



Between Years 3 and 4

# BACK ON TRACK

READING • WEEK 1



[www.readingeggpress.co.uk](http://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.

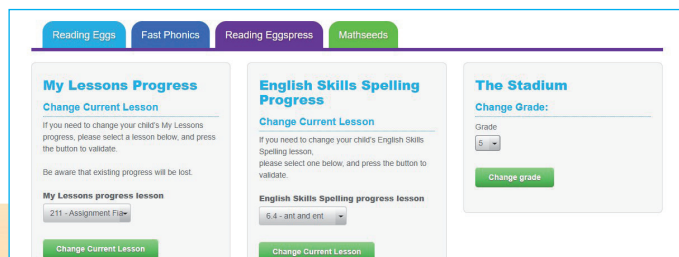


To help you navigate through the site we have listed a few steps below. For more information on the programme please see our *Parent User Guide*. This can be found on the Family Dashboard in Bonus Material.



If your child is not working at the correct level you can adjust it by clicking here.

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!





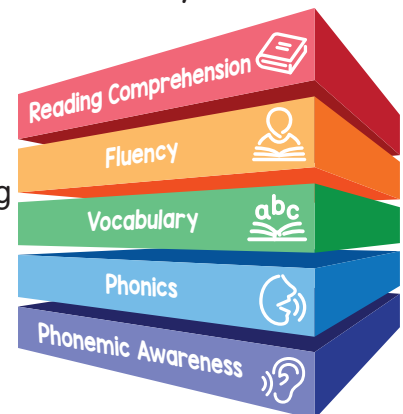
## Welcome to Week 1

Welcome to Week 1 of your Back on Track literacy programme! This programme is for pupils between Years 3 and 4. It reinforces the learning from Year 3 and provides the essential skills your child needs to transition successfully into Year 4.

The ten-week programme is designed to build upon foundational comprehension skills by completing close readings of a wide range of literary and informational texts.

To practise phonics skills, broaden vocabulary and improve writing outcomes, a spelling programme has also been included.

You can access both of these online programs, as well as an extensive library of more than 2,500 e-books, with your single **Reading Eggs** subscription.



Each week you'll receive a 20 page packet. Inside you'll find an overview for that week's learning, online lessons to complete, 14 pages of pupil worksheets (with answers), as well as 4 bonus pages and certificates to reward all of the hard work. With a target of just 30 minutes per day, we've packed lots in so that you can maximise your learning now!

We recommend you follow these simple steps to keep your child learning 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 81** and **Spelling** at **3.25**.

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 81**. Click on **Change Current Lesson** to place your child correctly.
- 👉 Choose the **Reading Eggspress** tab then adjust **English Skills Spelling Progress** and set to **3.25**. 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.



## Week 1

### Reading skills focus

Comprehension: Fiction

- Literal comprehension: find facts and information and sequence events.
- Inferential comprehension: predict actions and outcomes, draw conclusions, compare and contrast and make inferences.
- Critical literacy: interpret dialogue and literary devices.
- Vocabulary and usage: understand the meanings of words, identify word building and use context clues to understand complex vocabulary.

Spelling and Grammar

- Build spelling skills with word building using suffixes: **ful, less**
- Grammar: **Action, saying, thinking and feeling verbs, nouns, noun groups**

### Online

#### Reading Eggspress, Lesson 81

- Comprehension focus: **Analysing character feelings and motivation**
- Build comprehension skills by making predictions, interpreting dialogue, identifying literacy devices and making judgments.
- Understand the meaning of the words: **tide** (noun), **flecked** (adjective), **pottery** (noun), **upset** (adjective), **bicarb soda** (noun), **froth** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, Lesson 82

- Comprehension focus: **Sequencing events**
- Build comprehension skills by making predictions, sequencing events, identifying base words and affixes and identifying similarities and differences.
- Understand the meaning of the words: **engage** (verb), **torment** (verb), **exit** (verb), **dialogue** (noun), **propeller** (noun), **version** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, Lesson 83

- Comprehension focus: **Finding facts and information**
- Build comprehension skills by making predictions, finding facts and information and making judgments.
- Understand the meaning of the words: **snout** (noun), **stream** (noun), **salamander** (noun), **handsome** (adjective), **algae** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, English Skills Lesson 3.25

- Spelling focus: **Suffixes: ful, less**
- 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.

