



Between Years 2 and 3

BACK ON TRACK

READING • WEEK 1



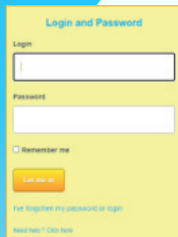
www.readingeggpress.co.uk

Welcome!



The Back on Track programme provides a great way to help your child make the successful transition into Year 3. Using fun-filled online learning activities, combined with carefully selected activity sheets, this programme will boost your child's reading and literacy skills.

Bridging the gap is simple with **Reading Eggspress** and can be done in just half an hour a day. So, let's maximise each day and get started now! The outline for each week will tell you the online lessons, additional reading and worksheets to be completed.



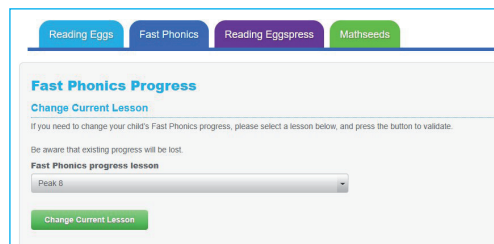
Login

Login with your parent email and password. If you are unable to remember either of these, please select the *I've forgotten my password or login* button and follow the steps.

To help you navigate through the site we have listed a few steps below. For more information on the programme please see our *Parent User Guide*. This can be found on the Family Dashboard in Bonus Material.



Your child will be working in **Reading Eggspress**. You will need to set them onto the correct level in each programme.
For **Reading Eggspress**, select the **purple** tab to adjust progress.



Select the programme that you wish to adjust your progress for, then use the dropdown menus to adjust.



To get to the *Additional Library Books* select Library on the pupil navigation page.

How to find books you need

You can search for books by topic, series, author, reading age, Lexile or book title. For example, to locate texts about machines for a Year 3/4 reading level:

Select Search, type in 'machines'.



Drag the pointers to specify an age range or Lexile. The shelves display books for you to browse.



Your child is now ready to begin!



Welcome to Week 1

Welcome to Week 1 of your Back on Track literacy programme! This programme is for pupils between Years 2 and 3. It reinforces the learning from Year 2 and provides the essential skills your child needs to transition successfully into Year 3.

The ten-week programme is built on the five pillars of reading – Phonemic Awareness, Phonics, Vocabulary, Fluency and Reading Comprehension. It uses the online programmes **Reading Eggspress** to establish the strongest foundation for reading success.

Reading Eggspress focuses on comprehension alongside vocabulary and fluency.

Each week you'll receive a booklet. Inside you'll find an overview, online lessons to complete, 14 pages of pupil worksheets (with answers), as well as a poster, 4 bonus pages and certificates to reward all of the hard work.

We recommend you follow these simple steps to keep your child learning through the summer whilst still having fun.

- 1 Print the pupil pages for the week. Ensure your child has pencils and erasers to complete the worksheets.
- 2 Set your child up on **Reading Eggspress** at **Lesson 41**.

To reset your child's progress go to the **Family Dashboard**.

👉 Click on the **Adjust level** link.

👉 Choose the **Reading Eggspress** tab and set the **Change Current Lesson** to **Lesson 41**. Click on **Change Current Lesson** to place your child correctly.

- 3 Encourage your child to read the recommended books from the **Reading Eggspress** library.
- 4 Once each day's work is complete, fill in the incentive chart. There is also a certificate at the end of the week to celebrate your child's achievement.
- 5 Enjoy the learning.



Back on Track for Year 3

Week 1

Reading skills focus

Comprehension: Fiction

- Literal comprehension: find facts and information.
- Inferential comprehension: predict actions, make connections, decide relevance and draw judgments.
- Critical literacy: interpret character dialogue, behaviour, feelings and motivation.
- Vocabulary and usage: understand the meanings of words.

