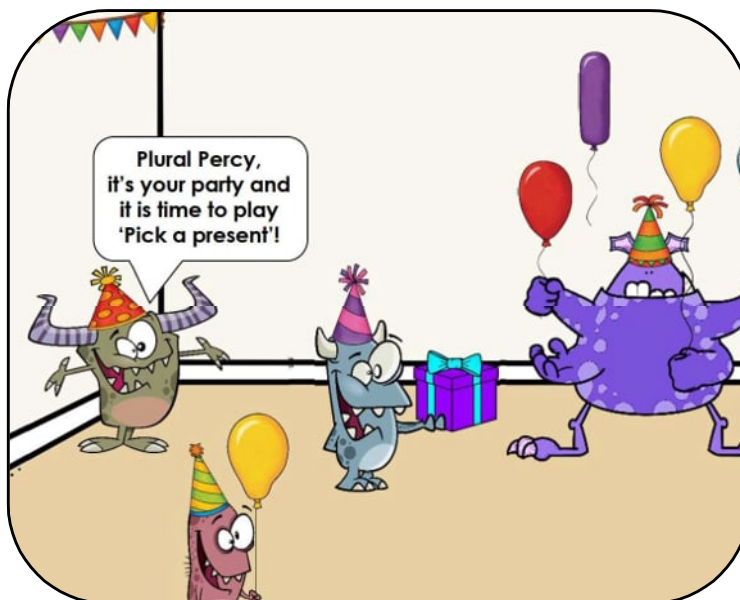
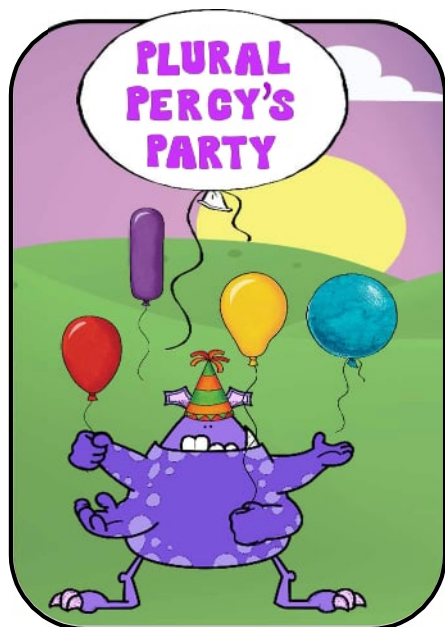
A singular noun
means only one!


- One object,
- One animal,
- One person,
- One place,
- One idea!




A plural noun means more than one!
Two or more, greater than one!
Two foxes,
A bunch of flowers,
Many queens and many kings,
More than 100 grapes,
Double dreams!
Greater than one!
Three balloons!
More of any noun is plural!

plural means more than one






Nouns Ending with 'ss' add 'es'!



Two more than one glass is three glasses!

The fourth present that Percy must open is white with scarlet, turquoise and lime dots and a purple ribbon.




Can you spot it?


PICK A PRESENT



Please open our present Percy!




Nouns ending with 'x' add 'es'!



One more than one fox is two foxes!

Wow, I am lucky! I got brushes, branches, glasses and foxes!




Nouns ending with 'sh' 'ch' 'ss' and 'x' add 'es'!




Trace the plural noun, if you find more than one in the photograph!

peaches kisses matches
 boxes couches watches
 lashes splashes crosses
 dresses foxes bushes
 pouches torches princesses
 leashes sixes dishes
 bunches benches lunches

Words Matter



Ask for help if you need to do so.



Can you write six statements about Plural Percy's party?



Remember to look at the illustration and text for clues.

Just like this!

Think Discuss Plan Write words
When? Who? Where? What?
Finally, write your statements.



When?



evening

Setting

Where?



Percy's Palace

Setting

Who?



Plural Percy
Friends
Good witches
Princesses

Characters

What?



First opened
Second
Third
Fourth
Last

Events



Words Matter

You may use your own words, too.

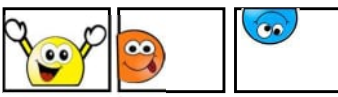
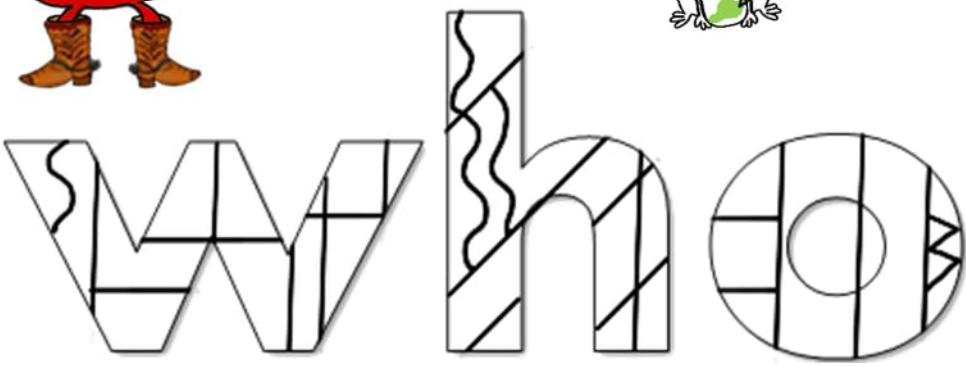


Ask for help if you need to do so.

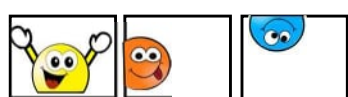
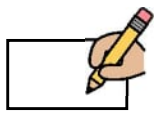


Complete one block per day!

Colour the word, mindfully.



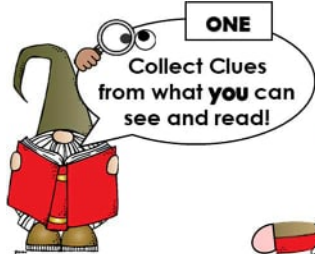
Fill in the blocks.



Which three articles can you write with these letters? You may use a letter more than once or not at all.



STEPS TO INFER



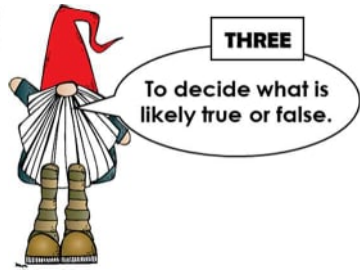
ONE

Collect Clues from what **you** can see and read!



TWO

Add Clues from what **you** already know!



THREE

To decide what is likely true or false.

What is in the box?



Write down what you infer.

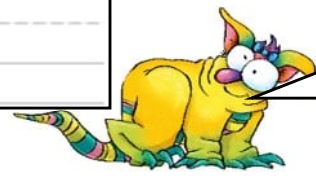
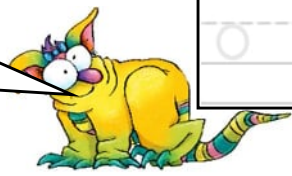
Where are they going?



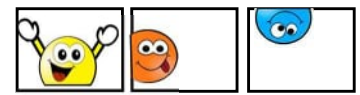
Complete this statement.



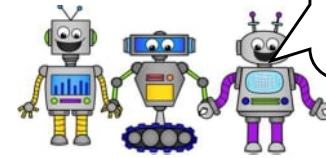
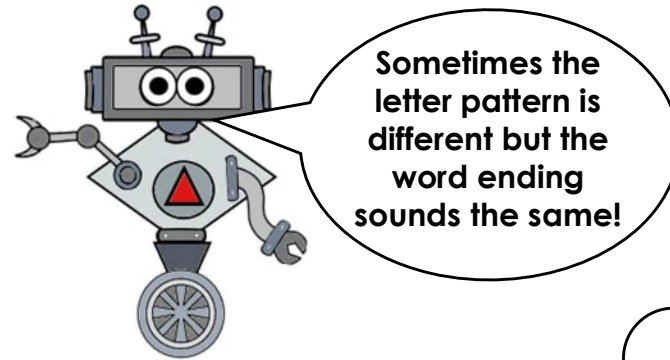
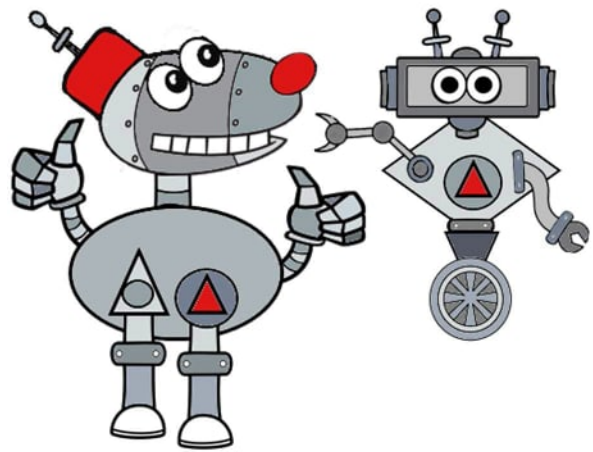
I see



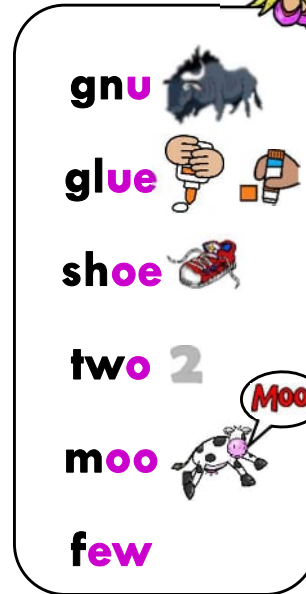
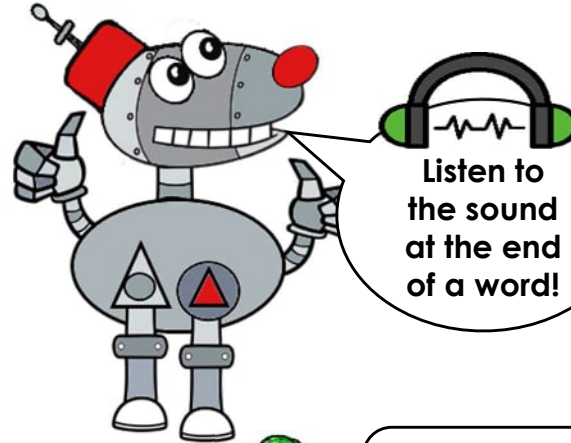
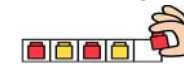
green



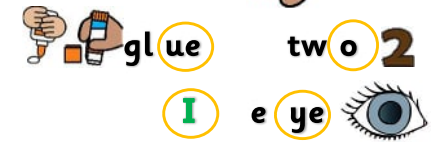
The Dynamic Dictionary Duo and their friends



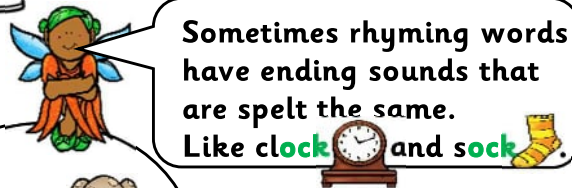
A pattern is a set that appears over and over again.



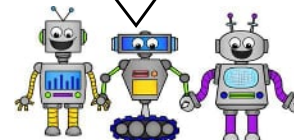
Rhyme means that the word ending sounds the same.



These word endings are not spelt the same, but they sound the same.



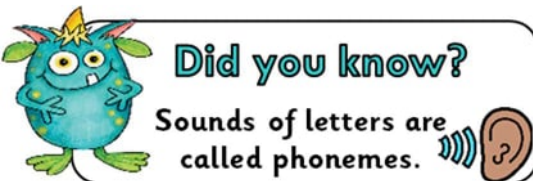
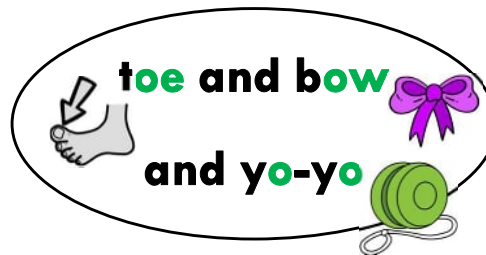
Can you hear that the word endings sound the same?



Tick one.

Yes ☐

No ☐





Can you complete your own one stanza poem?



Sometimes rhyming words have ending sounds that are spelt the same. Like **fox** and **box**.



Just like this!

Trace the first part of the statement. I can read. Find rhyming pairs.

Then fill in the articles **and** rhyming pairs **the rug.** **a bug.**



You may use the image clues or your own rhyming pair.



Rhyme means that the word ending sounds  the same.

Do you remember this poem?

title → I CAN READ

stanza

I can read on a boat.
I can read with a goat.
I can read on a train.
I can read in the rain.
I can read with a fox.
I can read in a box.
I can read with a mouse.
I can read in a house.
I can read here or there or anywhere!

Image clues



I can read.

I can read in

a truck.

I can read with

a duck.

I can read on

I can read with

I can read with

I can read on

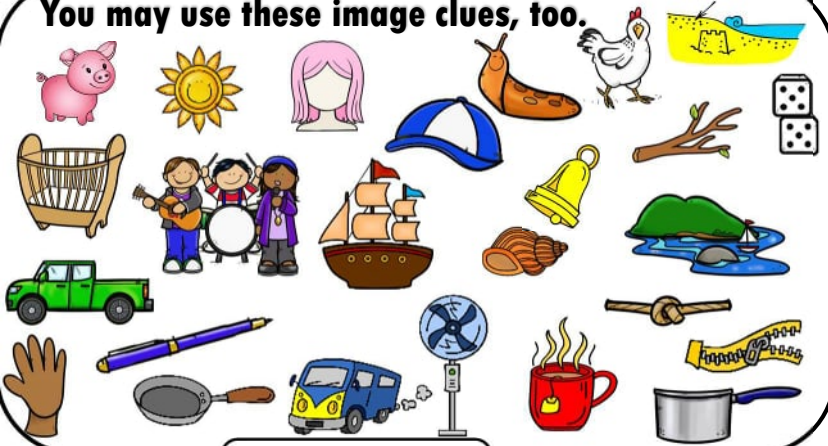
I can read with

I can read in

I can read here or there or anywhere!



You may use these image clues, too.



Ask for help if you need to do so.



The noun family live in the Subject Fort.
We are always the subject of a sentence.

SUBJECT FORT

Everything in the world
around us has a name: these
names are called nouns.

Everything you can see,
touch, hear, smell or taste
is a concrete or
common noun.

Feelings and
ideas cannot
be seen or
touched.

More than
one noun is
plural.

Let me in!
Let me in!

When the noun only
refers to one exact
person, place or thing,
it is a proper noun.

The pronoun
takes the place of
the noun.

Inside the Subject Fort the nouns were busy. They were naming everything in the fort.

room

REMEMBER TO ANNOTATE!



or

6 common nouns

pillar

window

wall

floor

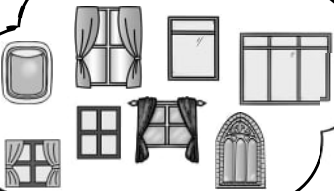
carpet

Thank you for letting me in!

I am the adjective. I am a word that gives more detail or changes nouns and pronouns. I will show you what I mean...

Look at the concrete or common noun 'window'.

windows

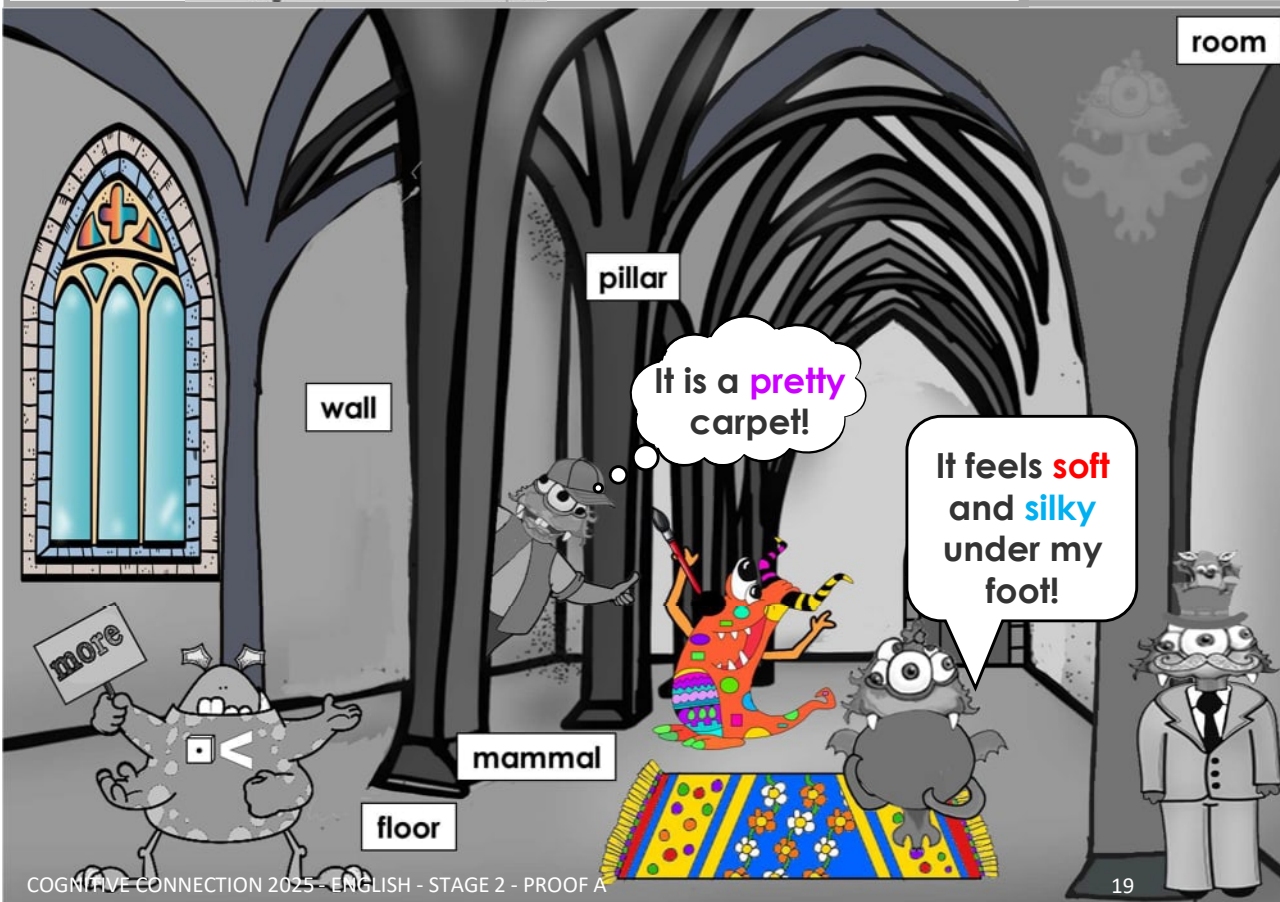
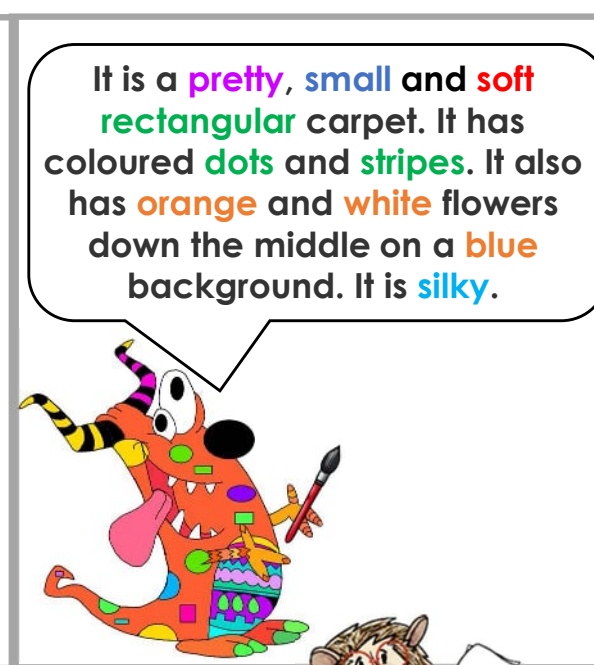
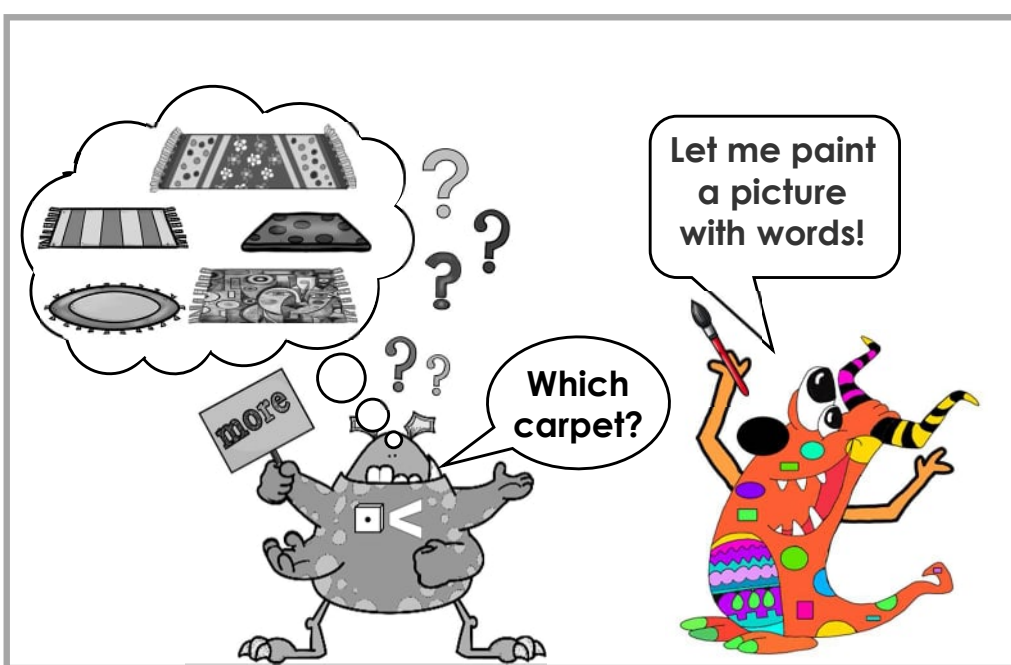