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

### Worksheets

- Day 1:** Analysing character feelings and motivation
- Day 2:** Sequencing events
- Day 3:** Finding facts and information
- Day 4:** Suffixes: **ful, less**
- Day 5:** Action verbs; Saying, thinking and feeling verbs

### Bonus worksheets

- Common and proper nouns
- Plural nouns
- Noun phrases
- Abstract noun

### Additional Library Books

- The Tale of Tom Kitten* by Beatrix Potter
- Myth Sisters* by Lisa Thompson
- Goat Girl & Garden Boy* by Patricia Bernard
- BMX* by Joanne Mattern
- You'll Never Believe This* by John Townsend
- Our Saturday School* by Gary Underwood





# Week 1 • Answers

## Day 1

### Chocolate Chuckles

"There's no milk!" said Mum as she **slammed the fridge door closed**. She turned around and **glared** at me. I didn't say a word.

Luckily for me, the kitchen was full of cupcakes, cheese and biscuits, bowls of crisps, sausage rolls, pickled onions, streamers, hats and party blowers. In the middle of it all was a huge ginger birthday cake with "Happy 80th Birthday" around the edge.

**Lucky for me** because Mum couldn't see the empty milk carton I'd just been drinking from.

"I'm not going to do it, Mabel," Grandpa was saying. He looked really grumpy and **he was shaking his head**.

"My teeth are staying in my head until I die." He wiggled them with his tongue. **They were the most disgusting pair of false teeth you've ever seen**.

"They're so worn," said Grandpa.

"It would be much easier to chew with new ones," said Mum.

- d
- b
- a
- c
- c
- grumpy
- He didn't want new false teeth.
- They were disgusting.
- because they were worn
- It would make it easier for him to chew.

## Day 2

### FAIRY'S WINGS

#### Scene 1 THE GARDEN

Late afternoon. Troy and Tania enter **running**. Troy has a tennis ball and they engage in a game of tag.

Troy: Tania! Catch! Chasing her.

Tania: Troy ... It's too hard. Throw it softer. She throws the tennis ball at him. Troy has disappeared. Troy! Where are you? Give it back. It's my ball.

Troy **reappears** and torments Tania with her ball. As he does this he **falls** into a pile of freshly swept leaves.

Tania bounces the **thistledown** on the palm of her hand.

Tania: Oh, it tickles.

Mum laughs. Troy **re-enters** flying a model aeroplane. **They collide**.

Troy: Tania, watch out!

Tania: Troy.

Troy: You broke the propeller off.

Troy **attempts to fix the propeller during the following dialogue**.

Tania: Do you think there are such things as fairies, Mum?

- a
- c
- 3, 2, 1, 5, 4
- bounces the thistledown on her hand.
- re-enters
- Troy attempts to fix the propeller.
- Parent check

## Day 3

### Wally the Water Dragon

Once upon a time, we used to have lots of frogs living in our pond. We watched their eggs hatch into **tadpoles**. The frogs **croaked** a chorus to us every night. They were especially loud **when it rained**.

We don't have frogs anymore. We have dragons instead. The dragons ate the frogs' eggs, the tadpoles and the baby frogs. So the big frogs hopped away to find a safer home.

We still have big goldfish living in our pond. The dragons don't eat the adult goldfish, but **I** think they eat the babies.

A fat blue-tongue lizard lives **under the garage box on our balcony**. He comes out **when the sun shines** and flicks his long, blue **tongue** trying to catch insects.

Possums **hiss** in the night and **rustle through** the trees. They are heading for the banana palms at the back of the house, hoping to find a bunch of ripe bananas for a feast.