Spelling and grammar

- Grammar: **Nouns** (collective, irregular plurals, pronouns), **verbs** (irregular past tense)
- Build spelling skills with word building using suffixes: ing, ed, ly; the k sound



Online

Reading Eggspress, Lesson 41

- Comprehension focus: **Think marks**
- Build comprehension skills by making predictions, making connections, deciding relevancy and interpreting dialogue.
- Understand the meaning of the words: **fragment** (noun), **inspire** (verb), **realise** (verb), **sketch** (verb), **treasure** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

Reading Eggspress, Lesson 42

- Comprehension focus: **Making inferences**
- Build comprehension skills by making predictions and interpreting character behaviour, feelings and motivation.
- Understand the meaning of the words: **itchy** (adjective), **cast** (noun), **rude** (adjective), **tickled** (verb), **wriggle** (verb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

To adjust your child's level, please see instructions on the previous page.

Reading Eggspress, English Skills Lesson 2.21

Spelling focus: **Suffixes: ing, ed**

- Build spelling skills by developing knowledge of word structures, spelling patterns and morphology.
- Activities use proof reading, visual memory, definitions, word families and word sorts.
- Complete a spelling quiz.

Reading Eggspress, Lesson 2.22

Spelling focus: **The k sound**

- Build spelling skills by developing knowledge of word structures, spelling patterns and morphology.
- Activities use proof reading, visual memory, definitions, word families and word sorts.
- Complete a spelling quiz.

Reading Eggspress, Lesson 2.23

Spelling focus: **Suffix: ly**

- Build spelling skills by developing knowledge of word structures, spelling patterns and morphology.
- Activities use proof reading, visual memory, definitions, word families and word sorts.
- Complete a spelling quiz.

Worksheets

- Day 1:** Think marks
- Day 2:** Making inferences
- Day 3:** Suffixes: **ing, ed**
- Day 4:** The **k sound**
- Day 5:** Suffix: **ly**

Poster

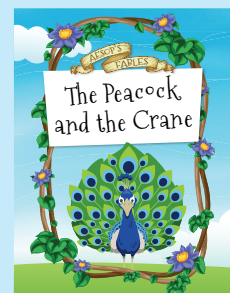
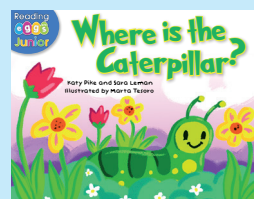
Three Little Pigs

Bonus worksheets

Collective nouns
Irregular plurals
Reflexive pronouns
Irregular past tense verbs

Additional Library Books

Fantastic Frogs by Cath Jones
Where is the Caterpillar? by Sara Leman and Katy Pike
The Peacock and the Crane retold by Amy Russo
Cheesecake with Frederick Douglass by Kyla Steinkraus
Bats by Stephen Rickard
Cows Don't Live in Trees by Clara MacCarland



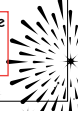
Week 1 • Answers

Day 1

Imagine This, Imagine That

"It's easy. One person starts imagining something that doesn't exist, say **a flying car**, and the next person has to add to it," said Luke. "So you could imagine **a flying car shaped like a fish**," said Aunt Stella.

Sophie understood. "And the flying car shaped like a fish could spray fireworks from its wheels."



1 a 2 b 3 d

Art Eyes

"Look out for colors, patterns, shapes, textures, and shadows that catch your attention. Draw them in your journal and collect as much treasure as you can!" Aunt Stella cried.

Sophie liked the shapes and colors of the shells. She collected lots of shells of all shapes, sizes, colors and patterns.

Sophie also rubbed some rock textures into her journal and drew a rough sketch of the beach. But her most precious find was a piece of blue, weathered glass.

- 4 shells
- 5 a sketch of the beach
- 6 precious
- 7 Parent check

Day 2

SMELLY AND STUCK

Jake's toenail went PING! (Jake) spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions.

"What does it feel like to be trapped by your toenail, Jake? they asked.

The longest toenail in the world was **no fun** anymore.



SAM'S COOL IDEA

The longest toenail in the world was growing.

Longer and wider and taller! And it was growing FAST!

It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.

Jake gasped as his toenail snaked and grew. As big as himself ... as tall as a tree ... as big as a house ... as tall as a crane.