more

Which window? Let me tell you more about the colourful window...

It is large with three, long, narrow, smooth glass panes. It also has orange, blue, and purple glass shapes, at the top. The plus sign is in the middle of two triangles.

You added how many, length, size, shapes and colours to describe the window. You also added the texture of the glass.



Mammals are not birds or fish or reptiles or amphibians like a frog.

??
?

All mammals have fur or hair covering their bodies. All mammals have a spine.

Let me add details or a description!

clever

largest

long

thin

flappy

wrinkly

rough

prickly

rumbly

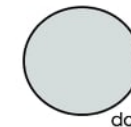
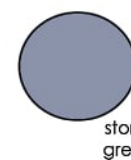
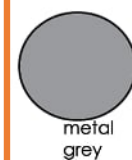
some

four

two

one

grey



This mammal is **clever**. It is the **largest** land animal with a **long** trunk. It has **thin flappy** ears. It has a **rough, wrinkly** skin. **Prickly** hairs cover **some** of its body. You can hear **rumbly** sounds as it plods through the bush. Their skin can be **metal grey, storm grey** and **dove grey**.

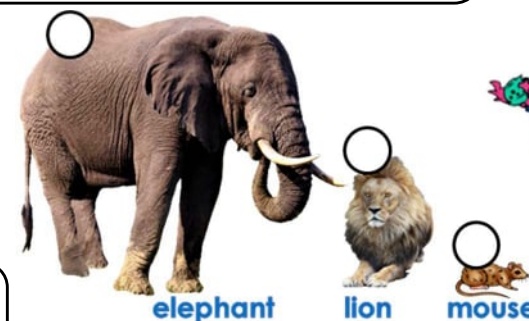
Is it a mouse or a lion or an elephant?

Ask for help if you need to do so.

It is powerful. It can be small or huge. It is wet not dry. It breaks on sandy beaches or jagged rocks. It can be turquoise, royal blue or storm grey. It is salty. It can be gentle or angry. What is it?

Is it a ship or a whale or a wave?

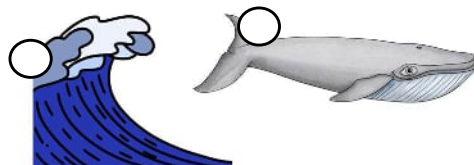
Paint a picture with adjectives.



elephant

lion

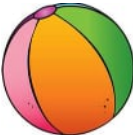
mouse





Complete one block per day!

Circle the adjectives that describe these balls.



ball

orange

thirteen

small

stripy

round

white

dotty

crystal

air

starry

big

soft

hard

golden



REMEMBER TO ANNOTATE!

proper noun

underline



adjective

underline



Circle the correct illustration.



Fleet thinks the plant feels thorny and spiky.



Ike smells rotten food.



Ella likes the taste of green grapes.



Sue the mouse loves her dotty dress.



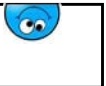
Kate sees that the pig is muddy.



Ella hears a loud bark.



Write a statement to describe this ball.





Can you look at the nouns and then add adjectives to show the differences between the two illustrations?



Just like this!
Remember the statement rules.

In illustration A there are five flags but in illustration B.



Remember that everything in the world around us has a name: these names are called nouns.

CONTRAST

Study images to find out how one thing is different from or opposite to another thing. You must use the word; but.



Ask for help if you need to do so.

- In illustration A there are five flags but in illustration
- B there are four flags.

Discuss this question.
What has changed?

List the nouns that have changed.

flags
unicorn
roof

Here is a list of adjectives that you may use.

one, two, three, four, five, pink, green,
purple, dark, bright, sunny, blue, soft, green.



Paint a picture
with adjectives.

Here is a list of verbs that you may use.

runs, trots, sits,
stand, stands.

Down the lane was Predicate Castle.

Predicate Castle

Hi, my name is Verb.
I am as busy as a bee!
I must be in all sentences or clauses,
you see.
An action there must be.
I have help from my verb family!

Action
Words

Sid Statement

Dolly Direct Speech

Look at me
in my
Tower!

Bossy Boots

Command
Tower

I add
information
to an
action.

Where?
When?
How?

Addy Adverb

I am the
helping verb.

be
have
do

Helping Hand

Verb

Verb



Can you write six statements about the Verbs and Action castle?



Remember to look at the illustration and text for clues.

Just like this!

Think Discuss Plan Write words

When? Who? Where? What?

Finally, write your statements.

When?



This morning...
Today ...
On a bright sunny day...

Setting

Where?



Action Castle
outside

Setting

Who?



Sid
Verb
Helping Hand
Bossy Boots
Addy
Dolly

Characters

What?



buzzes
kicks
jumps
looks
pulls
stands
shouts

Events



Words Matter

You may use the Words Matter lists. You may use your own words, too.



Ask for help if you need to do so.

The Grammar Gang's Apostrophe for Omissions

Apostrophe to mark omissions

To show when a letter or letters have been left-out or two words are joined together.

a e i o u w h n

When I
can't eat my
favourite lime lolly
I'll lick up letters!



I'll lick up
the vowel /i/!



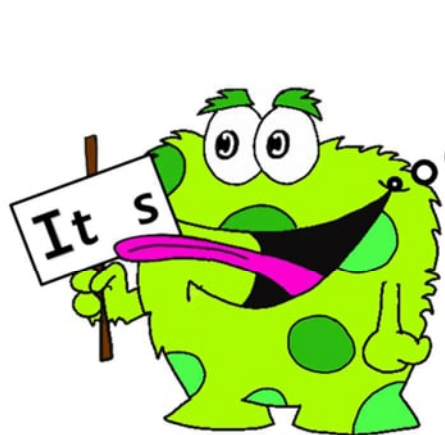
It tastes just
like ink!



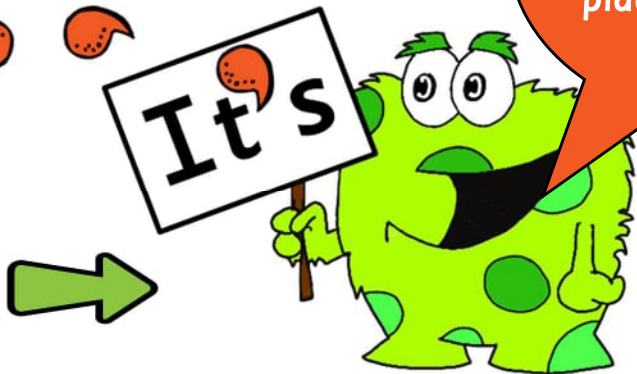
Tasty, very
tasty!



it is



I think that
I'm going to
burp!



You burped up
an apostrophe!
Look, it took the
place of the left-out
vowel /i/!

it's

LET'S LOOK AT



Some poems can rhyme.



Sometimes rhyming words have ending sounds that are spelt the same. Like clock and sock.



Rhyme means that the word ending sounds are the same.
glue two
sea bee
These word endings are not spelt the same, but they sound the same.

Most poems have rhythm.

Rhythm

two
seven
tree
Humpty
buzz
buzzing

Rhythm

two
seven
tree
Humpty
buzz
buzzing

Many poems have a title.



A rhyming poem.

Title: It is raining cats and dogs

Stanza: It is raining cats and dogs
It's raining cans and pans
Falling from the sky came gooey green frogs
and some different kinds of fans



A cinquain.

Ice-cream
Cool, creamy
Freezing, licking, melting
Eat it very quickly
Sweet

Hump ty choc o late



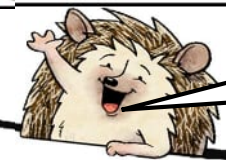
A haiku.

5 A bright blue bird flies
7 High and low above the trees
5 Chirping happily



An acrostic poem.

Cuddly
Always sweet and friendly.
Together forever and ever!



A shape poem


sun warm hot sunny
hot we have warm
warm one warm
hot sun hot
sunny



Writing Poetry

RHYME

Did you know?



An idiom is when you use other words to describe something else.



Title → It is raining cats and dogs

Stanza

It is raining cats and **dogs**

It's raining cans and **pans**

Falling from the sky came gooey green **frogs**

and some different kinds of **fans**

You are going to complete a plural poem.
You may use the plural image clues.



Your poem will have 5 **stanzas**.
Every second line, must **rhyme**!



Just like this!

1. **Read** the stanza.
2. **Look** at the blank lines and **think** – which words will fit?
3. If you need ideas for plurals that rhyme **look** in the image clue box.

___ pouring ___ and ___
___ pouring ___ and ___
Falling from the sky came ___
And a few ___

image clues



It is raining cats and dogs

It is raining cats and **dogs**

It's raining cans and **pans**

Falling from the sky came gooey green **frogs**

and some different kinds of **fans**

It is pouring _____ and _____

It's pouring _____ and _____

Falling from the sky came _____

And a few _____

It is showering _____ and _____

It's showering _____ and _____

Falling from the sky came _____

And many _____

_____ drizzling _____ and _____

And several _____

Yet, I really wish

There had been a school of _____

Rhyme



Sometimes rhyming words have ending sounds that are spelt the same. Like **clock** and **sock**.



sea sounds like **bee**.




They are spelt differently but they sound the same. So, sea and bee rhyme.





Can you be an active listener?))) 



Can you list the body parts you need for active listening?))) 

So that you can communicate well.



Did you know?

'Lend me your ears' means to listen carefully!



Just like this!

Remember that to make a list you can write each word one underneath each other.

Write the words in alphabetical order according to the first letter.

- ☐ Body
- ☐ Brain
- ☐ C
- ☐ D

Just like this!

To be an active listener)))  you will need to use your:

Brain
think about what you hear.

Ears

Hear what is being said.

Heart 

Care about what the person is saying.

Eyes

Look at the person who is talking.

Mouth

Lips closed.

Hands

Keep them still.

Body

Face the person who is speaking.

Feet

Keep them still.

To be an active listener)))  you will need to use your:

☐ Body

☐

☐

☐

☐

☐

☐

☐

Did you know?

The letters in the word 'listen' in a different order make the word 'silent'!



Ask for help if you need to do so.





Can you write eight statements about how you can be an active listener? Use the pronoun 'I'.






Use the labelled diagram and caption for clues!




Just like this!
Remember the statement rules.

 I must use my brain to think about what  I hear.

 I must use my brain to think about what  I hear.

 I must use my

 I must use

 I must

 I









Can you trace common nouns with a blue pencil?
Can you trace proper nouns with a green pencil?
Can you trace one pronoun with a purple pencil?

heart

Fleet

dishes

brain

Ella

ears

feet

castle

eyes

floor

I

bed

sister

insects

town

body


thing

mouth


puppy

Lego


cake




Can you read the titles and look at the images on each cover and put them in the correct group?





Remember that images and titles on the cover are clues about what is inside the book; the contents.



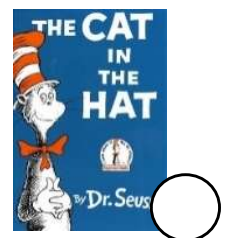
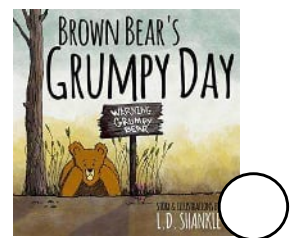
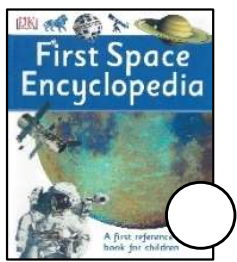
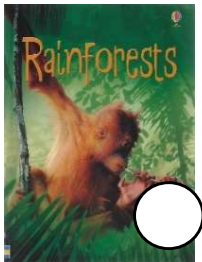
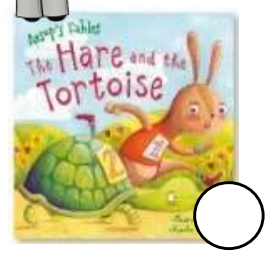
Just like this!

Trace  the words.

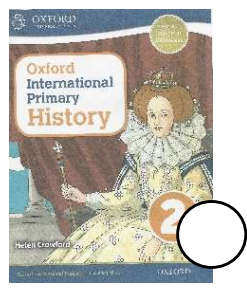
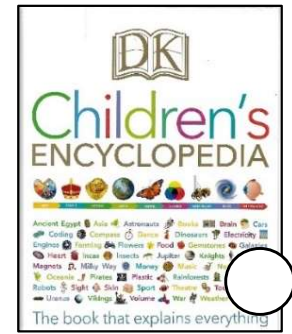
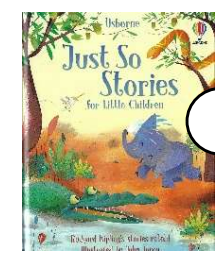
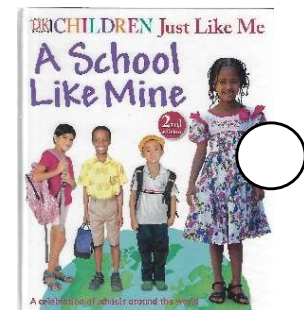
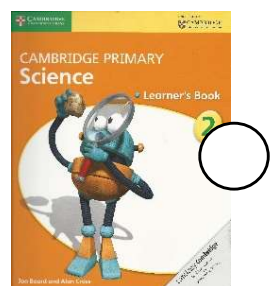
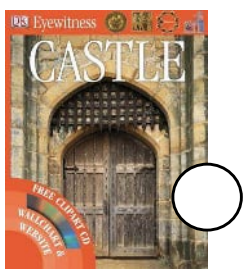
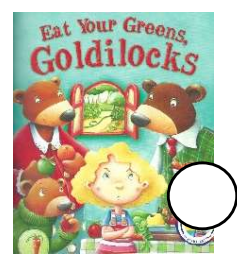
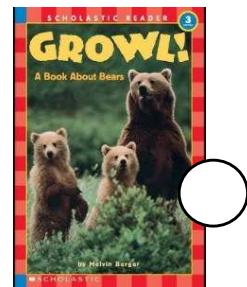
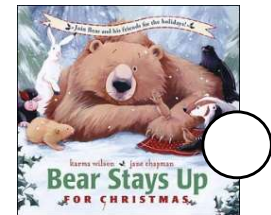
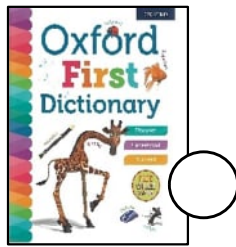
Colour the ☐ green  for non-fiction books.

Colour the ☐ blue  for fiction books.

Title title title title



cover cover



fiction non-fiction



Ask for help if you need to do so.



I can...






Think carefully and follow the instructions to complete your table.




Just like this! Tick ✓ one column per row.

Learner Success Criteria				
1	I can write my name.	✓		
2	I can control my pencil.			✓


Key	 <p>I got this!</p>	 <p>I'm getting this! [with my teacher's help]</p>	 <p>I can't do this yet!</p>
------------	--	---	---

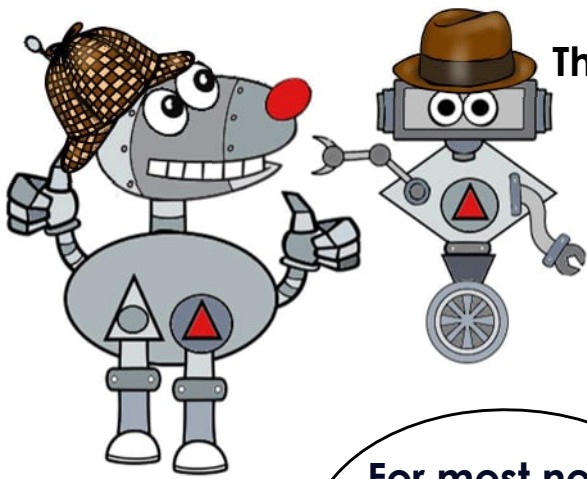
Learner Success Criteria				
1	I can use illustrations to respond to questions.			
2	I can find common nouns on a dictionary page and all around me.			
3	I can discuss an illustration and then write a caption.			
4	I can identify an adjective.			
5	I can write a rhyming poem.			
6	I can write a statement.			
7	I can use 'an' before a vowel and 'a' before a consonant.			
8	I can tell the difference between non-fiction and fiction covers.			



I still need my teacher to help me with number or numbers...

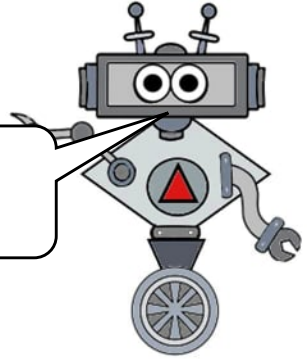
Write down the number of your favourite type of activity.