- d
- c
- a
- c
- b
- under the garage box on the balcony
- when the sun shines
- He flicks his long, blue tongue.
- They hiss and rustle through trees.
- at the back of the house

## Day 4

- Check for correct spelling of each word.
- ful: painful, helpful, useful, thankful, hopeful, beautiful, thoughtful, forgetful, truthful, powerful, awful, skillful  
less: endless, restless, homeless, careless, harmless, blameless, fearless, tasteless
- a restless    b powerful    c painful    d awful
- a restles restless    b usefull useful  
c homeles homeless    d careles careless  
e truthfull truthful    f fearles fearless

- a tasteless    b painful    c hopeful  
d endless    e helpful    f harmless
- Check for correct spelling of each word.
- a delightful    b pointless    c goalless    d weightless  
e worthless    f successful
- a sorrowful    b respectful    c successful  
d wonderful    e doubtful
- a respectful    b successful    c delightful    d doubtful

## Day 5

- a throws    b catches    c eats    d drinks  
e drops    f cleans    g play    h read  
i drives    j ride
- a squawk    b escapes    c brushes    d puts  
e crumples    f pays    g wags
- a drizzles    b weep    c stroll    d peers  
e sketches    f munch    g dozes    h cleans  
i screams    j protects
- a go    b sits    c dances    d find
- a asked    b knows    c wants    d yelled  
e think    f enjoyed    g answered

2 Saying verbs: announced, replied, shouted  
Thinking verbs: thought, guessed, remembered  
Feeling verbs: wished, loved, hated

- a shouted    b believes    c c  
d said    e suppose    f wonder

## Bonus Worksheet 1

- Shaded **blue**: dog, bee, cat, egg, wolf, hen  
Shaded **red**: Africa, Thursday, Miranda, December
- General people: pilot, singer, explorer  
Specific people: Mr Jones, Cinderella, Winston Churchill  
General places: beach, library, museum  
Specific places: Ireland, Stonehenge, Asia

## Bonus Worksheet 2

- a flies    b hats    c elephants    d loaves  
e berries    f men    g notches
- | One    | Two     | One    | Two      |
|--------|---------|--------|----------|
| ant    | ants    | potato | potatoes |
| brush  | brushes | half   | halves   |
| rabbit | rabbits | wash   | washes   |
| knife  | knives  | tiger  | tigers   |
| match  | matches | woman  | women    |
- a girls    b patches    c cherries    d lives    e tomatoes

## Bonus Worksheet 3

- a of    b an    c on    d several    e and
- a a big juicy orange    b several pink and blue balloons  
c a big box of delicious sweets    d a glass of ice cold fruit juice  
e the clown with the funny red nose
- a cupcake    b dog    c biscuits    d soup  
e postcard    f children    g boat

## Bonus Worksheet 4

- a weakness    b warmth    c love    d delight  
e sadness    f beauty    g length    h cruelty  
i fun    j pain    k hunger    l energy
- a softness    b hardness    c sweetness    d sourness
- a thought    b enjoyment    c wickedness    d anxiety  
e knowledge
- a strength    b health    c happiness    d curiosity  
e courage    f patience    g imagination    h misery  
i celebration    j sympathy






# Week 1

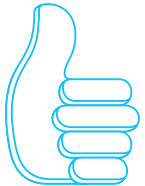




## Incentive chart for:

\_\_\_\_\_

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

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	Lesson 81	Lesson 82	Lesson 83	Spelling 3.25	Spelling 3.25

Worksheets					
------------	--	--	---	--	--

Day Done!					
-----------	---	---	---	---	---

### Notes/thoughts/ideas

---

---

---

---

---

---

---

---

---

---



**Read the passage.**



Circle words that give us clues about how Mum felt.

Put a box around the phrase that tells us the narrator was relieved about something.

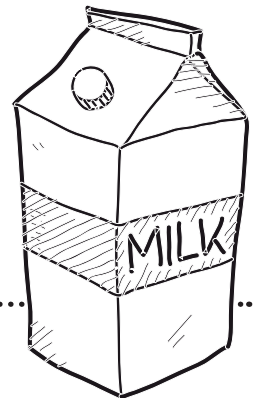
## Chocolate Chuckles

“There’s no milk!” said Mum as she slammed the fridge door closed. She turned around and glared at me.

I didn’t say a word.