- 1 b 2 d 3 a
4-5 Parent check
6 Jake gasped

Day 3

- 1 Check for correct spelling of each word.
- 2 ing: jogging, wagging, stopping, bobbing, gripping, trapping
ed: rubbed, jogged, sagged, sipped, rammed, tipped, thinned, planned, stabbed, grabbed, stopped, blotted, skinned, flopped
- 3 a jogging b jogged c grabbed d bobbing
- 4 Check for correct spelling of each word.
- 5 a shipped b knitting c throbbled d stunned e squatted
- 6 a scanning b shrugged c scrubbing d strapping e prodding

Day 4

- 1 Check for correct spelling of each word.
- 2 a beak b rock c mask d trunk
- 3 ck words: lock, rock, tick, luck, peck, track, pluck, check, stick, shack, stock
k words: beak, bank, tank, pink, dusk, cheek, mask, speak, trunk
- 4 a bank b pink c dusk
- 5 Check for correct spelling of each word.
- 6 a cloak b stork c chipmunk d crook
- 7 a soak b thank c cloak d chipmunk

Day 5

- 1 Check for correct spelling of each word.

2 quick	quickly
strong	strongly
most	mostly
nice	nicely

- 3 a easily easily
b quikly quickly
c soffly softly
d sudenly suddenly
e slowlee slowly
- 4 badly, calmly, clearly, easily, fairly, firmly, gently, happily, largely, mainly, mostly, nicely, quickly, quietly, shyly, slowly, softly, strongly, suddenly, swiftly
- 5 Check for correct spelling of each word.

- 6 a equally
b finally
c completely
d slightly
- 7 Answers will vary. Read through sentence together.

Bonus Worksheet 1

- 1 a flock b pride c pair
d pod e swarm f fleet
- 2 a litter b school c band
- 3 a gang/thieves b library/books
c bunch/flowers

Bonus Worksheet 2

- 1 mice, women, people, oxen
- 2 a teeth b children c geese
d feet e women
- 3 sheep, deer, moose

Bonus Worksheet 3

- 1 you: yourself, he: himself, she: herself, it: itself, we: ourselves, you: yourselves, them: themselves
- 2 a himself b itself c themselves
d ourselves e himself
- 3 a herself b themselves c ourselves
d himself e yourself

Bonus Worksheet 4

- 1 a thought b bought c fell
d brought e went f felt
- 2 a gave b ate c was
d won e stole f began
g had
- 3 a knew b told c sat
d wrote e flew f saw
g made h taught



The Three Little Pigs

Introduction

Once upon a time there lived three little pigs who left their parents to go and see the big world. The first little pig built his house of straw because it was easy. The second little pig built his house of sticks because they were stronger than straw. The third little pig built his house of bricks because he knew that though it took a long time it would be very strong. They were worried about the Big Bad Wolf coming to visit.

Complication

One day the Big Bad Wolf did come to visit the three little pigs because he was hungry for dinner. The three little pigs were very scared and all ran into their houses to hide. The wolf blew down the house built of straw and then he blew down the house of sticks. The wolf got to the house made of bricks and though he blew and blew he couldn't blow down the house of bricks.

Resolution

He was so very hungry that he climbed on the roof and came down the chimney to try to eat the little pigs but he landed right onto the hot fire. He ran howling from the house down to the river. After that the little pigs never saw the wolf ever again.








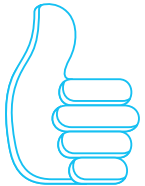




Week 1

Incentive chart for:

Colour each one when you have completed each day's work.

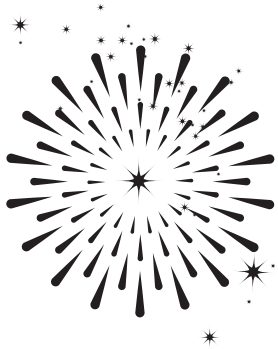
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	Lesson 41	Lesson 42	Spelling 2.21	Spelling 2.22	Spelling 2.23

Worksheets					
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Day Done!					
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Notes/thoughts/ideas

Read the passage.