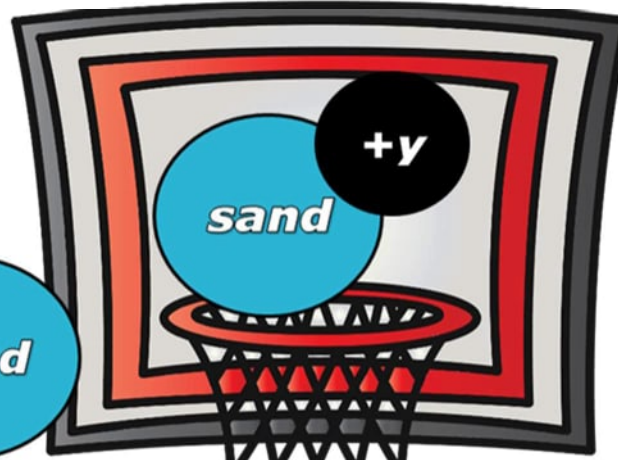


The Dictionary Duo Discover the suffix +y

By adding a /y/ to a noun and making an adjective – tells what things are like.



For most nouns
add a /-y/ to
make an
adjective.



cloud

cloudy

shine

shiny

sun

sunny

fluff

fluffy

trick

tricky

mess

messy

ice

icy

velvet

velvety

wood

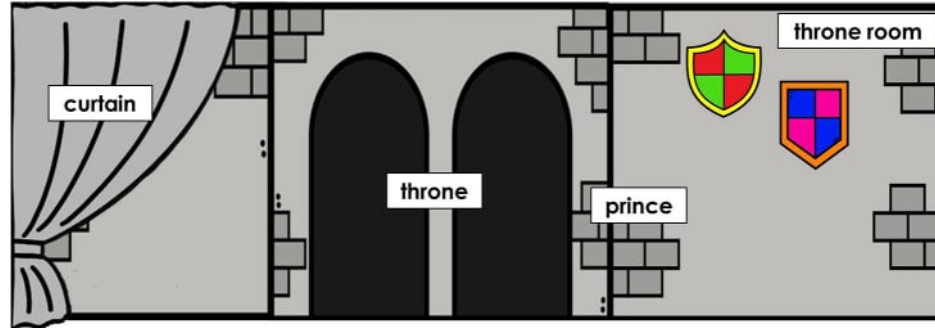
woody

stone

stony



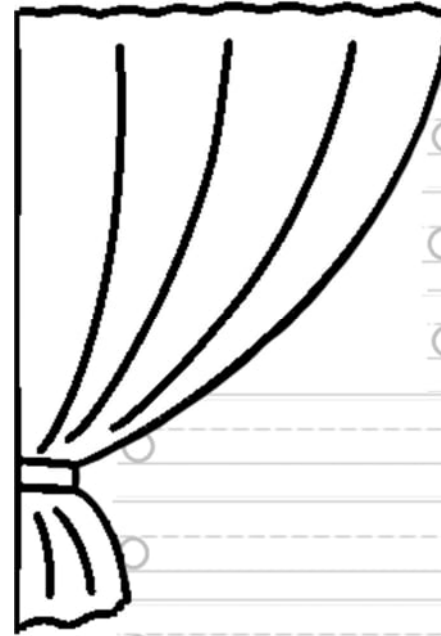
Can you follow the instructions to complete this activity about the setting and the character?



Choose a throne. **Underline** the adjectives that match your choice.



velvety rocky red jagged
 icy blue smooth woody
 sharp stony golden
 rough hard shiny brown
 grey soft wet



Complete this curtain. **Add** colours, patterns or objects. Then **paint** a picture with words to **describe** the curtain.

Four sets of horizontal lines for writing descriptions of the curtain.



Read the caption. **Circle** the illustration that matches this caption.

The jolly prince sat on his throne.
 On his head he wore a golden crown.
 He was a small short prince.
 He sounded croaky.
 The prince was round and leaf green.



List two more adjectives about the prince.

Two sets of horizontal lines for writing more adjectives about the prince.

Ella cleaned and scrubbed all day,
She could not go to school,
She could not go out to play,
because her stepmother was very cruel.

My name is Ella, and I love to rhyme,
Day and night – all the time!
I see a bee and a tree.
I see a blue gnu with only one shoe.
I see a broom in the room.
I see the sky with my little eye.
I see four tiny mice
who are always, so kind and nice!

My name is
Sue and I
have a blue
tube of glue!

My name is
Fleet and I
love to eat
meat!

My name is Kate,
and I am eight.
I do not like to be
late!

My name is Ike
and I like to
ride my bike!

Can you find
the stanza?

Where?

When?

What?

Who?

What can you tell your
teacher about the text
and illustration?

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z



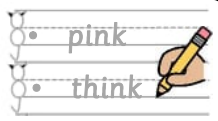
Can you list rhyming words in alphabetical order? Look at the words in colour for clues.



1. Make a bullet point.
2. Write the word next to the bullet point. • think



Just like this!
List the words in alphabetical order.
Look at the first letter.



My name is Sue and I have a blue tube of glue!



My name is Kate and I am eight. I do not like to be late!



Rhyme means that the word ending sounds the same.

My name is Ike and I like to ride my bike!



My name is Fleet and I love to eat meat!



I am Pip Puppy. I am a young dog, and my friend is a frog, and we sit on a log!



I am Candy cat and I love to wear a hat and sit on a mat!



Ask for help if you need to do so.

A VERB STORY

Ella could move, she can do actions.
So, **Verb** came to meet her.

Hi **Verb**,
look at me!
I can **do** actions.
I can **wash** the
dishes.

I **see** Ella **washing**
the dishes.

Hi, my name **is Verb**.
I **am** here about
actions!

Who **is washing** dishes?

Actions that are happening
in the **present**.
Look out for the **verb** or
the **verb** with the ending
'-ing', '-es', or '-s'!

I can **hear**
the dishes
clanging!

Ella **washes** the dishes.
She **is washing** dishes.

PRESENT



Can you write six statements about Ella and her friends meeting Verb?



Remember to look at the illustration and text for clues.

Just like this!

Think Discuss Plan Write words

When? Who? Where? What?

Finally, write your statements.

When?

words

Look at the time.

Setting

Where?

words

In the castle kitchen

Setting

Who?

words

Ella	Dish
Fleet	Spoon
Ike	Bird
Sue	
Kate	
Candy Cat	
Pip Puppy	
Van Verb	

Characters

What?

words

washes
hears
stands
runs
sits
flies

Events

○

○

○

○

○

○

○



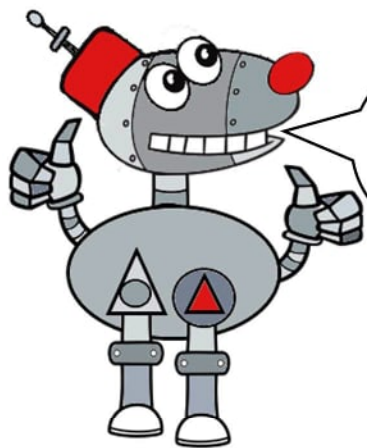
Words Matter

You may use the Words Matter lists. You may use your own words, too.



Ask for help if you need to do so.

The Dynamic Dictionary Duo and their friends



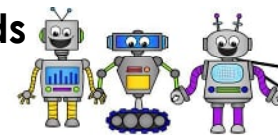
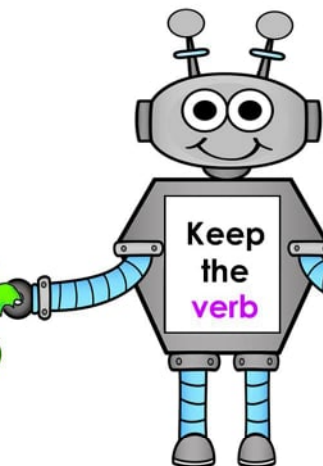
Actions that happen
now and often!
Keep the **verb** or add '-
s', or '-**es**' to the **verb**!



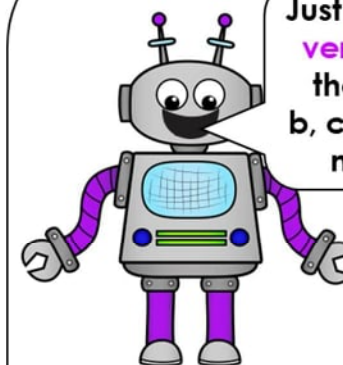
SIMPLE PRESENT TENSE

ACTIONS THAT HAPPEN OFTEN!

I run fast.
We run fast.
You run fast.
They run fast.
Toto and **Humpty** run fast.



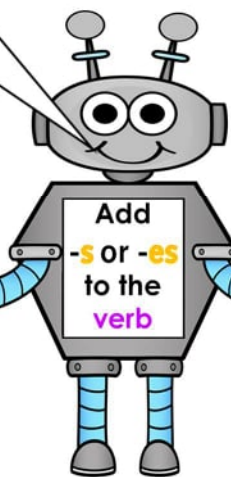
Remember
consonants
are
all the letters
except
vowels!



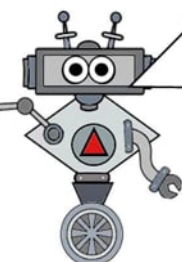
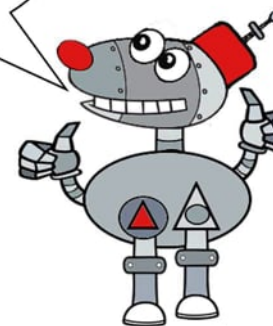
Just add /- **s**/ to most
verbs that end with
these consonants
b, c, d, e, g, ck, ll, m,
n, p, r, t, and w.

rub - rub**s**, **panic** - panic**s**, **bend** -
bend**s**, **see** - see**s**, **belong** - belong**s**,
attack - attack**s**, **fall** - fall**s**,
swim - swim**s**, **burn** - burn**s**,
burp - burp**s**, **act** - act**s**, **sew** - sew**s**

He runs fast.
She runs fast.
It runs fast.
Toto runs fast.



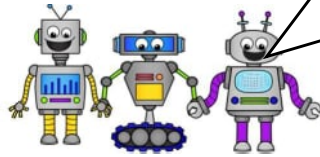
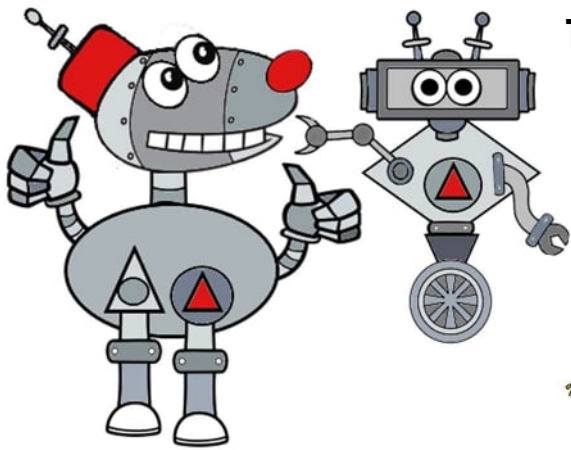
If a **verb** ends in
/-ch/, /-o/, /-sh/,
/-ss/, /-x/ or /-z/
add '**es**'!



touch - touch**es**
go - go**es**
wish - wish**es**
kiss - kiss**es**
mix - mix**es**
buzz - buzz**es**

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

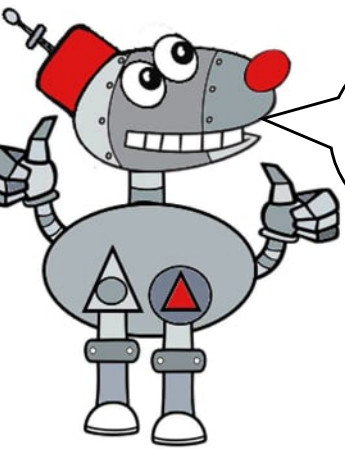
The Dynamic Dictionary Duo and their friends



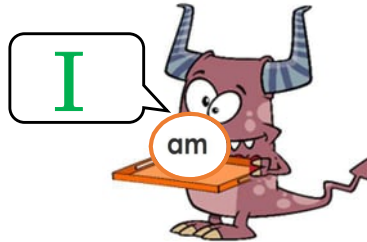
Remember consonants are all the letters except vowels!

THE ACTION IS HAPPENING NOW!

PRESENT CONTINUOUS TENSE



When the action is happening right now add '-ing' to the verb and a helping verb.



We, they, you and more than one proper noun

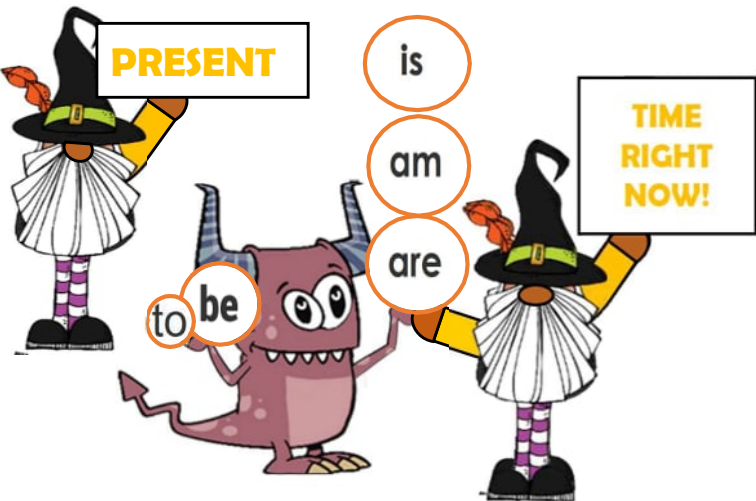


He /she / it or one proper noun



[most often]

Just add an '- ing' to the verb
chomping playing
laughing building
fixing



PRESENT

Make the bed and hang the laundry!

What **are** the **bossy verbs**?

They **are** 'make' and 'hang'!

I can **do** actions.
I **am making** the bed.

Ella **makes** the bed.
She **is making** it now.

I can **see** Ella **making** the bed.

Who **is** **making** the bed?

Did you know that 'make', 'makes' and 'making' are all verbs!

Dust all the steps, you lazy girl!

What **is** the bossy verb?

The 'bossy verb' **is** 'dust'!

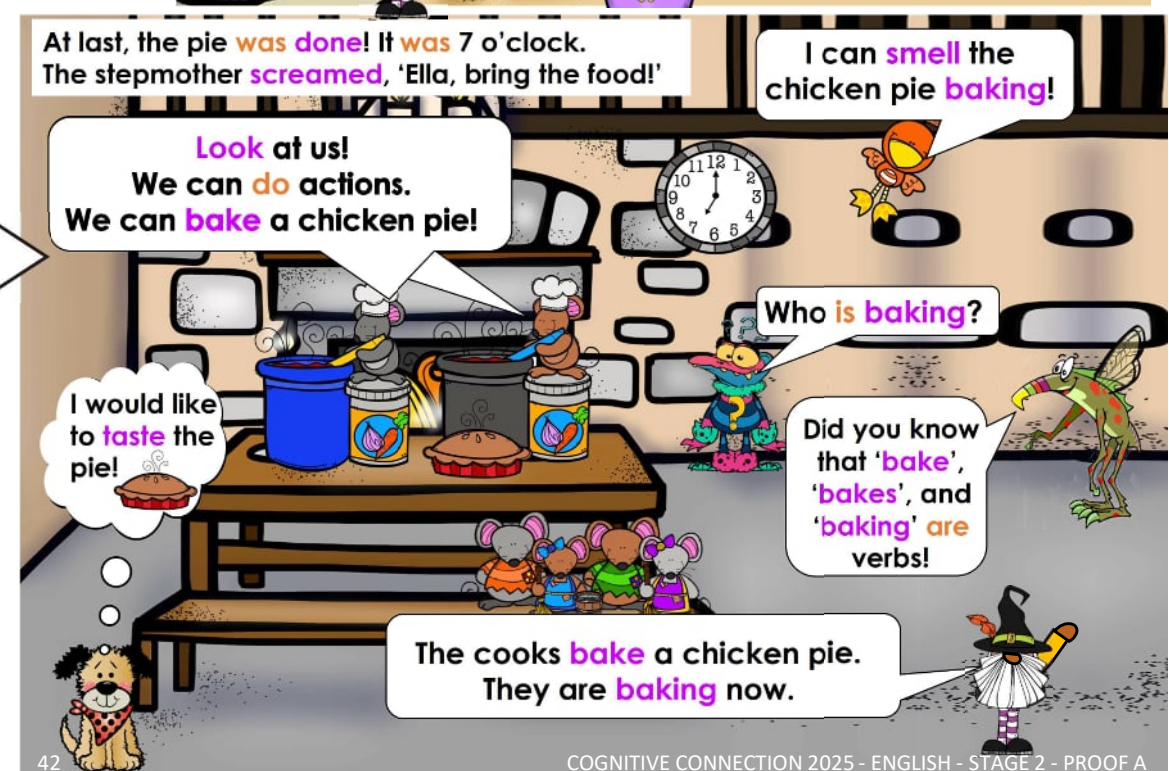
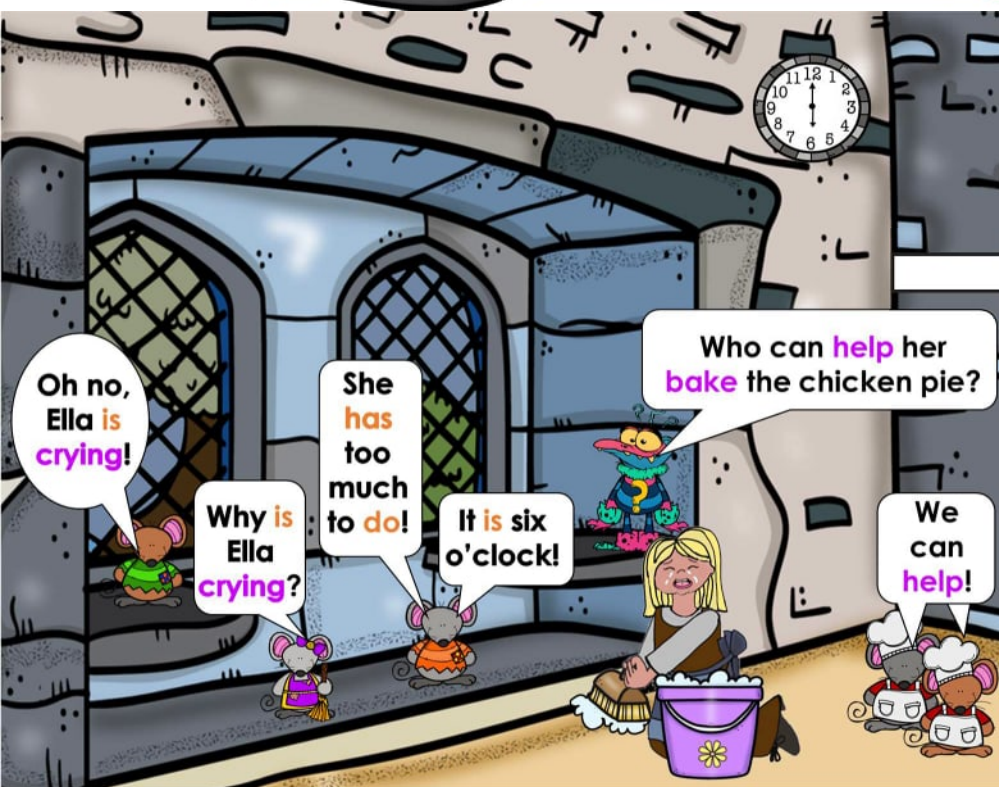
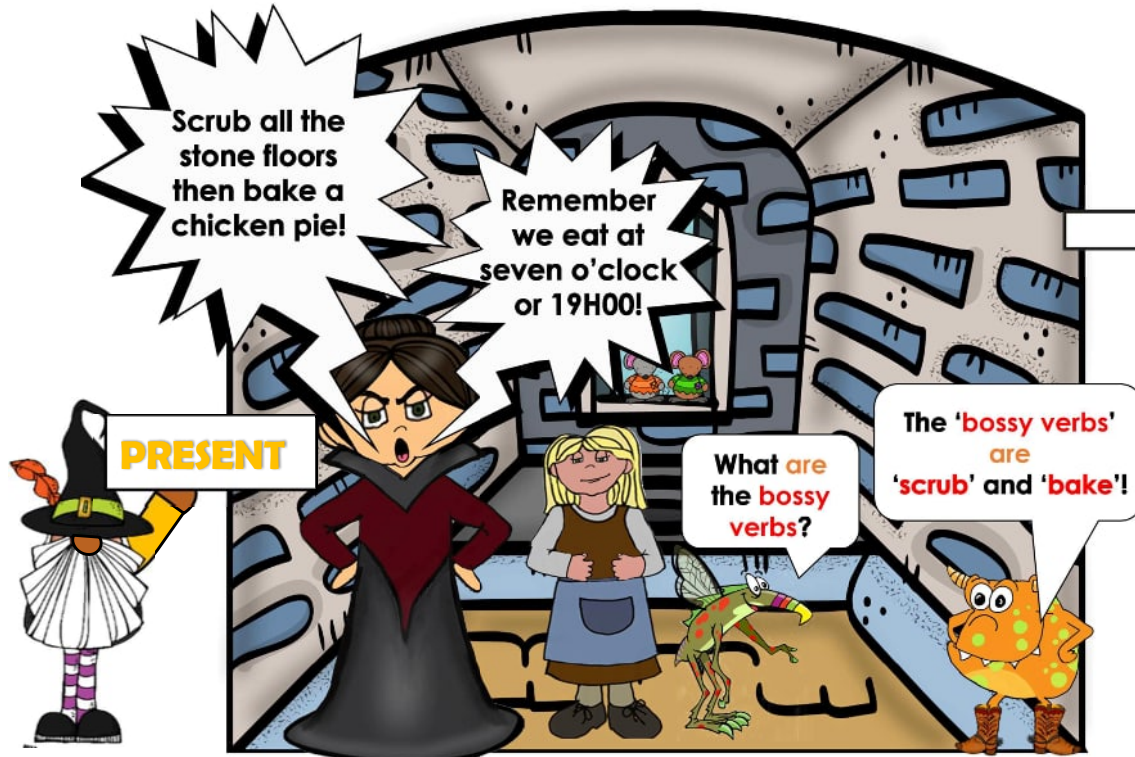
I can **do** actions.
I **am dusting** the steps.

