

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

1. Mickey was poppuler at school.
2. We did a spelling and gramer test today.
3. Paul read the instruction gide to put the bunk beds together.
4. Sarah ofen walked the dog in the morning.
5. A lot of people showed an intresst in joining the rugby team.
6. Would you connssida selling your bike?
7. It is good to do some exerrsize every day.
8. The road was flooded and theirfour it was closed.
9. The security gard walked around the car park.

[illegible]

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

1. Seprate the coloured clothes from the white clothes before washing.
2. We are probly too late to get that bus now.
3. The weather was so exchreme. It was really windy.
4. I found it hard to breeve in the smoke.
5. I made Mum a card with a harrt on the front.
6. It took great strennf to lift that huge bag of books.
7. Did I menshun it's my birthday tomorrow?
8. The maths test was really difikult.
9. There was a lot of preshure for them to win this match.

[illegible]

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

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2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

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3. do we have any money to buy more food asked jessica

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4. lilly replied no now we dont have anything for lunch

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5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

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Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

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2. on sunday she went to the park

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3. the titanic sank in 1912

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4. toby and mark are going to spain in march

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5. martha took her children to the zoo yesterday

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6. when i go to the shop i will get some crisps

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7. sameera and i are going to town on friday

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8. did you sell buns at the fair

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9. my mum has a cat he is called tom

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10. have you got a dress for the prom

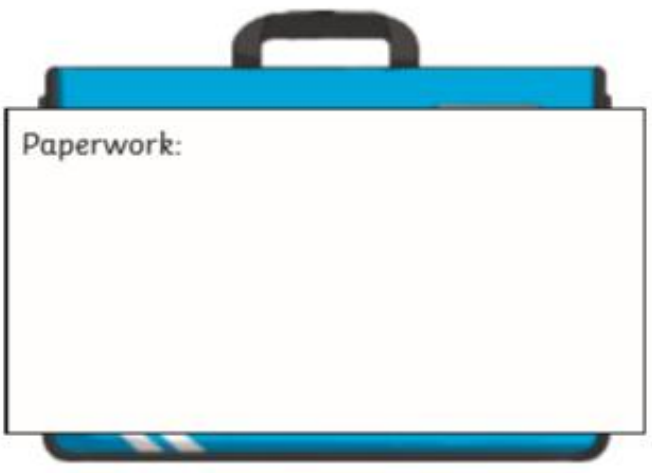
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The main character from the last story you read is going on holiday. They have packed up their possessions into the luggage below. Can you write what would be inside their baggage? Think about items that would represent them as a person.



Hand Luggage:



Paperwork:



Food:



Toiletries:



Bits and Bobs:



Clothes:

# Punctuating sentences

Put in the correct punctuation in the below sentences. Put in speech marks (" "), exclamation marks (!), full stops (.), commas (,) and capital letters where needed.

1. I would be delighted to come to the party shrieked Amy.
2. Jenna shouted pass the ball to me
3. Carla asked which way do I draw the picture
4. I would like to come to the birthday party said Matthew I like ice skating.
5. Shall I use joined up writing asked George
6. I hope I am good today exclaimed Daniel so that I can get a new toy.
7. My name is in the bible shouted luke
8. Do you like ice-cream asked melanie



# The Honest Reviewer

Can you write an honest book review about your latest read?

Title:

Author:

I would give it



stars

Themes and issues in the book:

A short recap of the plot:

A picture of the characters:

The dilemma and its resolution:

My favourite part of the book and why:

# Stopping Said

There are many synonyms for the word 'said'. Your challenge is to find at least one word that can be used instead of 'said', for each letter of the alphabet. Write them below and say which book you found them in. One has been done for you.

<b>a</b>	<b>b</b>	<b>c</b>
<b>d</b>	<b>e</b>	<b>f</b>
<b>g</b>	<b>h</b>	<b>i</b>
<b>j</b>	<b>k</b>	<b>l</b>
<b>m</b>	<b>n</b>	<b>o</b>
<b>p</b>	<b>q</b>	<b>r</b>
<b>s</b>	<b>t</b>	<b>u</b>
<b>v</b>	<b>w</b>	<b>x</b> exclaimed (Harry Potter and the Philosopher's Stone)
<b>y</b>	<b>z</b>	



# I Know, I Think, I Wonder...

Think about the main character from the last story you read or your favourite storybook character. Complete this chart about what you know about them, what you think about them and what you wonder about them and would like to find out.

**Character's Name:**

**What I Know**

**What I Think**

**What I Wonder**



# Sensational Settings

Draw a picture of an interesting, mysterious or frightening setting from a story that you have read. Imagine that you are there and use your senses to describe it.

I can hear...

I can see...

My chosen setting is:

I can taste...

I can smell...

I can touch...

I can sense...