Colour
who is in the story

Circle
what Luke imagined

Imagine This, Imagine That

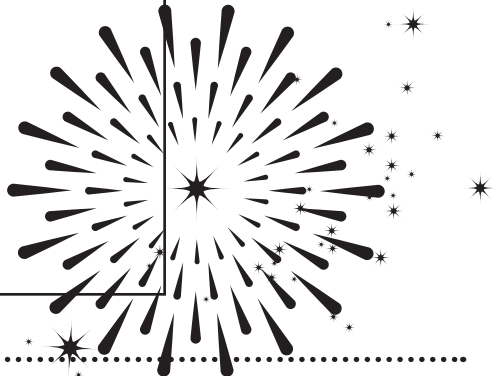
"It's easy. One person starts imagining something that doesn't exist, say a flying car and the next person has to add to it," said Luke.

"So you could imagine a flying car shaped like a fish," said Aunt Stella.

Sophie understood. "And the flying car shaped like a fish could spray fireworks from its wheels."

Box
what Sophie imagined

Underline
what Aunt Stella imagined



Circle the correct answers.

- 1 What does Luke imagine?

a a flying car	b a fish in a flying car
c a flying car that can swim	d a fish spraying fireworks

- 2 Who is in the story?

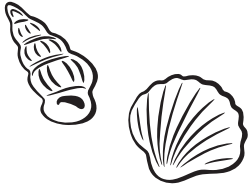
a a fish, a flying car, Aunt Stella	b Aunt Stella, Luke, Sophie
c a fish named Fireworks, Aunt Sophie, a car	d Luke, a flying car, Spray

- 3 Which word could replace *understood* in this story?

a hugged	b won	c proved	d followed
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Read the passage.



Box
what Sophie collected

Circle
adjectives that describe what Sophie collected

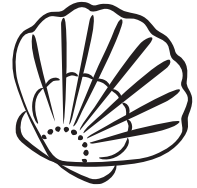


Art Eyes

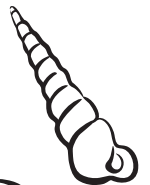
"Look out for colours, patterns, shapes, textures and shadows that catch your attention. Draw them in your journal and collect as much treasure as you can!" Aunt Stella cried.

Sophie liked the shapes and colours of the shells. She collected lots of shells of all shapes, sizes, colours and patterns.

Sophie also rubbed some rock textures into her journal and drew a rough sketch of the beach. But her most precious find was a piece of blue, weathered glass.



Colour
what Sophie liked best



4 What did Sophie collect? _____

5 What did Sophie draw? _____

6 Which word helps you understand that Sophie *valued* the piece of glass?

7 Write about a time you found something precious.

Read the passage.

Circle
who was trapped

Underline
what trapped the person

Smelly and Stuck

Jake's toenail went PING! Jake spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions.

"What does it feel like to be trapped by your toenail, Jake?" they asked.

The longest toenail in the world was no fun anymore.

Box
what the people were doing

Colour
how Jake felt

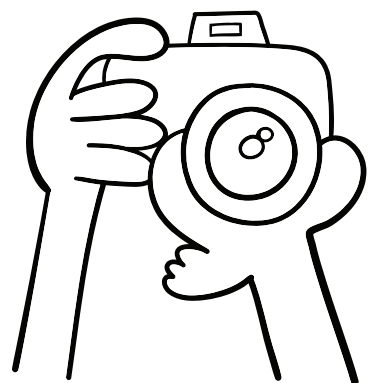


Circle the correct answers.

- 1 Which best describes how Jake was feeling?
 a confused b unhappy c giddy d happy

- 2 Which clue tells you this?
 a Jake's toenail went PING!
 b People pushed and shoved.
 c "What does it feel like to be trapped by your toenail, Jake?"
 d The longest toenail in the world was no fun anymore.

- 3 What inference can we make about Jake?
 a Jake is the centre of attention.
 b Jake wants the longest toenail in the world.
 c Jake wants to travel the world.
 d Jake likes having his photo taken.



Read the passage.