Ella **dusts** the steps.
She **is dusting** them now.

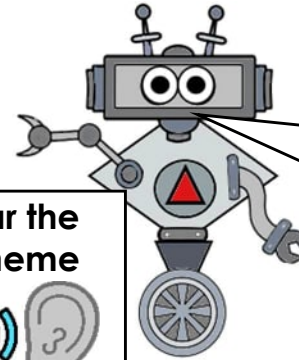
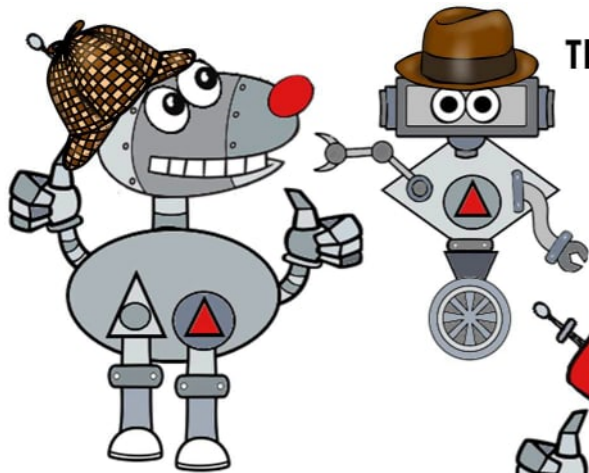
I can **see** Ella **dusting** the steps.

Who **is** **dusting** the steps?

Actions that are happening in the **present**.
Look out for the **verb** or the **verb** with the ending '-ing', '-es', or '-s'!



The Dictionary Duo Discovers Question Words



In some words, write a two letter
= grapheme

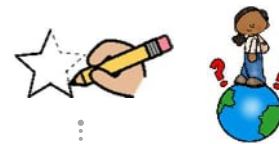
w+h = wh

When you hear the
sound or phoneme

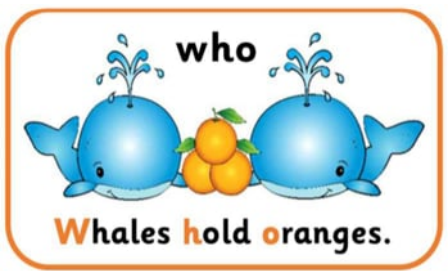


question NOUN questions

(say "KWES" + "chuhn")



where



what



when



who



W

The letter
'h' is silent.

At the beginning
of



where
when
what
which
why



why

which



Did you know?

In some words, the 'w' sound
or phoneme is written 'wh'.



a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

Where?

When?

What?

Who?

Which?

Why?



REMEMBER TO ANNOTATE!	
highlight	The reply
<u>underline</u>	The question

Ask for help if you need to do so.



Where is Ella?

Ella is in the castle garden.

When is Ella in the garden?

Ella is in the garden after dinner. It is night.

Who is with Ella?

Her friends are with Ella.

What is happening?

Ella and her friends are relaxing and chatting.

Why is Ella happy?

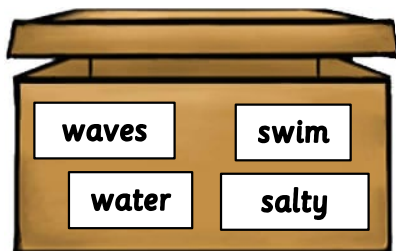
Ella is happy because she finished her chores.

Which chore does Ella like the most?

Ella likes dusting the most.

The Grammar Gang's Quizzy Question

What is in the box?



STAGE 2 - 2Rg.02 and 2Wg.01

Explore in texts, and understand, the differences in use of full stops and question marks. Use capital letters, full stops and question marks correctly in simple sentences.

Question mark?

A sentence that ends with a question mark asks for a reply.



Where? - Asks about a place or position.



When? Asks about time or a moment.



Why? Asks for a reason.

because



What? Asks about a specific thing, event or action.



Who? Asks about a person or character.

Which? Asks for a choice.



Question Word Clues



Where? - Asks about a place or position.



When? Asks about time or moment.



Why? Asks for a reason.

because



What? Asks about a specific thing, event or action.



Who? Asks about a person or character.

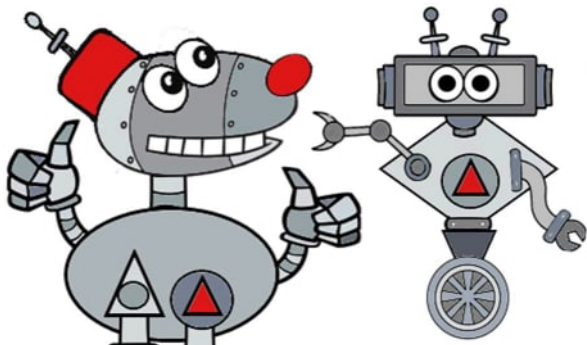
Which? Asks for a choice



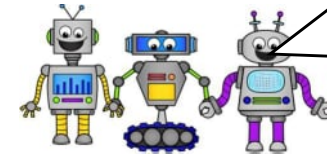
question (say kwes - chuhn)
NOUN **questions**

There are other words to use and different ways to ask questions. For now, let's make sure that you know these 6 important words and how to use them.





The Dynamic Dictionary Duo and their friends



Remember consonants are all letters except vowels!

PAST

Look for '**-d**' or '**-ed**' at the end of a **verb** to show that the **action** has happened. These are called regular past tense verbs.

SIMPLE PAST TENSE

Synonyms for the verb **said**

shouted
whispered
agreed

THE **ACTION** HAS HAPPENED.

AND IS COMPLETED!

These are called regular past tense **verbs**.

You can often just add 'ed'!
In verbs such as asked and kicked.

Regular means usual or common.

If the verb ends with an 'e' just add '-d'!
In verbs such as closed and smiled.

It **is** true, at 9 o'clock this morning, Ella **washed** the dishes!



Today **was** a busy day!
I **washed** the dishes.
Then, I **made** the bed.
After that, I **hung** the laundry.
Next, I **dusted** the steps.
Later, I **scrubbed** the stone floor.



I wish I had **tasted** the pie!



Did you know that for regular verbs like **wash**, **dust**, **scrub**, **help**, **bake**, **walk** and **talk** – add '**ed**' or '**d**' to show that the action **has happened**.



I keep **verbs** to use for '**said**'.

We **helped** Ella and **baked** a chicken pie!



Did you **hear** that Ella **dusted** and **scrubbed** today!




The Stepmother **screamed**, 'Ella **bring** the food.'




THE ACTION HAS HAPPENED

AND IS COMPLETED!







Can you write six statements about Ella and her friends in the castle garden?



Remember to look at the illustration and text for clues.

Just like this!

Think  Discuss  Plan  Write  words

Finally, write your statements. 

<div>When?</div> <div>  words </div> <div>Night Time</div> <div>Setting</div>	<div>Where?</div> <div>  words </div> <div>Castle garden</div> <div>Setting</div>	<div>Who?</div> <div>  words </div> <div> Ella Candy Cat Pip Puppy Van Verb Cooks Bird </div> <div>Characters</div>	<div>What?</div> <div>  words </div> <div></div> <div>Events</div>
--	--	---	---

○

○


○

○

○


○

○



Words Matter

You may use the Words Matter lists. You may use your own words, too.



Ask for help if you need to do so.

COGNITIVE CONNECTION 2025 - ENGLISH - STAGE 2 - PROOF A



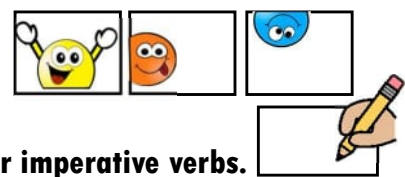
Complete one block per day!

Fill in the missing phoneme of the bossy or imperative verbs.

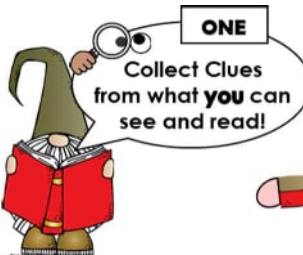
a f k p u
b g l q v
c h m r w
d i n s x
e j o t y
z

isten
 nderline
 ink

race
 lap

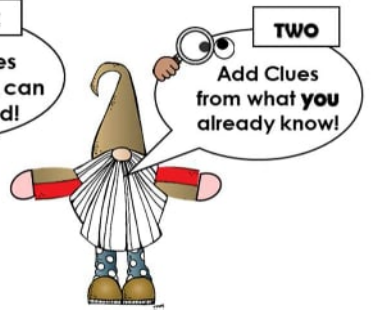


STEPS TO INFER



ONE

Collect Clues from what **you** can see and read!



TWO

Add Clues from what **you** already know!



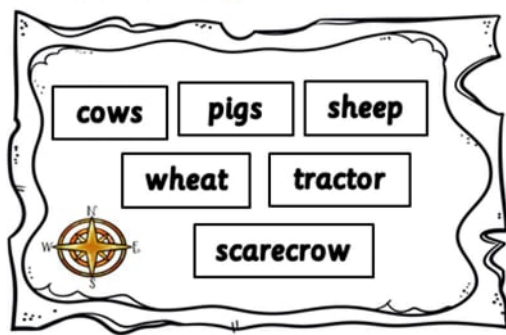
THREE

To decide what is likely true or false.

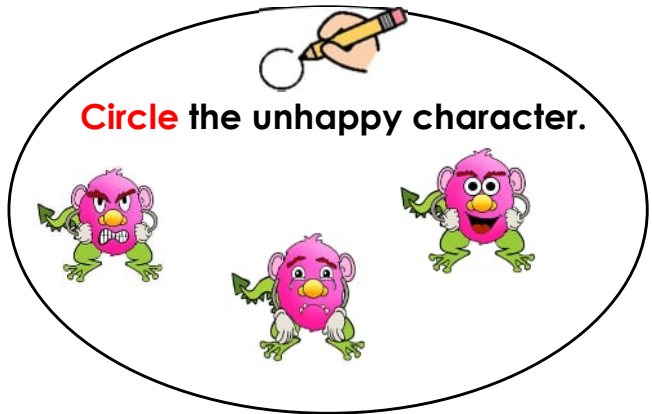


Write down what you infer.

Where is this?



Circle the unhappy character.



Do NOT Bully!

The best way to help a bullying problem is to make sure that YOU are not being a bully.

Be kind to everyone and treat people the way you want to be treated. Share and say please and thank you. Kind words go a long way!

Recognise that just because someone is different from you, doesn't mean that they are less than you.



Variety is the spice of life!

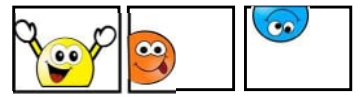
What do we call the words in the orange rectangle?

Underline the correct answer.

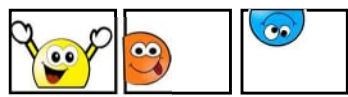
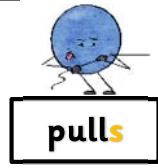
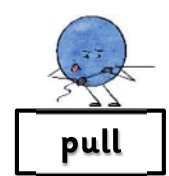
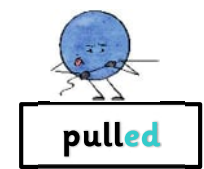
A heading

An index

A definition



Highlight the simple present tense verbs.





What can you tell your teacher about this text and illustration?

STEPS TO INFER

ONE

Collect Clues from what **you** can see and read!



TWO

Add Clues from what **you** already know!



THREE

To decide what is likely true or false.



Ask for help if you need to do so.



Can you write a statement to tell why the mice are hiding?



Just like this!
Write a statement using the connective word 'because'.

The mice are hiding **because**



REMEMBER TO ANNOTATE!

underline



5 verbs

After a long, long day,
her stepmother came into the room.
She screeched, "I don't know what to say!"
In a heap lay the bucket and broom.
And a big puddle on the floor.
Cinderella began to weep!
All she heard was a slam of a door,
as she began to sweep, sweep, sweep!



Later that evening, Flora the fairy, Dora the dragon, and Bee the bee appeared in a shower of magic! Flora sang, "Come on team, we must be quick!"

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

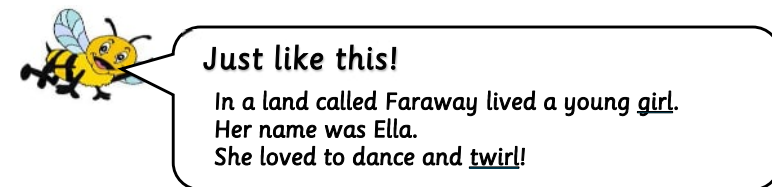
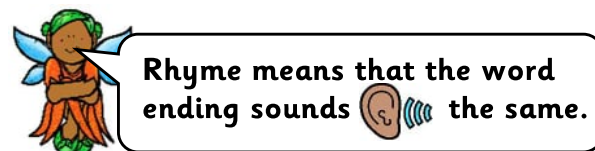
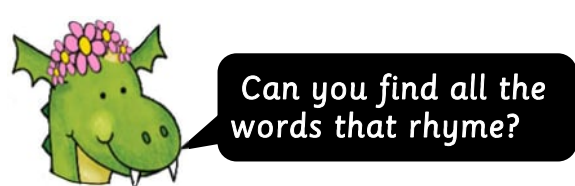
Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?





The story so far...

Text A

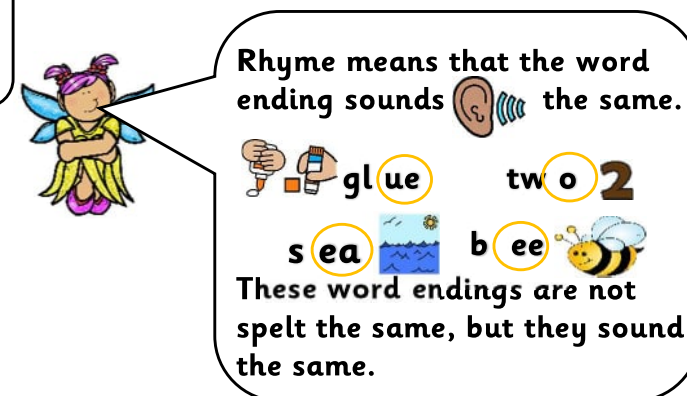
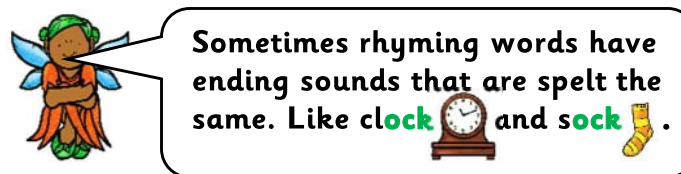
In a land called Faraway lived a young girl.
Her name was Ella.
She loved to dance and twirl!

Instead, she cleaned and scrubbed all day,
she could not go to school.
She could not go out to play,
because her stepmother was very cruel.

After a long, long day,
her stepmother came into the room.
She **screeched**, 'I don't know what to say!'
In a heap lay the bucket and broom.
And a big puddle on the floor.
Ella began to weep!
All she heard was a slam of a door,
as she began to sweep, sweep, sweep!

Later that evening, Flora, Dora and Bee appeared in a shower of magic!
Flora **sang**, 'Come on team, we must be quick!'

REMEMBER TO ANNOTATE!	
<u>underline</u>	The word that rhymes with twirl
<u>underline</u>	The word that rhymes with day
<u>underline</u>	The word that rhymes with school
<u>underline</u>	The word that rhymes with room
<u>underline</u>	The word that rhymes with floor
<u>underline</u>	The word that rhymes with weep





Can you use vocabulary from the Words Matter list and 'Text A' to write what you think, Flora **said** to Ella's stepmother?



Read 'Text A', then read the words in the Words Matter list.



Words Matter

I	is	an
fairy	my	wand
unkind	Flora	magic
help	name	have
work	Ella	meet
	Bee	stepmother
	castle	

My name is

STEPS TO INFER



ONE

Collect Clues from what **you** can see and read!



TWO

Add Clues from what **you** already know!



THREE

To decide what is likely true or false.



Ask for help if you need to do so.

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



Can you use your dictionary to find one plural noun for each consonant? Then, list each plural noun with the article 'the' first.



Match each consonant with a plural noun.