Luckily for me, the kitchen was full of cupcakes, cheese and crackers, bowls of chips, pizza, pickled onions, streamers, hats and blowers. In the middle of it all was a huge ginger birthday cake with “Happy 80th Birthday” around the edge. Lucky for me because Mum couldn’t see the empty milk carton I’d just been drinking from.

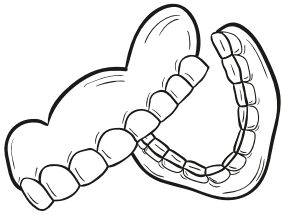
Colour the sentence that shows why the narrator was pleased the kitchen was full of food.



Circle the correct answers.

- When Mum says “There’s no milk!”, how does she most likely **sound**?  
**a** disappointed    **b** confused    **c** happy    **d** angry
- Which **word** is a **clue** to question 1’s answer?  
**a** turned    **b** glared    **c** fridge    **d** milk
- Which **phrase** is a **clue** to question 1’s answer?  
**a** slammed the fridge door    **b** turned around  
**c** Luckily for me    **d** a huge ginger birthday cake
- Which **punctuation** is a **clue** to question 1’s answer?  
**a** .    **b** ,    **c** !    **d** ’
- How would the narrator have **felt** when she realised her Mum couldn’t see the empty milk carton?  
**a** disappointed    **b** confused    **c** relieved    **d** afraid

**Read the passage.**



Underline  
Grandpa's  
dialogue.

Colour the  
narrator's  
thoughts on  
Grandpa's teeth.

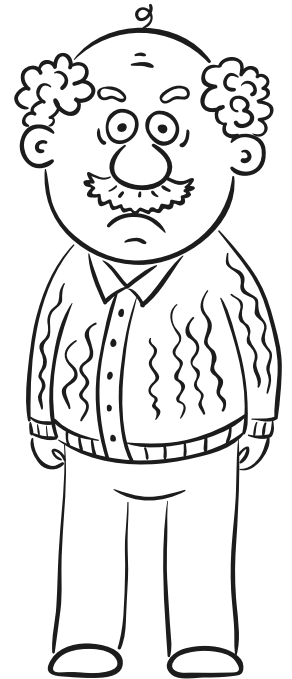
Put a box  
around  
Grandma's  
dialogue.

"I'm not going to do it, Mabel,"  
Grandpa was saying. He looked really  
grumpy and he was shaking his head.

"My teeth are staying in my head until  
I die." He waggled them with  
his tongue. They were the  
most disgusting pair of false  
teeth you've ever seen.

"They're so worn," said  
Grandma.

"It would be much easier  
to chew with new ones,"  
said Mum.



In paragraph  
1, **highlight** the  
words that show  
what Grandpa  
was doing.

**6** Which **word** tells us that Grandpa was in a **bad mood**?

---

**7** **Why** was Grandpa in a bad mood?

---



---

**8** What was the **narrator's opinion** of Grandpa's false teeth?

---



---

**9** Why did **Grandma think** Grandpa needed new teeth?

---

**10** Why did **Mum think** Grandpa should get new teeth?

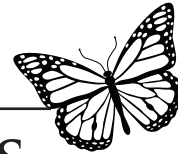
---



---



Read the passage.



Underline the first action that happens in the play.

Circle the scene number.

Highlight the word that tells us that Troy comes back on stage.

Colour Troy's final action.



## FAIRY'S WINGS

### Scene 1 THE GARDEN

*Late afternoon. Troy and Tania enter running. Troy has a tennis ball and they engage in a game of tag.*

**Troy:** Tania! Catch! *Chasing her.*

**Tania:** Troy ... It's too hard. Throw it softer. *She throws the tennis ball at him. Troy has disappeared. Troy! Where are you? Give it back. It's my ball.*

*Troy reappears and torments Tania with her ball. As he does this he falls into a pile of freshly swept leaves.*



Circle the correct answer for each question.

- 1 Which **part of the play** is this?
  - a the beginning
  - b the middle
  - c the end
  
- 2 **How do we know** which part of the play it is?
  - a It's late afternoon.
  - b They're in the garden.
  - c It's Scene 1.
  - d They're playing tag.
  