Circle
what was growing

Colour
where the toenail grew

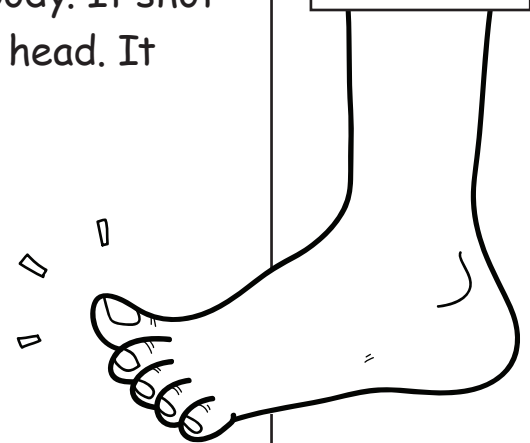
Sam's Cool Idea

The longest toenail in the world was growing. Longer and wider and taller! And it was growing FAST!

It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.

Jake gasped as his toenail snaked and grew. As big as himself ... as tall as a tree ... as big as a house ... as tall as a crane.

Underline
the speed of Jake's growing toenail



4 Draw Jake and his enormous toenail.

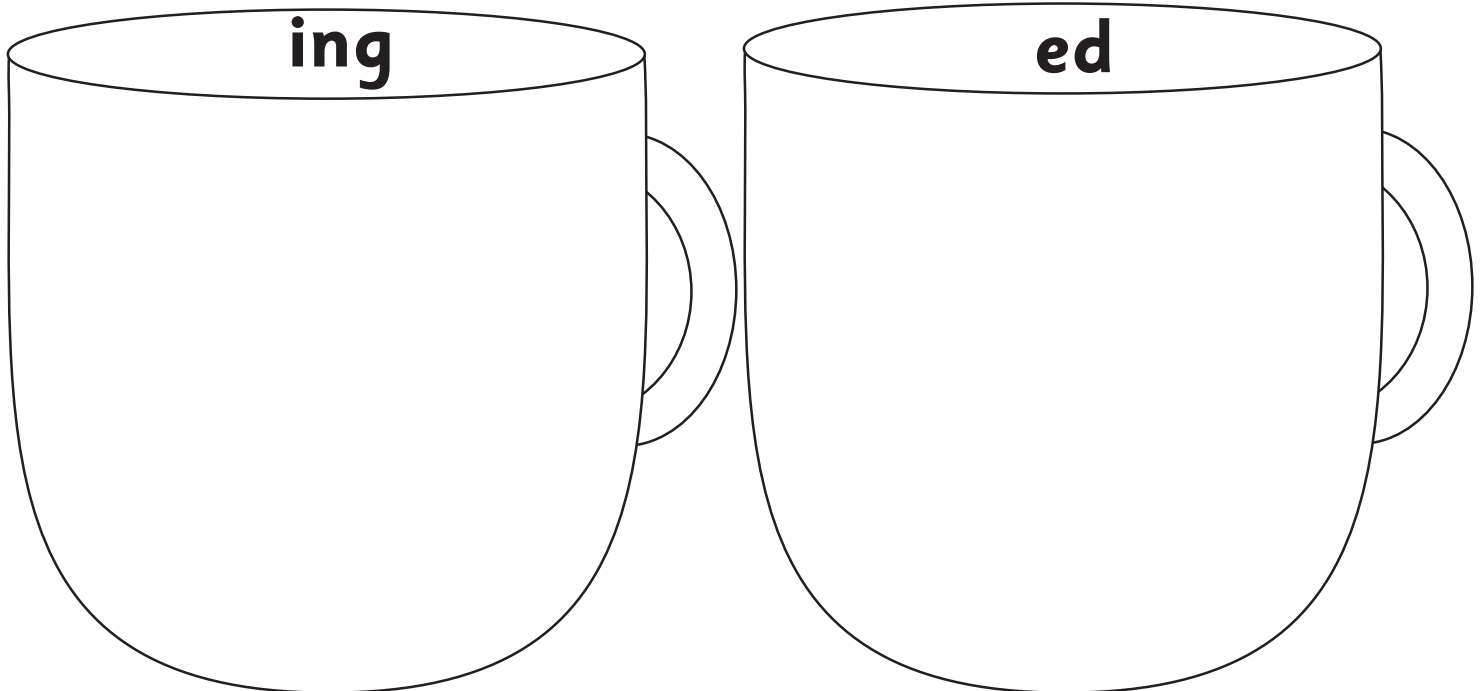
5 How would you feel about having a very long toenail?