Just like this!



beetle noun (plural beetles)

A beetle is an insect with hard wing-covers.

the beetles

Common nouns

B the beetles

C

D

F

G

H

J

K

L

M

Common nouns

N

P

Q

R

S

T

V

W

X

Y

Z



Consonants are
'b, c, d, f, g, h, j, k, l,
m, n, p, q, r, s, t, v,
w, x, y, z'



Ask for help if you need to do so.



Can you complete this mnemonic activity sheet for the verb 'said'?

Sharpen your pencil!
Feet flat!
Hold your page still!



Just like this!
Trace words
and letters



said
silly ants
in dresses



What did they say?

They said,
silly ants in dresses!



Synonyms
for 'said'.

screamed
whispered
cried
giggled
cackled
laughed

Did she say that he said they
are silly ants in dresses!



Did you know?

Said is an irregular past tense verb (of say)

Yesterday, I said, 'Hi!'

What did you say?

What are you saying?

He says he will arrive soon.



Now, can you underline the
words that rhyme with 'said'?

<u>red</u>	sand
end	salad
bread	bled
head	good
fled	kind



Ask for help if you
need to do so.

The Grammar Gang's Capital Letters

Direct speech

A capital or upper-case letter must be used **after** the **first** speech mark.

The ants said, **We like our fancy dresses.**

Titles

Mr Dr
Mrs Miss

Did you know?

Capital letters
are also called
upper-case letters!

Acronym

ASAP
As soon as possible.

Interjections

Oh boy! Wow! Whew!
Begin with a capital letter.
End with an exclamation mark

Initials

Brett John Rodent
B J Rodent

**All sentences must begin
with a capital letter.**

A capital letter must
begin an instruction.

Read a book

A capital letter must
begin an exclamation.

What a good book!

A capital letter must
begin a statement.

The frog reads a book

A capital letter must
begin a question.

Can you read a book?

**I love
capital
letters in
a circle!**

Any shape or size!
A capital letter
must begin all
Proper Nouns.

The personal
pronoun 'I' is
always
written with a
capital letter.

I

I like colourful
capital letters!

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

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

Time was flying!



To get ready to meet Prince Pete!



Hurry, Ella we haven't got much time!

We have come to send you to play at the castle and meet Prince Pete!

How exciting to meet a prince!



Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?

thank you flora, dora, and bee you are very kind

to go to the castle to meet prince pete, would be cool

if you don't mind, i would rather go to the faraway international school

To school we would love to go, too!





Can you rewrite these words as statements?

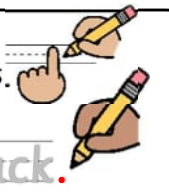


Remember to begin with a **capital letter** or upper-case letter end with a **full stop**. Capital or upper – case letters for proper nouns; names, places, months, days of the week, and countries.



Just like this!
Don't forget finger spaces.
i have a backpack

I have a backpack.



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

thank you flora, dora, and bee you are very kind
to go to the castle to meet prince pete, would be cool
if you don't mind, i would rather go to the faraway international school

Any shape or size!
A capital letter must begin a sentence and all proper nouns.
Do not forget the pronoun 'I'.



I Ella said, I Thank you

I

I

I



Can you write a reason that Ella would rather go to school?

Just like this!

Write a statement using the connective word 'because'.

Ella would rather go to school because



I

I



Ask for help if you need to do so.



Can you write a caption for this photograph?



A caption adds information to an image.



A photographer took a photo of Ella scrubbing the floor. Flora, Dora, and Bee have arrived to help, but time is flying.



Words Matter

Characters

Flora the Fairy
Dora the dragon
Bee the bee
Ella
Ike
Sue
Kate
Fleet
You may use your own words.



Where?
When?

SETTING

Who?

CHARACTERS

What happened?

PLOT

Add your own adjectives



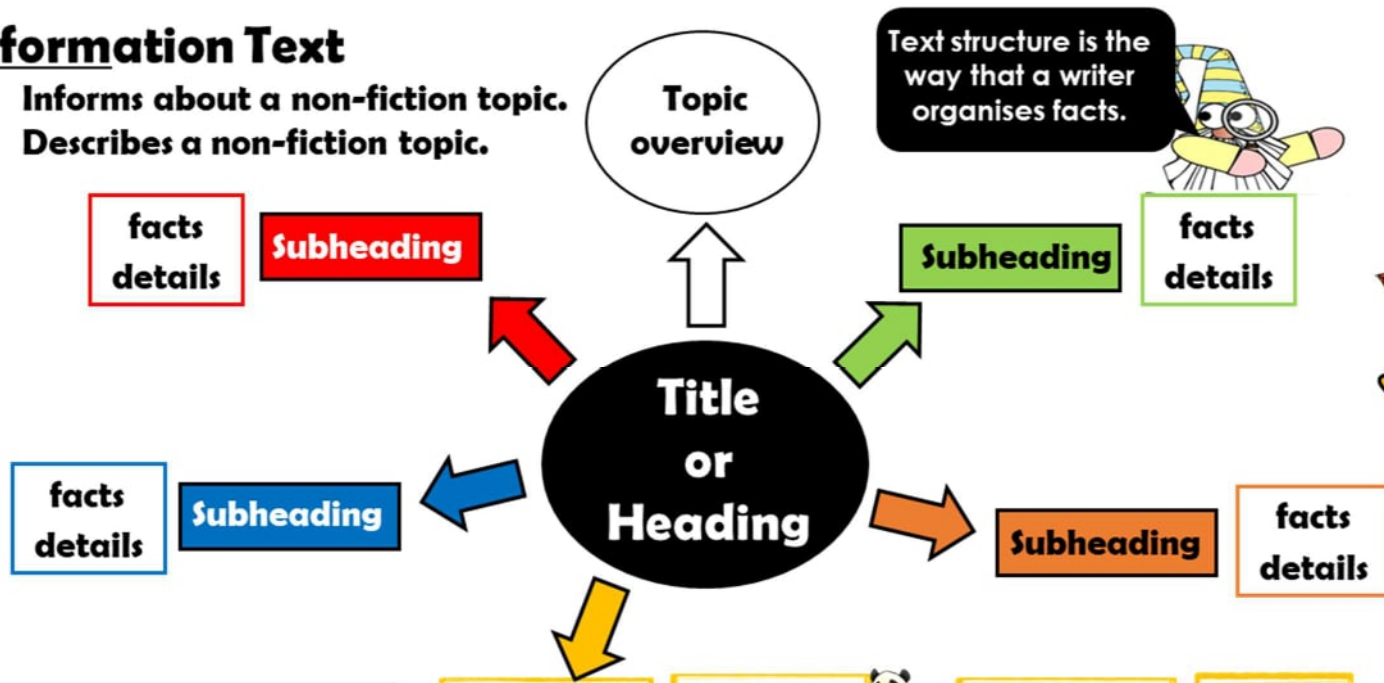
Paint a picture with adjectives.



Ask for help if you need to do so.

Information Text

- Informs about a non-fiction topic.
- Describes a non-fiction topic.



Text structure is the way that a writer organises facts.

Did you know?

Inform means to tell or give facts or details about a topic or something.

SIMPLE PRESENT TENSE VERBS

ACTIONS THAT HAPPEN OFTEN!

information NOUN
(say "in-fuh-may-shn")

Text features help us find information and understand a non-fiction text, more easily.

What is the writer speaking about?

Point of View

The writer is speaking about other people, animals, and things.
The writer uses personal pronouns; **they, them, theirs, she, her, he, him, his, hers, and it.**
The writer uses possessive adjectives like **their, her, his, and its.**
The writer also uses proper nouns.

Third Person

Tick the box if you find the feature.

<input type="checkbox"/>	Title or Heading	<input type="checkbox"/>	Caption	<input type="checkbox"/>	Illustration	<input type="checkbox"/>	Timeline	<input type="checkbox"/>	Italics
<input type="checkbox"/>	Topic Overview	<input type="checkbox"/>	Textbox	<input type="checkbox"/>	Graph/Chart	<input type="checkbox"/>	Map	<input type="checkbox"/>	Bold
<input type="checkbox"/>	Subheading	<input type="checkbox"/>	Bullet points	<input type="checkbox"/>	Photograph	<input type="checkbox"/>	Diagram	<input type="checkbox"/>	Coloured

Text B from the *Big Book of Everything*

School *NOUN*

A school is a place where children go to learn skills, such as reading and writing, that help them to understand the world. Going to school gives us the knowledge and skills that help us to get a job.

Getting to school

Many children walk to school, others are taken to school in buses, cars and trains. Some children even catch a boat to get to school.

First schools

Boys only.
These schools were opened in Ancient Greece, India, China and Rome. Later, church schools opened in Europe.

School Today

Not all children can go to school.
In some countries it is very difficult to get to school.
In some places children must work and cannot go to school.
In some countries girls cannot go to school.

Tools for school

In the past, children wrote their work with chalk on a small chalkboard. Today many children write on worksheets or in learner books, with coloured pencils, pencils, pens and even felt tip pens.

Schools close

In 2020 schools closed all over our Earth because of Covid - 19. Children could not go to school in person. Children who had internet in their homes had school online. Teachers could not work closely with each child like they do in the classroom.

School bullies

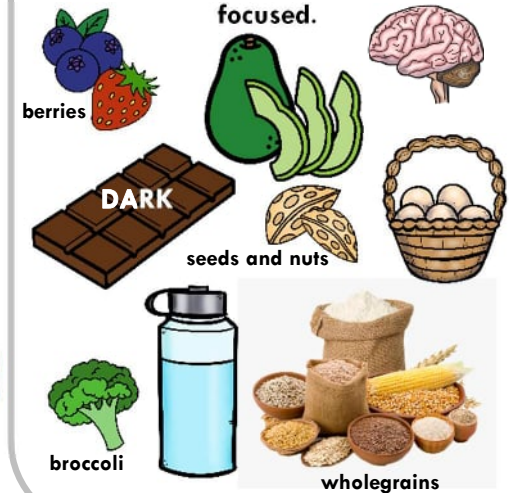
- Bullying is mean behaviour that is done on purpose.
- Most of the time with bullying, this action is repeated again and again.
- Bullying can be physical or verbal or online.
- Bullies can be girls or boys.

SEE
SOMETHING
SAY
SOMETHING

BE A
BUDDY
NOT A
BULLY

Food for school

Some foods are very good for your brain. Here are a few examples of foods that help your brain to stay focused.



Did you know?

That Cambridge International Education is presented in more than 10 000 schools, across the world.

School playgrounds

Some schools have large fields, and some schools have small areas for playing. Some playgrounds have jungle gyms, swings, slides and climbing frames and some playgrounds are empty.

There were lots of Covid - 19 rules!

About washing hands, standing away from each other and not playing together.





Think about what Bee said to Dora.
Begin with 'Dora, did you know that...'.

You may use vocabulary and images from 'Text B' and the **Words Matter** box.
You may use your own words, too.

Dora, did you know that



food for school

stationery

bullies

getting to school

covid – 19

schools today

school building

schools long ago

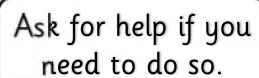
playgrounds

tools for school

brain

children

different

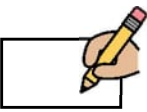
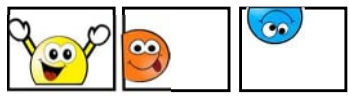




Complete one block per day!

Order the bossy or imperative verbs. 1 2 3 4 5

Fill in 1st, 2nd, 3rd or 4th to show alphabetical order



race

☆

lap

👏👏👏

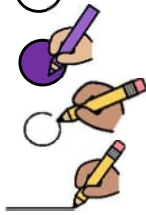
match

fill in

Kind words go a long way.

What is this called?

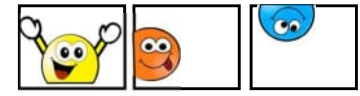
- ☐ It is a word.
- ☐ It is a fairytale.
- ☐ It is a statement.



Colour the circle in purple next to the correct answer.

Circle the capital letter in green.

Underline the full stop in red.



STEPS TO INFER

ONE

Collect Clues from what **you** can see and read!

TWO

Add Clues from what **you** already know!

THREE

To decide what is likely true or false.



Tick the correct statement.



- ☐ This is a poem.
- ☐ This is a fable.
- ☐ This is an instruction.
- ☐ This is a subheading.

Title

Honey Bees

Buzzing

Drinking nectar

Stanza

From flower to flower

Back to the hive, honey to make

Bees bees



Look at the clues. Write two statements that use this clue.




What is in the box?

waves

fish

water

salty




I can...

Think carefully and follow the instructions to complete your table.









Just like this! Tick ✓ one column per row.

Learner Success Criteria				
1	I can write my name.	✓		
2	I can control my pencil.			✓


Key	 <p>I got this!</p>	 <p>I'm getting this! [with my teacher's help]</p>	 <p>I can't do this yet!</p>
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Learner Success Criteria				
1	I can identify a proper noun, a verb, an article and an object.			
2	I can write a statement using a proper noun, a verb, an article and an object.			
3	I can record answers to simple questions.			
4	I can find and fill in missing letters of the alphabet.			
5	I can find features and understand the structure of an information text.			
6	I can read a fiction text and retell what I have read.			
7	I can find simple past tense verbs, simple present and present continuous verbs.			
8	I can use vocabulary from a Words Matter list or box to write statements.			



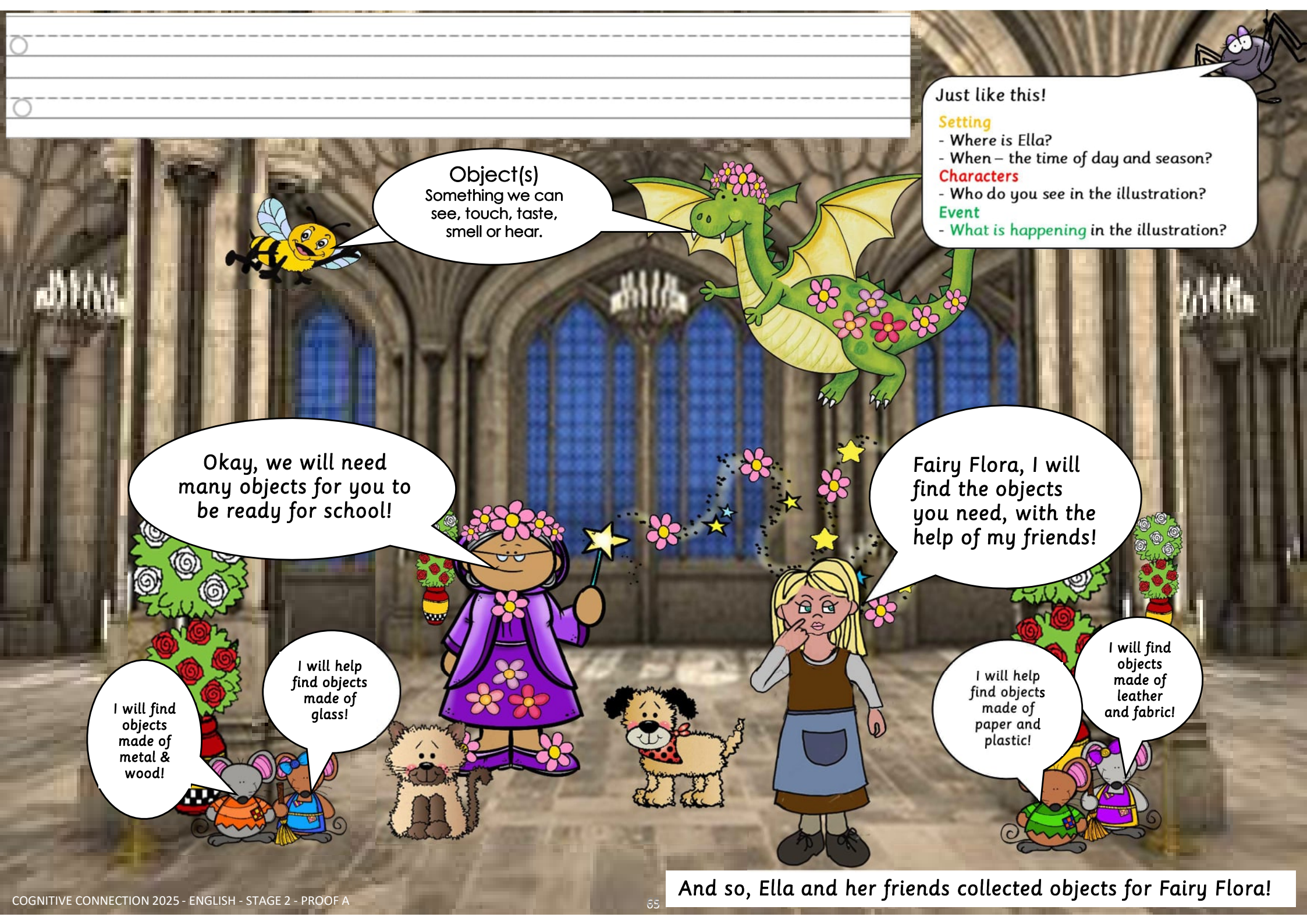
I still need my teacher to help me with number or numbers...

Write down the number of your favourite type of activity.



<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Handwriting practice lines with dashed midlines and solid top/bottom lines.



Object(s)
Something we can see, touch, taste, smell or hear.

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?

Okay, we will need many objects for you to be ready for school!

Fairy Flora, I will find the objects you need, with the help of my friends!

I will find objects made of metal & wood!

I will help find objects made of glass!

I will help find objects made of paper and plastic!

I will find objects made of leather and fabric!

And so, Ella and her friends collected objects for Fairy Flora!



Can you follow the clues in the shapes to find common nouns in your classroom? That...

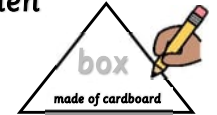
In each shape there is a clue. when you find the object, record the noun inside the shape.



Just like this!



then



is made of wood.

has your name on it.

has four legs.

is shorter than you.

is made of plastic.

ends with the letter r.

is made of glass.

would fit in your hand.

is soft to touch.

starts with the letter m.

has a screen.

is colourful and made of wax.

is made of fabric.

is above you.

is under you.

These are all concrete or common nouns.

is waterproof.

is made of metal.

is rough to touch.



Ask for help if you need to do so.



Material(s)
What objects are made of, for example: wood, fabric, plastic, leather, glass, and metal.

Abracadabra!
Turn these pretty coloured shells into coloured pencils.

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?



Can you list the coloured pencils in alphabetical order?



The colours are blue, yellow, orange, green, red and pink.



Just like this!

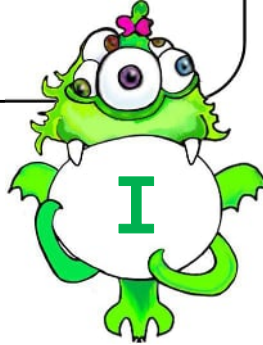
1. List



☐ blue



2. Write from Ella's point of view. Begin with 'I have...' Then, 'I will...' Last, 'I am...'



A list of coloured pencils.

Handwriting practice lines for listing coloured pencils.

Can you finish Ella's thought bubble? What does Ella think of her new pencils?



I have

Large thought bubble for writing Ella's thoughts.



Ask for help if you need to do so.

happy pictures
sad illustrations
excited draw
school coloured
diagrams look after



Words Matter



Chest [noun]
a big strong box,
often made of wood
and used for storage
or transport.

Abracadabra!
Turn this wooden
chest into a
backpack.



Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?





Can you write statements about the common or concrete nouns you can find inside your school bag?



Remember to begin statements with a **capital letter** and end with a **full stop**.