- 3 Number the following events to show the **order** in which they happened.
  - Troy goes off stage.
  - Troy throws the ball at Tania.
  - Troy and Tania come onto the stage.
  - Troy falls into a pile of leaves.
  - Troy comes back on stage.

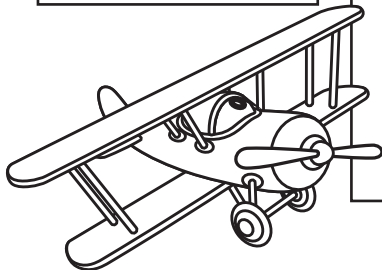


Read the passage.

Underline Tania's first action.

Circle the word that tells us that Troy comes back on stage.

Colour the words that show when Tania breaks the propeller.



*Tania bounces the thistle down on the palm of her hand.*

**Tania:** Oh, it tickles.

*Mum laughs. Troy re-enters flying a model aeroplane. They collide.*

**Troy:** Tania, watch out!

**Tania:** Troy.

**Troy:** You broke the propeller off.

*Troy attempts to fix the propeller during the following dialogue.*

**Tania:** Do you think there are such things as fairies, Mum?

Highlight the words that show what Troy is doing while Tania is speaking to her Mum.



4 In this passage, which is the **first** action that happens?

---



---

5 Which word tells us that Troy has been on the stage **before**?

---

6 What is Troy doing **while** Tania and her Mum discuss fairies?

---



---

7 Complete the following sentence:

Tania breaks the propeller on Troy's plane **after** \_\_\_\_\_

---

and **before** \_\_\_\_\_

---



Read the passage.

Underline the phrase that tells us where the frogs lived.

Circle what frogs' eggs become when they hatch.

Highlight the sound frogs make.

## Wally the Water Dragon

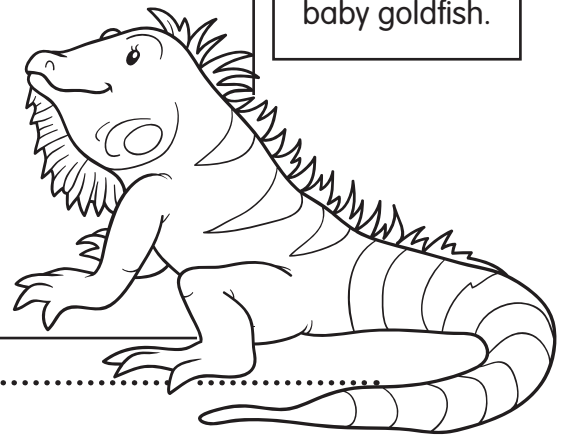
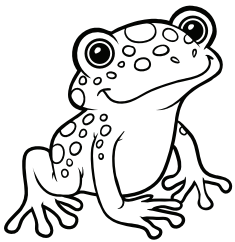
Once upon a time, we used to have lots of frogs living in our pond. We watched their eggs hatch into tadpoles. The frogs croaked a chorus to us every night. They were especially loud when it rained.

We don't have frogs anymore. We have dragons instead. The dragons ate the frogs' eggs, the tadpoles and the baby frogs. So the big frogs hopped away to find a safer home.

We still have big goldfish living in our pond. The dragons don't eat the adult goldfish, but I think they eat the babies.

Colour when the frogs croaked especially loudly.

Put a box around the pronoun that shows who thinks the dragons eat the baby goldfish.



Circle the correct answers.

- 1 **Where** did the frogs used to live?
 

a beside the river	b among the flowers
c beneath the window	d in the pond
  
- 2 **What** do frogs' eggs hatch into?
 

a goldfish	b dragons	c tadpoles	d baby frogs
------------	-----------	------------	--------------
  
- 3 **What** did the frogs do every night?
 

a croak	b swim	c sleep	d play
---------	--------	---------	--------
  
- 4 **When** did the frogs croak the loudest?
 

a at night	b in the morning	c when it rained	d in the summer
------------	------------------	------------------	-----------------
  
- 5 **Who** thinks the dragons eat the baby goldfish?
 

a the adult goldfish	b the narrator	c the big frogs	d the baby
----------------------	----------------	-----------------	------------