6 We can infer that Jake was worried. What is the clue?

1 Copy each list word.

rubbed _____	rammed _____	grabbed _____
jogging _____	bobbing _____	stopped _____
jogged _____	tipped _____	trapping _____
wagging _____	thinned _____	blotted _____
sagged _____	planned _____	skinned _____
sipped _____	stabbed _____	flopped _____
stopping _____	gripping _____	

2 Sort.



3 Complete each sentence with a list word.

The football team is _____ around the field.

Yesterday, my team _____ around the track.

I _____ the monkey bars tightly so I wouldn't fall.

The boats are _____ on the water.

CHALLENGE WORDS

4 Copy each challenge word.

prodding _____

stunned _____

scanning _____

shipped _____

knitting _____

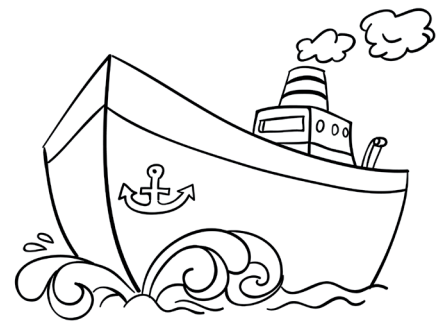
throbbed _____

strapping _____

shrugged _____

scrubbing _____

squatted _____



5 Choose it. Circle and rewrite the correct word to complete the sentence.

We the package across the country. _____

Grandma is a big woolly jumper. _____

My knee with pain after I fell over. _____

I was when my name was called out. _____

She down beside me to take a closer look. _____

6 Hidden words. Find the challenge word.

sdjfsccanningsggf _____

dfsshrruggedgvsf _____

dgvssscrubbingdfj _____

sdfstrappingdfdfs _____

ersproddinggfdre _____



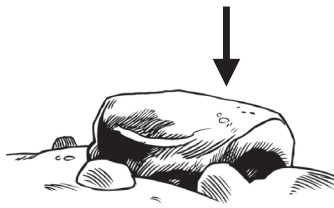
1 Copy each list word.

beak	_____	luck	_____	mask	_____
bank	_____	dusk	_____	stick	_____
lock	_____	peck	_____	shack	_____
tank	_____	track	_____	stock	_____
rock	_____	pluck	_____	speak	_____
pink	_____	cheek	_____	trunk	_____
tick	_____	check	_____		

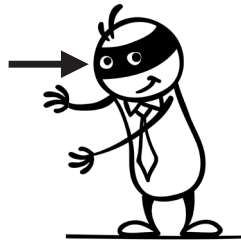
2 Name.



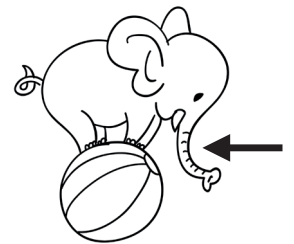
b



r



m



t

3 Sort it.

ck

k

4 Word clues. Which list word matches?

a place to save and borrow money _____

the colour of a flamingo _____

the time of day just before night _____

CHALLENGE WORDS

5 Copy each challenge word.

soak _____

stork _____

cloak _____

struck _____

thank _____

attack _____

crook _____

paddock _____

streak _____

chipmunk _____

6 Interesting question. Answer the question with a challenge word.

Where are sheep kept? _____

What bird has very long legs? _____

What is an animal like a squirrel? _____

What's another word for thief? _____

7 Complete the sentence with a challenge word.

I like to _____ in a hot bath after a long day.

I made sure to _____ her for my birthday present.

We rode the horses around the _____.

The _____ was collecting nuts for the winter.