Just like this!
Don't forget finger spaces.



o Inside my school

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



backpack



bag



suitcase



trolley case

o Inside my school

o

o

o

o

o

o

o

o

o



Ask for help if you need to do so.



WHAT IS A HAIKU POEM?

3 lines long

5 + 7 + 5 = 17

The first line has 5 syllables

The second line has 7 syllables

The third line has 5 syllables

A haiku has a total of 17 syllables

Remember the chin tip.

Hump

ty

choc

o

late

HOW TO WRITE A HAIKU POEM?

1st Choose a concrete or common noun.

2nd Think of an adjective or two to paint a picture

3rd Think of an action for the concrete or common noun

4th Think about a setting and the position of the noun

5th Think about more actions or adjectives

6th List the words for your Haiku .

7th Count and fill in the syllables.

Syllables

blue •

flies •

above • •

happily • • •

Haiku NOUN

(say "hy-koo")

List the words for your Haiku.
Then count the syllables for each word.

1. A bird	• •
2. bright blue	• • •
3. flies	•
4. high and low	• • •
above	• •
the trees	• •
5. chirping	• •
happily	• • •

5

A bright blue bird flies

7

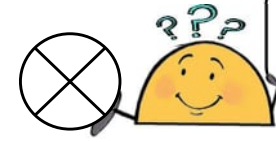
High and low above the trees

5

Chirping happily



Can you follow the instructions to write a poem called a haiku?



Ask for help if you need to do so.

List the words for your Haiku.
Then count the syllables for each word.

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>



A car is an object made of different materials like glass, metal, rubber and plastic.

Materials have different **textures** when you touch them!

Abacadabra!
Turn the pumpkin, key,
chair, and wheel into an
orange car to take Ella
to school.

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- **What is happening** in the illustration?



Woof!
Woof!





Can you write two statements about each character and what they are doing?



Remember to look at the illustration and text for clues.

Just like this!

Think Discuss Plan Write words

When? Who? Where? What?

Finally, write your statements.

When?



Where?



Who?



What?



At last

Inside

Flora the fairy
Dora the dragon
Bee the bee

changes
flies
barks

Setting

Setting

Characters

Events



Words Matter

You may use the Words Matter lists. You may use your own words, too.

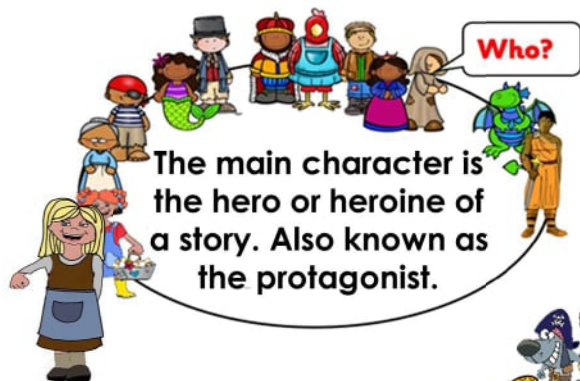


Ask for help if you need to do so.



CHARACTERS

The good, the bad and the ugly.



The main character is the hero or heroine of a story. Also known as the protagonist.



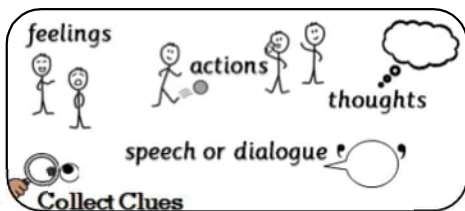
The **antagonist** is the character that acts to stop the main character from achieving their goal. The antagonist can be 'good' but is usually 'bad'.



Supporting characters are all the other characters. They can be 'good' or 'bad' or in between.

Ella is the main character.

I wonder when I will be finished scrubbing the floor?



I don't know where to go!



A character's looks.

Appearance



Feelings come and go.

Feelings and ideas cannot be seen or touched.



CHARACTERS YOU WILL MEET NEXT.

Goldilocks, Mama Bear, Papa Bear and Baby Bear in the traditional tale 'Goldilocks and the Three Bears'.



Can you choose the statement that matches each illustration?



What is Ella doing or feeling?

A little tricky!
Look at Ella and tick the sentence or sentences that match what she is doing or feeling.



Just like this!

Tick

You may tick more than one for each illustration.



To find clues look at body language, gestures, facial expressions; the changes, and the differences.



She is angry.

☐

Ella is laughing.

☐

Ella is crying.

☐


Ella is sobbing.

☐

Ella is giggling.

☐

She is asking a question.

☐


Ella is surprised.

☐

She is sad.

☐

Ella is confused.

☐

☐ Ella is smiling.



☐ Ella is angry.

☐ She is happy.

☐ She is feeling shy.



☐ Ella is feeling cross.

☐ She is feeling brave.

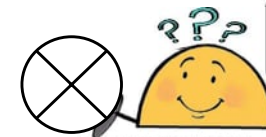
☐ She is feeling happy.

☐ She is feeling unhappy.

☐ She is asking a question.



Ella has different feelings. Feelings come and go.



Ask for help if you need to do so.



Fabric
Cloth made by weaving fibres or threads. Examples are cotton, silk, wool and linen.



Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?

Oh yes, you need school clothes ... We need **fabric** and to find a needle in a haystack! Abracadabra... now you are ready!!

How do we find a needle in a haystack?



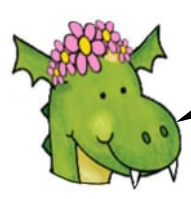
Meow!



Woof!

Thank you for sending me to school!
Bye – bye!





Can you write a statement or two using adjectives to describe these characters?

Look at size or length or height, taste, smell, sound, touch or feel, or movement, age, ordinal number or how many, or shapes and colours.



Paint a picture with adjectives.

Handwriting practice lines with circles for dot markers.



Bee the bee



Sue the mouse



Ella



Dora the dragon

Ask for help if you need to do so.

Where?

When?

What?

Who?

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?

FARAWAY INTERNATIONAL SCHOOL

What can you tell your teacher about this illustration?



Can you write a caption for this photograph?



A Photographer took this photograph for the newspaper!
It was Ella's first day of school.

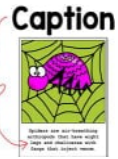


Words Matter

Cool Cat
Red Riding Hood
Big Bad Wolf
Mama and Baby Bear
bullies
Ella
stepsisters
happy
excited
sad
shy
You may use your own words



A caption adds
information to
an image.



Where?
When?

SETTING

Who?

CHARACTERS

What
happened?

PLOT

Add your own adjectives



Paint a picture
with adjectives.



Ask for help if you
need to do so.

All the children went into their Year 2 classroom.

Who?

Where?

When?

What?

Good morning, children! Prince Pete, Ella and Baby Bear you may sit here.

Hi, I am Prince Pete.

Hi, I'm Ella.

Hi, my name is Baby Bear.

Ask for help if you need to do so.



Can you write about your classroom, your teacher and friends and what you do at school ?




Use some adjectives to describe or paint a picture of your classroom.

Just like this!

Think  Discuss  Plan 

When?	Who?
Where?	What?

 Write  words

Finally, write your statements. 

When?



Setting

Where?



Setting

Who?



Characters

What?



Events



Words Matter

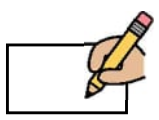
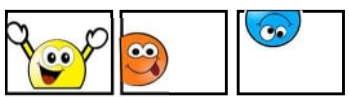
You must use your own words.



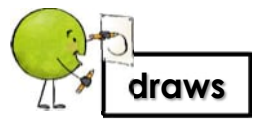
Complete one block per day!

Order the bossy or imperative verbs.

Fill in 1st, 2nd, 3rd or 4th to show alphabetical order



REMEMBER TO ANNOTATE!	
	common nouns
	verbs



draws



feet



patchy



wavy



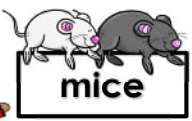
smells



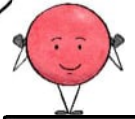
hot



climbs



mice

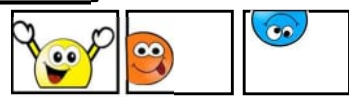


hears



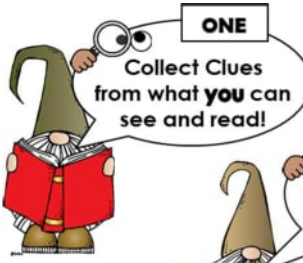
children

Ella cleans the dusty window.



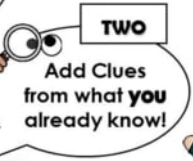
STEPS TO INFER

Circle the happy character.



ONE

Collect Clues from what **you** can see and read!



TWO

Add Clues from what **you** already know!



THREE

To decide what is likely true or false.



Write down what you infer.

When is this?

moon

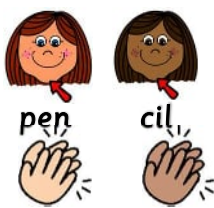
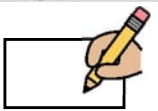
stars

sleep



Let's Check

Fill in the number of syllables.



running

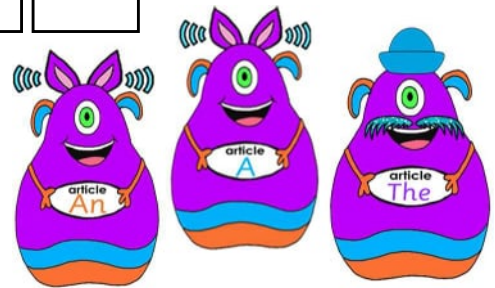
bread

lettuce

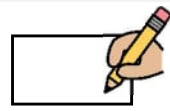
waterproof

Ella

plastic



Fill in the missing article.



glasses

umbrella

zebra

orange

bear

igloo

children

axe

beach


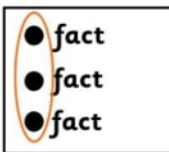
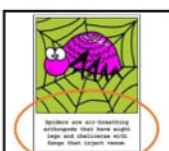
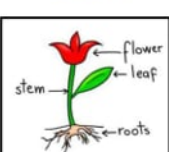

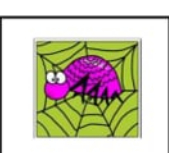
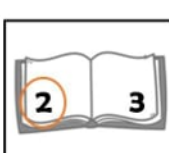


Can you find these features of a non-fiction text?

Look at Text A on the next two pages.

Tick the box if you find the feature.



<input type="checkbox"/>	Title or Heading	
<input type="checkbox"/>	Bullet points	
<input type="checkbox"/>	Caption	
<input type="checkbox"/>	Diagram	
<input type="checkbox"/>	Photograph	
<input type="checkbox"/>	Illustration	
<input type="checkbox"/>	Page number	



Why do mammals have different teeth?

The teeth that mammals have in their mouths match the food that they eat.
Mammals' teeth can look different from each other.

There are four main types or kinds of teeth.

1. Canines
Cut and tear food up.

2. Molars
Chew, grind and crush food.

3. Incisors
Grab, slice, or cut food.

4. Premolars
Help incisors and canines grind and mix food.

Carn – i – vores

- Eat other animals.

carnivore NOUN
(say "kar - ni - vor")

Herb – i – vores

- Eat plants,
- nuts,
- fruit,
- and roots.

herbivore NOUN
(say "herb - i - vor")

Om - ni – vores

- Eat other animals
- and plants, nuts, fruit, and roots.

omnivore NOUN
(say "om - ni - vor")

Carnivores

Carnivores, or meat eaters, will have longer and sharper teeth devoted to cutting and gripping food since they do not eat plants.

A few types of mammals with long, razor sharp teeth are lions, tigers, cheetah, and leopards. Wolves, wild dogs, foxes, hedgehogs, meerkats and dolphins.



Glossary

Source **NOUN** (plural sources)
The place where something has come from.

Variety **NOUN** (plural varieties)
Different kinds of the same thing.

Herbivores

Herbivores, or plant eaters, will have more teeth for crushing nuts and berries and for grinding grass and plants.

These teeth tend to be wide and flat. A few kinds of mammals that have flat teeth for chewing and grinding plants are horses, zebras, buffalo, elephants, cows, and giraffes.



Did you know?



Fish like sharks and reptiles like alligators or crocodiles are also carnivores.



Omnivores

This group have all kinds of teeth, including canines, incisors, and flat teeth.

These mammals eat a **variety** of foods that come from both meat and plant **sources**.

Examples of these mammals are

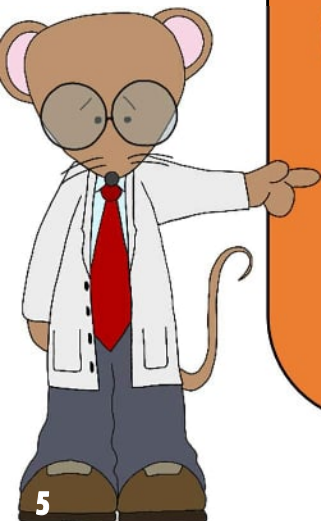
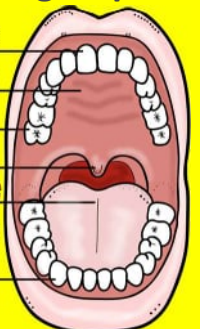
- bears
- raccoons
- pigs
- warthogs



They often drop down on their front "knees" to eat.

Humans belong to this group of omnivores.

incisor
palate
molar
uvula
tongue
canine
tooth

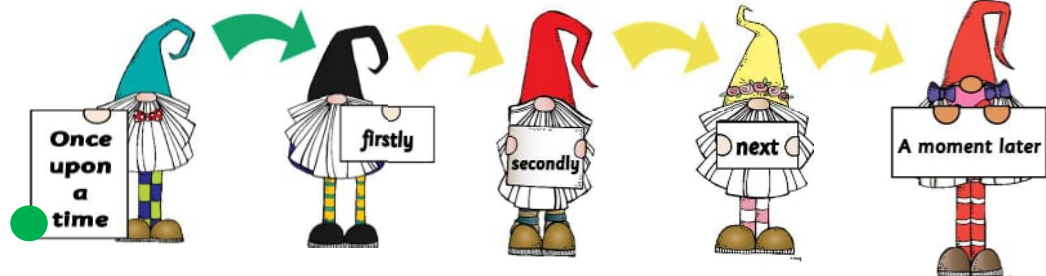


Now, it is fiction time!

Can you find some story elements of a fiction text?

FICTION

Goldilocks
Three Bears



Can you read the story?



Once upon a time, a little girl with golden hair lay in her bed. It was a Thursday night, and she could not sleep.

Goldilocks **tossed** and **turned**.

She lay on her right side and then she lay on her left side. She lay on her back and then she lay on her tummy.

At midnight, she thought, 'I must go on an adventure!' And with that, she fell asleep. She dreamed about the forest. In the morning, she woke up and ran out of the house.

Firstly, she ran up the hill and saw Jack and Jill.

She skipped past the wall and waved to Humpty Dumpty.

She walked past a girl, with a red hood and a basket.

She saw two, tiny elves on an apple.

Secondly, she got to the big, green, shady, forest.

She skipped along the forest path.

After ten minutes, she spotted Three Bears Cottage.

She knocked on the door.

'Hello, is any bear home?' she called.

Papa Bear did not answer the knock on the door.

Mama Bear did not answer the knock at the door.

Baby Bear did not answer the knock at the door.

Goldilocks thought, I did not eat my breakfast.

I am hungry!

I will go inside.



Ask for help if you need to do so.

Next, she saw three bowls of porridge on the table.

The first bowl of porridge was too hot!

The second bowl of porridge was too cold!

The third bowl of porridge was just right!

So, Goldilocks ate it all up!

She decided to sit down.

The first chair was too high!

The second chair was too low!

The third chair was just right!

So, Goldilocks sat down, and the chair broke.

Feeling very sleepy Goldilocks looked for a bed.

The first bed was too hard!

The second bed was too soft!

The third bed was just right!

A moment later, Goldilocks slid under the blanket and fell asleep.

REMEMBER TO ANNOTATE!

tossed



Simple past tense

Can you annotate simple past tense verbs that end in '-d' or '-ed'?



SIMPLE PAST TENSE

THE ACTION HAS HAPPENED.

AND IS COMPLETED!

Actions that happened in the past! Look out for '-d' or '-ed' at the end of a regular verb!





Can you follow 'The Plot' to discuss the ending of the tale of 'Goldilocks and the Three Bears'?



What happened?



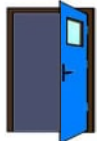
What do you think Mama Bear thought when she saw the door to their cottage open?
What do you think Papa Bear said and did when they saw Goldilocks sleeping in Baby Bear's bed?
What did Goldilocks do?
Who did she run past?
What do you think her mom said when she got home?
What happened at the end of the tale?



Words Matter

open
looked
around
broken
jumped up
forest
baked
cake

Red Riding Hood
Humpty Dumpty
Jack and Jill
Three Bears Cottage
Baby Bear's bedroom
forest
hill
Mrs. Locks





Can you follow the clues to write the ending of the tale of 'Goldilocks and the Three Bears'?

Just like this!

Think  Discuss  Plan

When?	Who?
Where?	What?

 Write  words

Finally, write your statements.



○ An hour later, Mama Bear looked and said, 'Oh no! Our blue door has
○ been opened.' The bear family went inside and

○

○

○

○

○

○

○

○

○

Ask for help if you
need to do so.



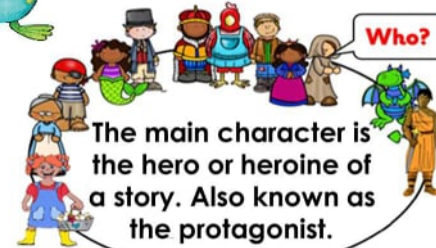
LET'S LOOK AT



protagonist (say pro - tag - o - nist)
NOUN



Do you remember?



All characters in a story are found in settings.

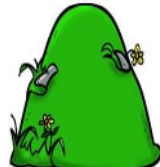


Clues from the text.

Once upon a time, a little girl with golden hair **lay in her bed**. It was a **Thursday night**, and **she could not sleep**.



What can you tell your teacher about these settings? Look at the illustrations.



LET'S LOOK AT

What happened?

PLOT

Can you retell the story or narrative 'Goldilocks and the Three Bears' ?



sequence (say see-kwens)
NOUN sequences

An hour later

A moment later

next

secondly

firstly

Once upon a time

Climax

then

Goldilocks ran

RETELL

Goldilocks and the Three Bears

The next day

Ending

I am sorry!

Lived happily ever after.

Beginning



Complete one block per day!



Circle the object that does not rhyme!

Circle the object that does not rhyme!

Circle the object that does not rhyme!

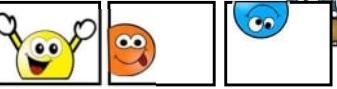


STEPS TO INFER

ONE
Collect Clues from what **you** can see and read!

TWO
Add Clues from what **you** already know!

THREE
To decide what is likely true or false.



Tick the image of an index.



Characteristics, Pg. 2
Diet, Pg. 5
Family Life, Pg. 4
Fun Facts, Pg. 7
Habitat, Pg. 3
Introduction, Pg. 1
Nocturnal, Pg. 6

a tomato
an onion
butter
cheese
bread

lettuce
honey
seeds
salt
pepper



To make one cheese sandwich, you will need:

Ingredients

- Two slices of tomato
- One lettuce leaf
- One slice of onion
- Two slices of cheese
- Two slices of bread
- Butter
- salt and pepper to season

Equipment

- Bread board
- Three knives
- Four plates

Study these illustrations.