# Verbs and adjectives




Change the boring **verbs (in red)** and ordinary **adjectives (in blue)**

1. Paul was **sad** ( ) when the football burst.
2. Bill felt **mad** ( ) with his **little** ( ) sister.
3. Ann **went** ( ) into the **big, dark** ( ) cave.
4. She has a **nice** ( ) face and **nice** ( ) hair.
5. We **saw** ( ) the **old** ( ) bus go up the **big** ( ) hill.
6. The thief **took** ( ) a new watch, and then **ran** ( ) away.
7. She saw a **scared** ( ) kitten **holding** ( ) on to the branch and **went** ( ) to rescue it.
8. When the vampire **got up** ( ) from the coffin, Jim was **scared** ( ) He got a stake and tried to **hit** ( ) him.

# The Comic Creator

Think of a story you have read or one that is from your own imagination. Can you create a comic strip all about it, with pictures and captions that will wow your audience?

# Quick Quiz

Think of the last story that you read. Write true or false questions about the plot, characters, the setting or the information you have learnt. Ask a friend or adult to answer them. Will they get full marks?

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TRUE or FALSE

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TRUE or FALSE

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TRUE or FALSE

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TRUE or FALSE

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TRUE or FALSE





# Mummy!

Ancient Egyptians of long ago  
liked to look after their dead.  
They wrapped the body in bandages,  
from feet right to their head.

Before all this they had to hook  
the brain from up the nose.  
They bashed and whisked and stirred it  
into a goo that runs and flows.

They cut the body to get inside;  
to rip out liver and lung;  
the stomach, the guts; the nasty bits -  
in canopic jars they slung.

The heart they left: Egyptians thought  
the core of mind and soul.  
It stayed in there, the kidneys too,  
and washed the body whole.

It then was cleaned with wine and spice  
and stuffed to seem like real  
they dried it out with natron salt -  
that's not the end of the deal.

That's the time for bandages;  
wrapping the mummy up tight  
with amulets, gifts and goods,  
and jewels that sparkle bright.

The mummy was laid in a sarcophagus:  
a coffin that's rather grand,  
set for the afterlife; weighing the heart;  
they're judged for the promised land.

Met by Osiris, the underworld God,  
the heart was weighed for sin -  
the heavy ones were eaten up,  
but good ones made it in!



1. What verbs describe what the Egyptians did to the brain?

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2. Which parts of the body were left inside before the mummy was washed?

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3. 'A coffin that's rather grand'. What does 'grand' mean here?

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4. Look at the final line: 'but the good ones made it in!' What do you think this means?

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# Putting sentences in order

Here are three short stories. The sentences in them are in the wrong order.  
Write the sentences in the correct order so that each story makes sense:

## **Wrong order:**

1. He decided to get out of bed and look out of the window.
2. In the sudden brightness he saw a rabbit, startled by the light.
3. James was woken up suddenly, by a loud crash of thunder.
4. As he looked out over the dark field, there was a flash of lightning.
5. When lightning struck again the rabbit had gone, probably back to its burrow.

## **Correct order:**

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1. She looked in the fridge to see what vegetables she had.
2. She served up the piping hot soup which Mr Gale wolfed down.
3. Mrs Gale thought a hot soup would be just the thing on such a cold day.
4. Outside it was blowing a blizzard.
5. She fried the onions and added water, leeks and potatoes.

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1. He ran around wildly with the balloon bobbing behind him in the wind.
2. In the park there was a man selling coloured balloons.
3. She bought him another one, and told him to hang on to it this time.
4. Tom and his mum went for a walk.
5. The wind blew it into a holly bush and it burst on the spikey leaves.
6. They then walked home.
7. Suddenly he tripped over and let go!
8. Tom looked at his mum, tears in his eyes.
9. Tom chose a red one.

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One loaf

# Plurals



Two loaves

One leaf



Three leaves

To make the words *loaf* and *leaf* plural, we change the **f** to **v** before adding **-es**

**Now do the same with these words:**

thief	A pair of _____
shelf	three _____
loaf	five brown _____
half	two _____ make one
calf	four _____
leaf	several _____
sheaf	ten _____ of wheat
wolf	a wild pack of _____

With these words, change the **f** to **v** and add **-s**. The **e** is already there

wife \_\_\_\_\_ life \_\_\_\_\_ knife \_\_\_\_\_

**Use the words you have made to fill these gaps:**

The book \_\_\_\_\_ were full of paperbacks.

The baker sold two hundred \_\_\_\_\_ of bread yesterday.

We walked along, kicking up the autumn \_\_\_\_\_.

There are two \_\_\_\_\_ in a whole.

Baby cows are called \_\_\_\_\_.

In the wild country, \_\_\_\_\_ hunt in packs.

The butcher keeps his \_\_\_\_\_ sharp.

The police quickly arrested the two \_\_\_\_\_.