1 Copy each list word.

badly _____	mainly _____	largely _____
slowly _____	softly _____	swiftly _____
nicely _____	clearly _____	gently _____
suddenly _____	quickly _____	firmly _____
mostly _____	happily _____	quietly _____
strongly _____	easily _____	fairly _____
shyly _____	calmly _____	

2 Complete the table. Use a list word to complete the table.

bad	badly
quick	
strong	
most	
nice	



3 Correct it. Write the word that is wrong correctly.

I jumped easily over the low fence.

I quikly ate my supper so I could play outside.

We spoke sofly so we didn't wake our parents.

I sudenly had a brilliant idea.

The turtle crawled slowlee up the beach.

4 Write the list words in alphabetical order.

CHALLENGE WORDS

5 Copy each challenge word.

extremely	_____	completely	_____
actually	_____	differently	_____
finally	_____	surely	_____
slightly	_____	absolutely	_____
normally	_____	equally	_____

6 Choose it. Circle and rewrite the correct word to complete the sentence.

Mum shared the food eqwually equally between us. _____

I finaly finally finished my art project. _____

We went in completly completely different directions. _____

I am slightly sleightly taller than my friend. _____

7 Silly sentences. Use as many challenge words as possible to make a silly story.

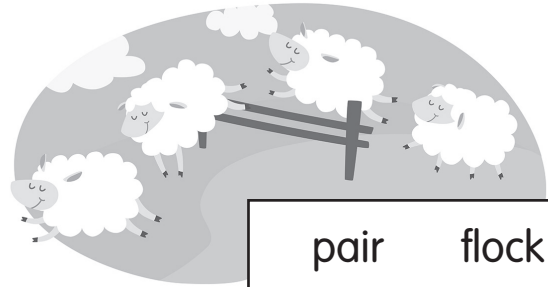
Collective nouns

A **collective noun** names a **group** of people, animals or things; e.g., a **crowd** of people, a **herd** of cattle.



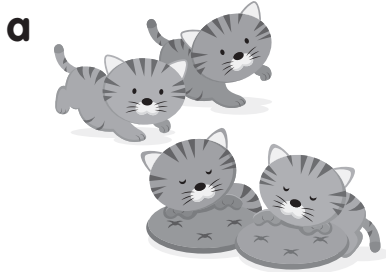
1 Complete each phrase with a noun from the box.

- a a _____ of sheep
- b a _____ of lions
- c a _____ of shoes
- d a _____ of whales
- e a _____ of bees
- f a _____ of ships



pair	flock
fleet	pride
swarm	pod

2 Draw lines to match the collective nouns to the pictures.



school

band

litter

3 Write the words next to each phrase under the correct headings.

Collective noun

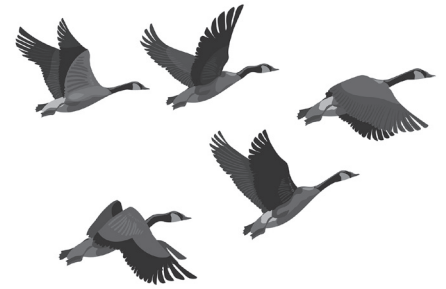
Common noun

- a a _____ of _____
- b a _____ of _____
- c a _____ of _____









books	flowers
bunch	gang
thieves	library

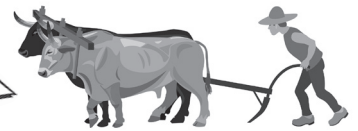
Irregular plurals

A **plural noun** names **more than one** person, place or thing. Most plurals are formed by adding **s** or **es** to the singular; e.g., birds, peach**es**. Some nouns change in other ways when written in the plural; e.g., 1 goose → 2 **geese**. Others do not change at all; e.g., 1 sheep → **3 sheep**.