Match the feeling.

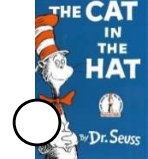
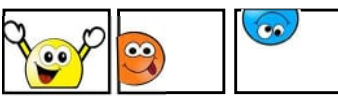
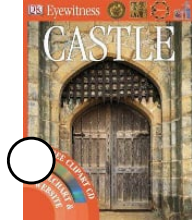
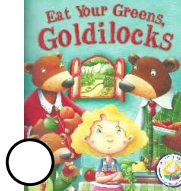
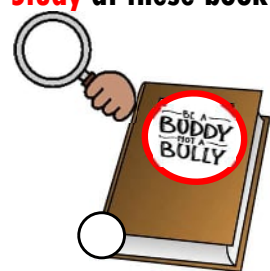
A

B

C

- anger
- sadness
- shyness
- shock
- happiness

Study at these book covers. Colour the circle green if it is a non-fiction book.





I can...



Think carefully and follow the instructions to complete your table.



Just like this! Tick ✓ one column per row.

Learner Success Criteria				
1	I can write my name.	✓		
2	I can control my pencil.			✓

Key





I got this!




I'm getting this!
[with my teacher's help]




I can't do this yet!

Learner Success Criteria				
1	I can use illustrations to respond to questions.			
2	I can find common nouns on a dictionary page and all around me.			
3	I can discuss an illustration and then write a caption.			
4	I can identify features of an information text.			
5	I can identify fiction and non-fiction texts.			
6	I can retell a narrative plot with confidence.			
7	I can use 'an' before a vowel and 'a' before a consonant.			
8	I can find words that rhyme.			



I still need my teacher to help me with number or numbers...

Write down the number of your favourite type of activity.

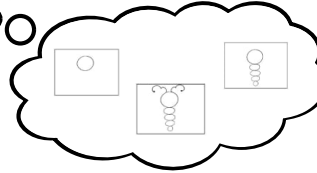




Can you sequence the steps to draw this butterfly? Then can you draw the butterfly?



1. You will need to choose what to draw firstly, then, third, fourth, next, sixth, seventh, eighth and finally.



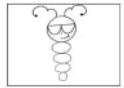
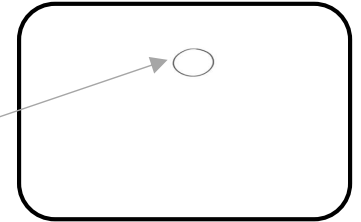
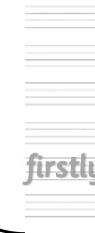
2. Follow the steps and draw the butterfly.



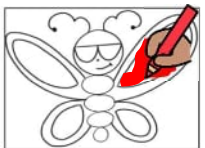
Just like this!

List the words firstly, then, third, fourth, next, sixth, seventh, eighth and finally, next to the correct step.

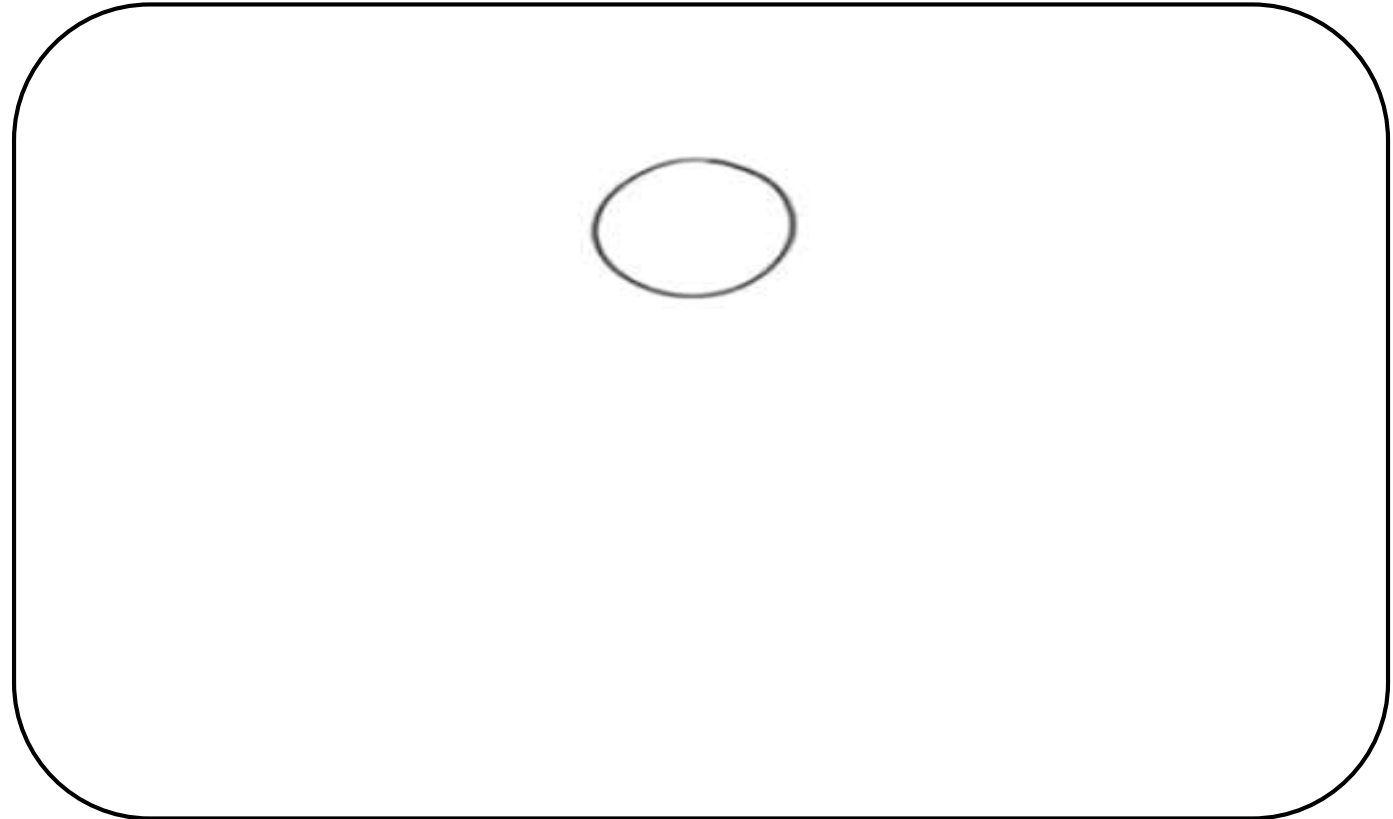
Then follow your steps to draw the butterfly. Start with the oval shape for the head. Next add the thorax and abdomen.



firstly



finally



Ask for help if you need to do so.

Yes, we are learning about 'The continents!

Can you find these features of a non-fiction text?

NON-FICTION

What can you tell your teacher about this illustration?


Tick the box if you find the feature.

Spiders

While the vision of a tiny arachnid is disgusting to humans, spiders are now redefining the art of spider science in education and its non-polluting practices. Spider silk provides a combination of toughness, strength and elasticity that is superior to that of synthetic materials, and spider silk proteins have been injected into animals and plants to give them the same silk-like properties. As a result of their wide range of applications, spiders have become common symbols in art and mythology symbolizing various combinations of strength, cruelty and creative power.

- fact
- fact
- fact


A simple line drawing of a plant. It has a green stem, two green leaves, a red flower, and a root system. Labels with arrows point to each part: 'flower' points to the red flower, 'leaf' points to one of the green leaves, 'stem' points to the green stem, and 'roots' points to the root system.





Can you find the correct labels for this image and then label the image?



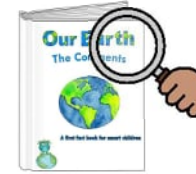
The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go. 



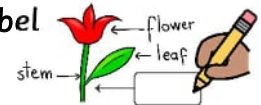
Just like this!


Trace the words in the Words Matter box.

Find



then label



Lastly, tick two true statements. 

Did you know?

You have made a diagram of the parts of a book.

Parts of a Book



Glossary word

Diagram *NOUN* a drawing or plan that shows the parts of something or how the parts work together.



Words Matter

front cover
spine
pages
title

Did you know?

Animals with a spine are known as vertebrates.



Ask for help if you need to do so.

Two statements are true, and two statements are false. Tick two that are true.

- ☐ The front cover tells me that this is a fiction book.
- ☐ The front cover tells me that this is a non-fiction book.
- ☐ It will be full of facts about real things and true events.
- ☐ It will be a made-up story about characters and things that are not real.

Our Earth

The Continents



A first fact book for smart children



Top Of The World Publishers

This book belongs to:

HOW TO READ TO FOR MEANING

This is a way or strategy that you can use;
the first time you read a text.



Words I don't know or are confusing

REMEMBER TO ANNOTATE!	
Words I don't know	words
Confusing words	Tac um boo

2nd

Look for meaning. words Tac um boo

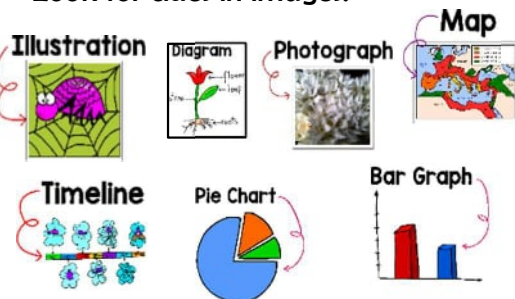
- Look for clues in the same sentence.
- Look for clues in the same paragraph.

or



Look for meaning. words Tac um boo

- Look for clues in images.



or



last



4th

Do you know the author's purpose?

To instruct means to tell you how to do or
make some from the beginning to the end.



Annotate the meaning in the margins.

Information Text

Our Earth's continents All of the land on earth is divided into seven continents.

The planet we live on. The smallest country in the world is the Vatican City. It is surrounded by Rome, in Italy.

Humans like you and me live in big groups in each country. We call these groups a country's population. China has the world's largest population.

Death Valley is the hottest place on earth.

Different oceans and seas are found between the continents.

The Amazon is the largest tropical forest on earth.

Continents have unique or different plants, animals, and landforms.

The kangaroo.

Africa has the most countries. There are 54 countries on the continent of Africa.

Did you know? Insects live on all seven continents.

This midge lives in Antarctica.

Birds inhabit all seven continents.

The coldest desert on earth.

Each continent is divided into different countries, but not Antarctica.

Europe, Asia and Africa are all large areas of land.

Key
Africa
Asia
Europe
North America
Oceania
South America

Look for the definitions

earth NOUN

- The Earth is the planet that we live on.
- The Moon goes round the Earth.
- Earth is the soil or dirt that plants grow in.
- In the spring, the seeds in the earth begin to grow.

continent NOUN (plural continents)

A continent is one of the seven very large areas of land in the world. Europe, Asia and Africa are all continents.





Can you label the continents and write your own title for your diagram of the continents?



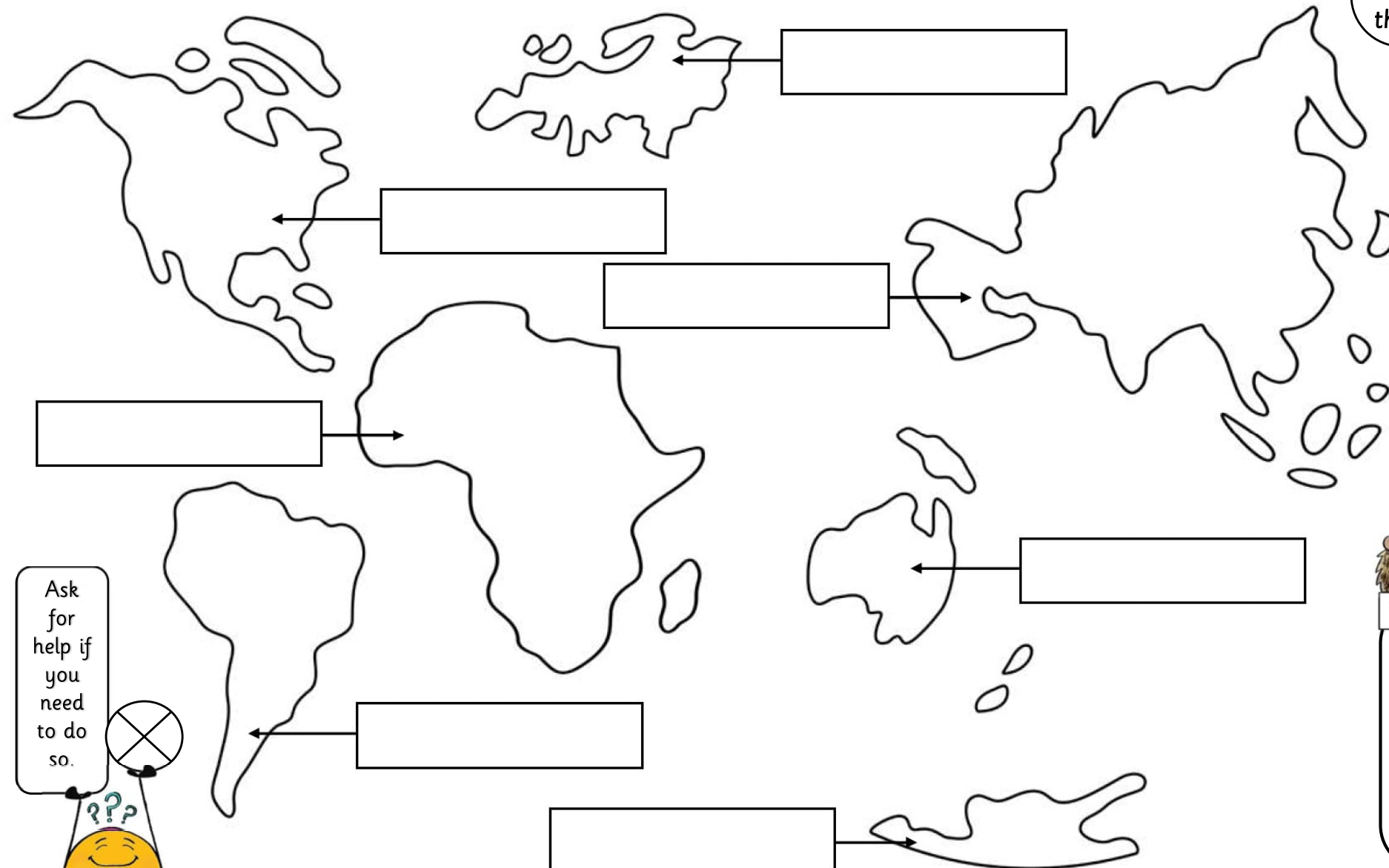
After you have read Text A fill in the labels. You must use proper nouns.



Just like this!
Label the continents.



Write your title inside the box.



Ask for help if you need to do so.



Words Matter

Africa
Antarctica
Asia
Europe
North America
Oceania
South America



Our Earth's continents

All of the land on earth is divided into seven continents.

The planet we live on.

The smallest country in the world is the Vatican City. It is surrounded by Rome, in Italy.

Humans like you and me live in big groups in each country. We call these groups a country's population. China has one of the largest populations.



Death Valley is the hottest place on earth.



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The kangaroo

Did you know?

Insects live on all seven continents.



This midge lives in Antarctica.



Birds live on all seven continents.

The coldest desert on earth.



Each continent is divided into different countries, but not Antarctica.

Key

- Africa
- Antarctica
- Asia
- Europe
- North America
- Oceania
- South America

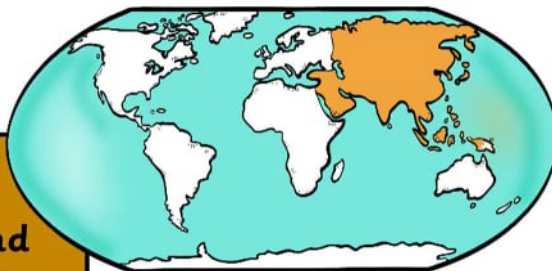


Europe, Asia and Africa are all large areas of land.

Text B from *Our Earth*

Did you know?

Asia is the biggest continent. It has the highest mountain and the largest populations on earth.



Did you know?

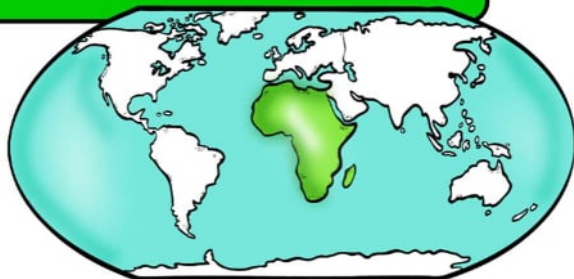


Europe has the smallest town called Hum, and the biggest church, St Peter's Basilica on earth.



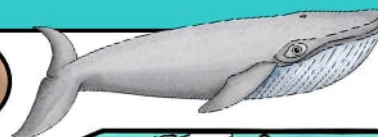
Did you know?

Africa has the longest river and the largest hot desert on earth.



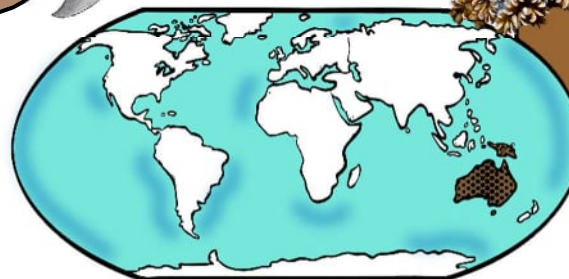
Did you know?

Mammals are among the most adaptable animals on earth. They are found on every continent and in every ocean, and range in size from tiny bumblebee bats to huge blue whales.



Did you know?

Oceania is the second smallest continent, but Great Barrier Reef is the largest coral reef system on earth.



Did you know?

- Antarctica has the greatest supply of freshwater, but it is frozen in ice sheets.
- It is the windiest continent.
- No reptiles live on this continent.



Canada is the biggest country on the North American continent.

Did you know?



Did you know?

The Amazon river in South America is the second longest on earth. The green anaconda is the heaviest snake on earth and lives here.






Can you find different materials, properties and textures?




Materials, Textures, and Properties Quiz



Just like this!
Read  the instruction.

Find the answer. 

Record your answer with a sharp pencil. 

Which of these materials is rough?
Tick the correct box. 




tree bark

☐


silk

☐

Choose the correct word to complete the sentence.
A material that does not let water through is 

Waterproof


☐

Bumpy

☐

Soft

☐

If you want to buy a ball. Which ball would you buy? 



leather

☐


metal

☐


wood

☐

GLOSSARY Material(s)

Objects are made from wood, fabric, plastic, leather, glass, rock, paper, metal.

Look at the groups of objects. Fill in the material in the box.









Write down the name of three objects that are made from glass.

Write down the name of two objects that can be made from leather.



Ask for help if you need to do so.



Complete one block per day!



Fill in the uppercase letter that comes before and after.

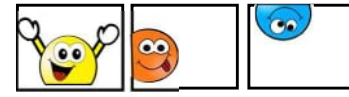


D **N**

Annotate the correct plural ending.

REMEMBER TO ANNOTATE!	
	Add '-es'.
	Add '-s'.

glass



list onion

melon

bench squirrel

lemon

bush fox

Write the correct plural.



STEPS TO INFER

ONE

Collect Clues from what **you** can see and read!



TWO

Add Clues from what **you** already know!

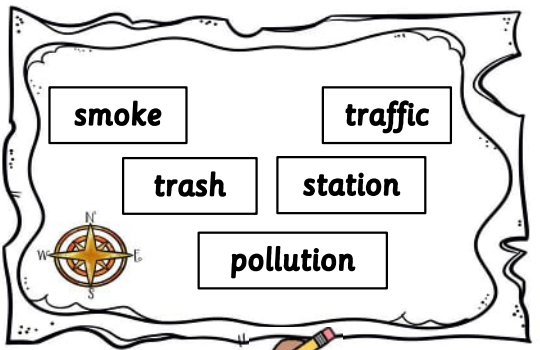


THREE

To decide what is likely true or false.



Where is this?



Write on the line.

Choose the best synonym for 'said'.

Look at the character. Think.

Underline the synonym.

giggled
shouted
sobbed



Who is this?

Sat on a wall

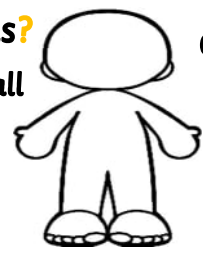
egg

broken

Highlight the correct character.

Humpty Dumpty

Big Bad Wolf



Goldilocks

The Prince



Fill in six question words.



Which question words can you write with these letters?



You may use the letters more than once.

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



Beginning



HOW TO
WRITE AN
ACROSTIC
POEM.

Did you know?



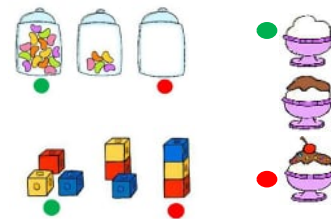
Capital Letters
usually begin every
line of a poem!



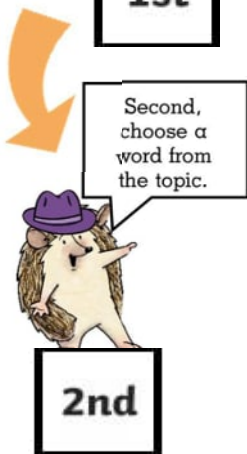
sequence (say see-kwens)
NOUN sequences



SEQUENCE



1st



2nd



Third, write down each letter of the word underneath each other.



3rd

Uppercase letters only!

C
A
T

Next, think of a word that begins with each letter.



4th

Always sweet and friendly.

Cuddly

Together forever and ever!

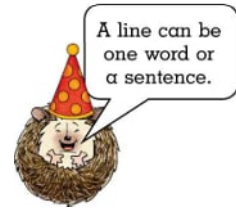
The words don't have to rhyme!



Cuddly
Always sweet and friendly.
Together forever and ever!

5th

End



instruction NOUN
(say "in- struhk - shn")



Writing Poetry Acrostic Poems


You have written an acrostic poem!
Each letter has one line!




Cuddly
Always sweet and friendly.
Together forever and ever!




Can you write an acrostic poem about our planet Earth?



Your topic is planets, and your word is EARTH.






Just like this!

The topic is planets. 1st


The word is EARTH. 2nd

The letters are listed. 3rd 

Begin with the 4th step.

E
A
R
T
H

Next, think of a word that begins with each letter.



You can also look up words for E and A and R and T and H.




R

E

T

A

H



What did you think about writing an acrostic poem about the EARTH?

Tick one

- ☐ I enjoyed writing an acrostic poem.
 ☐ I did not enjoy writing an acrostic poem.



Ask for help if you need to do so.

Just before playtime the children spoke about bullying.

Bullying is no good!



Bullies act on purpose to hurt others!
They repeat their actions!
They want to upset or hurt others!

We come in all shapes and sizes.

SEE
SOMETHING
SAY
SOMETHING

BE A
BUDDY
NOT A
BULLY

Where?

When?

What?

Who?

What can you tell your teacher about this text and illustration?

Don't be a bully!
You must not hurt others with words or actions!

Be a hero not a bully!

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is happening in the illustration?



Can you write six statements about each character and what they are doing?



Remember to look at the illustration and text for clues.

Just like this!

Think Discuss Plan Write words

When? Who? Where? What?

Finally, write your statements.

When?



Before playtime

Setting

Where?



Inside the Year 2 classroom

Setting

Who?



Teacher
Red Riding Hood
Ella
Friends
Big Bad Wolf
Stepsisters

Characters

What?



Events



Words Matter

You may use the Words Matter lists. You may use your own words, too.

A cartoon illustration of a young girl with brown hair tied in a ponytail, smiling. She is wearing a green shirt and blue pants with yellow shoes. She is holding a large white sign that says "How to wash your dog!". The background is a simple grey wall with a colorful geometric pattern in the top right corner.

To instruct means to tell you how to do or make something from the beginning to the end.

Instruction Text

- A sequence of steps to make or do something.

Title or Heading
often has
'How to...' in the title.

A statement
A statement that gives a reason to make or do something.

Subheadings

Lists of what is needed to make or do something.

Equipment

Materials

Ingredients

Items

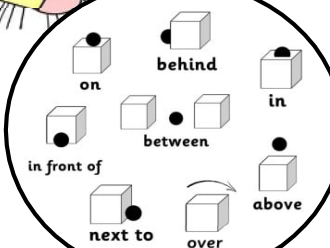
Method or steps to follow in order.

Sequence



First	Firstly	A.
Second	Secondly	B.
Third	Thirdly	C.
1 st	1.	next
2 nd	2.	after
3 rd	3.	then

Text structure is the way that a writer organises facts.



Text features help us find information and understand a non-fiction text, more easily.



SIMPLE PRESENT TENSE VERBS

ACTIONS THAT HAPPEN OFTEN!

The second person is usually used

because the instruction or advice is given to 'you'.

example

You will need four slices of tomato and two slices of onion.
The second step; slice the tomato and onion on the board.



Features

caption



diagrams



command words

cut stir fold jump



photograph



illustration



Who is the writer speaking to?

The writer is speaking directly to the reader.

The writer uses personal pronouns; you and yours.

The writer uses possessive adjectives like your.

The writer also uses proper nouns.

Point of View

Second Person



Title or Heading

Subheading

Sequence

Diagram

Photograph

Statement

Lists

Illustration

Command words

Caption



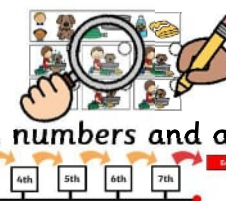
Can you order or sequence; the 'how to...' illustrations?

Look at the images for clues. Think and decide on the order or sequence of events. Then, write the ordinal numbers 1st to 6th, in the blank circles.



Just like this!

1. Look for clues.
2. Write the ordinal numbers and a title.



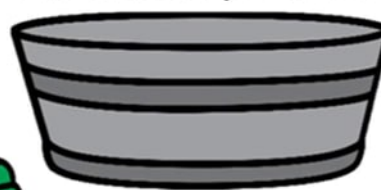
Text C from Looking after your Pets.

You will need:

One muddy dog



One metal or plastic tub



One towel to dry your clean dog.



One hosepipe



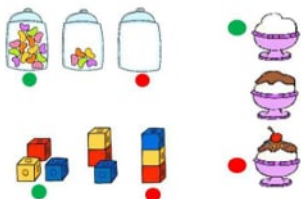
a bottle of dog shampoo



sequence (say see-kwens)
NOUN sequences



Sequence




Ask for help if you need to do so.




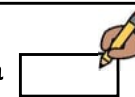


Can you finish or complete this instruction text?




Remember, that an **instruction** statement must have a **bossy verb**. Don't forget a capital letter at the beginning and a full stop at the end.

Just like this!

Write  Fill in 

You may use the Words Matter List.





How to wash your dog.


When you want a fresh smelling pet!


Method:

You will need:

 One muddy dog



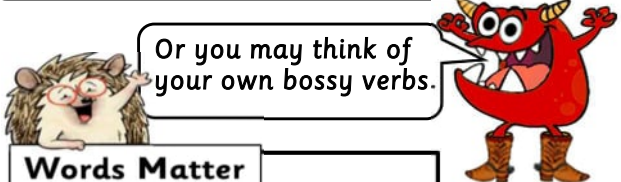




Or you may think of your own bossy verbs.

Words Matter

collect fill add put
wash rub dry



1st

Collect

2nd

3rd

4th

5th

6th



Ask for help if you need to do so.

Today, I **went** to school, it **was** a busy day!
I **listened** to my teacher. I **lent** her my ears.
She **told** us about mammals' teeth.
Then, we **played** on the swings.
After that, we **climbed** the jungle gym.
Next, we **talked** about a girl who **went** into The Three Bears cottage. She **slept** on Baby Bear's bed.
Later, we **opened** our earth books to **learn** about the seven continents.
Before long, we **learnt** 'How to **wash** a dog'!
Now, Pip Puppy it **is** time for your bath!

Oooo, I'm **leaving** before they see me!

Just like this!

Setting

- Where is Ella?
- When – the time of day and season?

Characters

- Who do you see in the illustration?

Event

- What is **happening** in the illustration?

Woof!
Woof!

Soon, Prince Pete arrived to help Ella **wash** Pip Puppy.



Can you write a statement or two using adjectives to describe these characters?

Look at size or length or height, taste, smell, sound, touch or feel, or movement, age, ordinal number or how many, or shapes and colours.



Paint a picture with adjectives.



Pip puppy



Candy cat



Ella



Bird

Handwriting practice lines with circles for dot markers.

Ask for help if you need to do so.





Pip Puppy **is enjoying** his bath!

Actions that are
happening **now**!
Look out for
'-ing' the end of a
verb!

I am washing Pip Puppy!

I am washing Pip Puppy!

I am the
helping **verb**.

I keep **verbs** to
use for '**said**'.

The Stepmother
screeched, 'Ella
you **have** chores'

am

is

are

You are washing your puppy!



'Ella is washing ...' Can you write statements about washing Pip Puppy? Look at the illustration and text for clues.



Remember to write statements begin with a **capital letter** and end with a **full stop**.



Just like this!
Don't forget finger spaces.

Ella is washing Pip Puppy.



You may use the Words Matter box and your own words.

o Ella is washing

o

o

o

o

o

o

o

o

o



Words Matter

helping shampoo pouring towel drying laughing sun shining rubbing fur popping
bubbles water hosepipe pumping birds singing splashing barking jumping shaking



Ask for help if you need to do so.

The next morning, the children had to plan and write their afternoon news.



Did you know?

Who is telling the story?

Told by a character in the story.

The character uses personal pronouns; **I, me, mine, we, us, and ours.**

The character uses adjectives like **my** and **our**.

The character also uses proper nouns.

First Person

Point
of
View

Ella said, 'You must think about when and where you went, who you saw and what happened, yesterday.'

When?

Who?

Where?

What?

Characters

Events

Red Riding Hood will tell us about her afternoon, first. BB Wolf will be next. Finally, you will write about your afternoon.

Setting

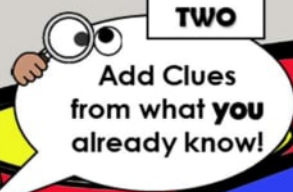


STEPS TO INFER

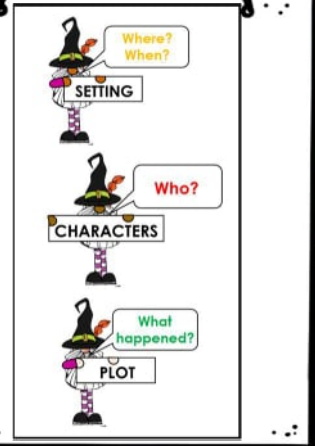
ONE



TWO



THREE



Yesterday, after school
I walked along the **narrow**
path in Faraway Wood.

SIMPLE **PAST** TENSE

THE ACTION HAS HAPPENED.

AND IS COMPLETED!





Can you write Red Hood's afternoon news?



Remember Red Riding Hood is telling us her news. So, you must check that she uses **first person pronouns** and possessive **adjectives**. You must check that she uses regular simple **past tense verbs** because the event happened yesterday and is finished.



Regular simple **past tense verbs** end in '-d' or 'ed'.

When?

Yesterday, after school

Setting

Where?

along the path in
Faraway Wood
Forrest Cottage.

Setting

Who?

Granny Grace was in bed.
She was feeling ill.

Characters

What?

Granny Grace was ill
I unpacked the food
Drank tea and ate jam
sandwiches
Chatted skipped

Events

○ Yesterday, after school I walked along the narrow path in
○ Faraway Wood.

○

○

○

○

○

Add your own adjectives



Paint a picture
with adjectives.



Ask for help if you
need to do so.

After school, I went...

What? Where? Who? When?

Setting
Characters
Event



STEPS TO INFER

ONE

Collect Clues from what **you** can see and read!

TWO

Add Clues from what **you** already know!

THREE

To decide what is likely true or false.

After school, I went...



THE ACTION HAS HAPPENED.

AND IS COMPLETED!



Words Matter

The Three Little Pigs
15 Brick Street
Faraway Town
birthday party, jumping castle, chips, sweets, juice, cakes, balloons, popped, ate, drank, played, jumped, ran, and friends.





'After school I ...' Can you plan and write about BB Wolf and what he did yesterday?



Remember BB Wolf is telling us his news. So, you must check that he uses **first person pronouns** and possessive **adjectives**. You must check that he uses regular simple **past tense verbs** because the event happened yesterday and is finished.



Remember to look at the illustration and text for clues.

When?

After school, I went

Setting

Where?

Setting

Who?

Characters

What?

Events

○ After school I went

○

○

○

○

○

Add your own adjectives



Paint a picture with adjectives.

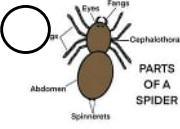


Ask for help if you need to do so.

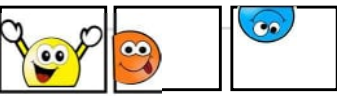
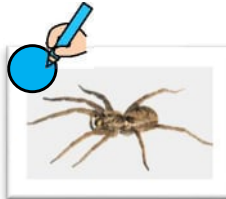


Complete one block per day!

Match the text feature to the example.
Colour the circle in the matching colour.



- Diagram
- Illustration
- Caption
- Photograph

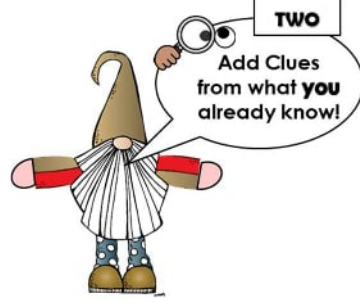


STEPS TO INFER



ONE

Collect Clues from what **you** can see and read!



TWO

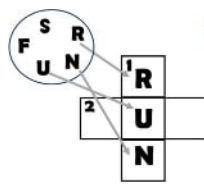
Add Clues from what **you** already know!



THREE

To decide what is likely true or false.

Write a caption.



Collect Clues

Read the statement. Study the image. Use the upper-case letters to write the word.



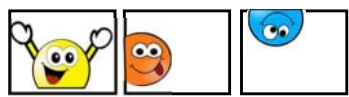
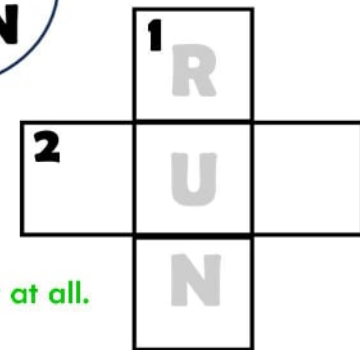
Clue Down ↓

1. To move quickly in a race.

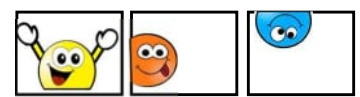


Clue Across →

2. The star closest to the Earth.



You may use the letters more than once or not at all.



Study the illustration.

Think.

How do the characters feel?
Why do you think they have these feelings?





Can you plan and write about what you did yesterday?



Remember you are telling us your news. So, you must check that you use **first person pronouns** and possessive **adjectives**. You must use regular simple **past tense verbs** because your news happened yesterday and is finished.

Remember to think, plan and write

After school I. _____



When?

After school, I

Setting

Where?

Setting

Who?

Characters

What?

Events



Add your own adjectives



Paint a picture with adjectives.



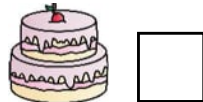
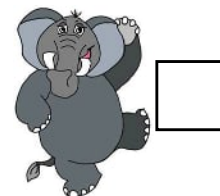
Ask for help if you need to do so.

Complete one block per day!

Fill in the number of syllables.



18



STEPS TO INFER

ONE

Collect Clues from what **you** can see and read!

TWO

Add Clues from what **you** already know!

THREE

To decide what is likely true or false.

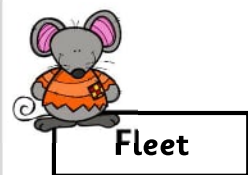
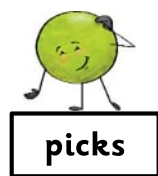
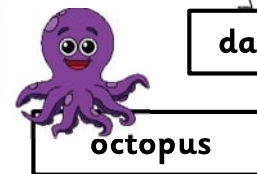
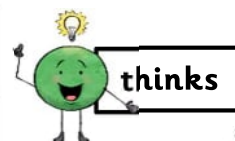
Read the statements. Study the characters. Choose the character who matches the statement. Each character has a capital letter sign. Write the upper-case letter in the circle.

- ☐ He smelt a rotten egg.
- ☐ He heard a lion roaring.
- ☐ He read a funny joke.
- ☐ She had to recite her poem.
- ☐ He had run a long way.
- ☐ She didn't know what to say.



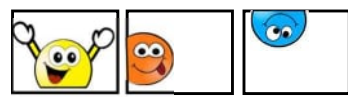
REMEMBER TO ANNOTATE!

	common nouns
	verbs
	proper nouns



Find the common nouns bus, cup, and puppy. Ring the word.

U c u p i o u
i b r C b u s
u p r u s b w
p u p p y U u





I can...

Think carefully and follow the instructions to complete your table.









Just like this! Tick ✓ one column per row.

Learner Success Criteria				
1	I can write my name.	✓		
2	I can control my pencil.			✓


Key	 I got this!	 I'm getting this! [with my teacher's help]	 I can't do this yet!
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Learner Success Criteria				
1	I can use simple past, simple present, and continuous present tense verbs.			
2	I can find and record features of a non-fiction text.			
3	I can wait my turn to add information during a discussion.			
4	I can write an acrostic poem and understand the word stanza.			
5	I can infer a character's feelings from studying an illustration.			
6	I can add 's' or 'es' to make plural nouns.			
7	I can use clues from an illustration and text to finish an activity.			
8	I can finish an instruction text.			




I still need my teacher to help me with number or numbers...

Write down the number of your favourite type of activity.









I can...




Think carefully and follow the instructions to complete your table.







Just like this! Tick ✓ one column per row.

Learner Success Criteria				
1	I can write my name.	✓		
2	I can control my pencil.			✓



Key	 I got this!	 I'm getting this! [with my teacher's help]	 I can't do this yet!
-----	---	---	--

Learner Success Criteria				
1	I can use adjectives to describe a character.			
2	I can find common nouns on a dictionary page and all around me.			
3	I can discuss an illustration and then write a caption.			
4	I can match an illustration to a text by inference.			
5	I can write a recount.			
6	I can write a present tense account.			
7	I can use 'an' before a vowel and 'a' before a consonant.			
8	I can find words that rhyme.			



I still need my teacher to help me with number or numbers...

--	--	--	--	--	--	--

Write down the number of your favourite type of activity.



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