1 Colour the notes with plural nouns.







			
			

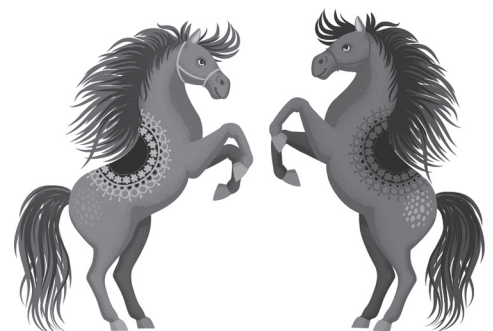


2 Write the underlined word as a plural.

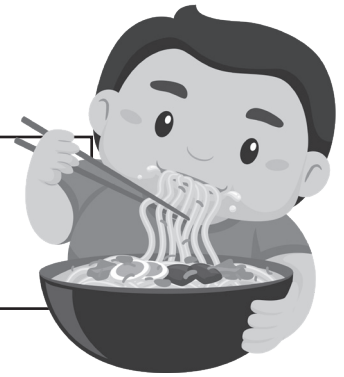
- a The dentist filled two of my tooth _____.
- b The child _____ were making a lot of noise.
- c I spotted two wild goose _____ among the ducks.
- d I put on socks because my foot _____ were cold.
- e The woman _____ are watching the game on TV.

3 Colour THREE nouns that stay the same in the plural.



Reflexive pronouns



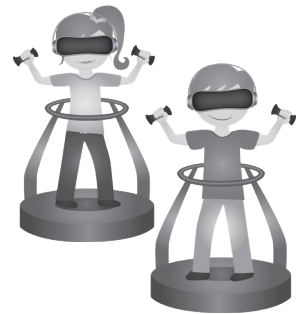
Reflexive pronouns refer or “reflect”, back to a noun or pronoun; e.g., I made **myself** noodles. The reflexive pronouns are **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**.

1 Draw lines to match the pronouns.

Singular			Plural	
I	himself		we	themselves
you	itself		you	ourselves
he	myself		them	yourselves
she	yourself			
it	herself			

2 Circle the correct word.

- The man told (yourself, himself) not to panic.
- Our cat cleans (ourselves, itself) with its tongue.
- The babies feed (yourselves, themselves) with spoons.
- We are watching (yourselves, ourselves) on television.
- My father blamed (themselves, himself) for the mistake.



3 Complete each sentence with a reflexive pronoun.

- She made it for _____ and no one else.
- They looked at _____ in the mirror.
- We helped _____ to more ice cream.
- Dad hurt _____ when he slipped on the banana skin.
- You will burn _____ if you get too close to the fire.



Irregular past tense verbs



Past tense verbs show that an action has already happened. Some past tense verbs are formed by adding **ed** to the present form; e.g., They talked.

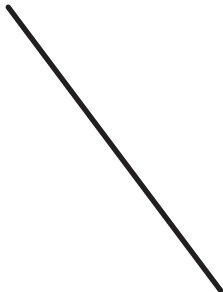
Irregular verbs change in other ways or do not change at all; e.g., break → broke, read → read.

1 Draw lines to match the verbs.

Present tense

Past tense

- | | |
|---------|---------|
| grow | went |
| a think | felt |
| b buy | brought |
| c fall | thought |
| d bring | grew |
| e go | bought |
| f feel | fell |



2 Write the following verbs in the past tense.

- a give _____
- b eat _____
- c is _____
- d win _____
- e steal _____
- f begin _____
- g has _____

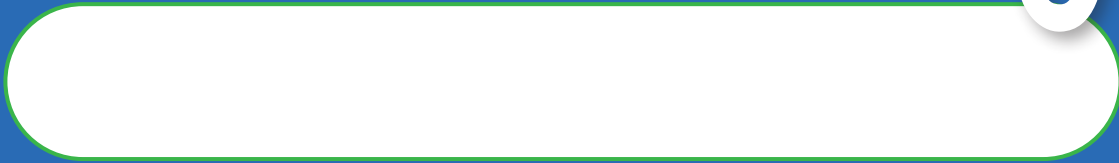
3 Write the words in the past tense to complete each sentence.

- a I (know) _____ the answer.
- b We (tell) _____ them what to do.
- c They (sit) _____ on the bench.
- d She (writes) _____ in her book.
- e The bird (flies) _____ away.
- f I (see) _____ a rhino at the zoo.
- g He (makes) _____ a paper hat.
- h She (teaches) _____ me to read.





Amazing



**You may now proceed
to Week 2!**



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