**Read the passage.**

**Colour** the possums' nighttime behaviour.

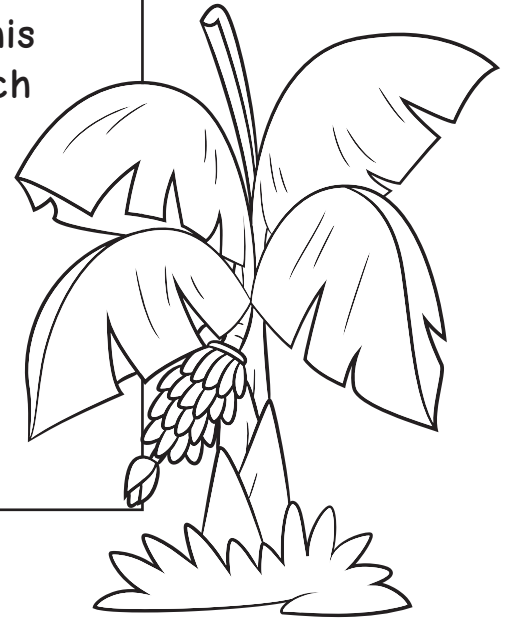
**Highlight** when the lizard appears.

Underline the lizard's home.

Circle the key word that tells us how the lizard catches insects.

A fat lizard lives under the garage box on our balcony. He comes out when the sun shines and flicks his long, blue tongue, trying to catch insects.

Possums hiss in the night and rustle through the trees. They are heading for the banana palms at the back of the house, hoping to find a bunch of ripe bananas for a feast.



**6 Where** does the lizard live?

---



---

**7 When** does the lizard come out of its home?

---



---

**8 How** does the lizard catch insects?

---



---

**9 What** do the possums do at night?

---



---

**10 Where** are the banana palms?

---



# Suffixes: ful and less

**List 1 Write the word.**

- painful \_\_\_\_\_
- endless \_\_\_\_\_
- helpful \_\_\_\_\_
- restless \_\_\_\_\_
- useful \_\_\_\_\_
- homeless \_\_\_\_\_
- thankful \_\_\_\_\_
- careless \_\_\_\_\_
- hopeful \_\_\_\_\_
- harmless \_\_\_\_\_
- beautiful \_\_\_\_\_
- thoughtful \_\_\_\_\_
- blameless \_\_\_\_\_
- forgetful \_\_\_\_\_
- truthful \_\_\_\_\_
- fearless \_\_\_\_\_
- powerful \_\_\_\_\_
- awful \_\_\_\_\_
- tasteless \_\_\_\_\_
- skilful \_\_\_\_\_

**2 Sort the words.**

*ful*

*less*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**3 Meaning.** Which list word means?

- not able to relax \_\_\_\_\_
- having or using force \_\_\_\_\_
- causing pain \_\_\_\_\_
- very bad or terrible \_\_\_\_\_

**4 Underline the spelling mistake.** Write the word correctly.

During the long drive I was very restles and couldn't sit still.

The Internet is a usefull tool for researching assignments.

We found a homeles dog and took it to the animal shelter.

The careles driver ran a red light because he wasn't looking.

Henry is a truthfull person, who never lies.

The firefighter was fearles as he ran into a burning building.

The leftover food had an awfull smell.

He is a very skilfull player.

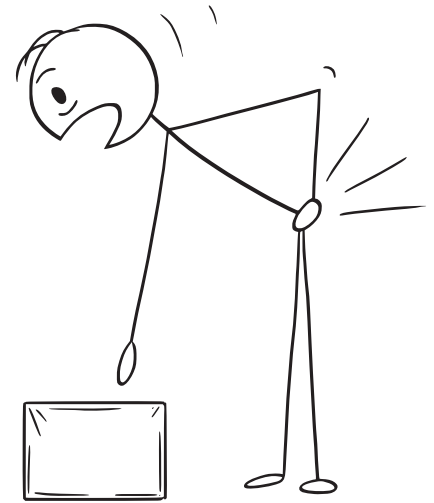
Mrs Potts planted some beautifull roses in her garden.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

# Suffixes: ful and less

**5 Chunks.** Rearrange the letters to make a list word.

- ss ta le ste \_\_\_\_\_
- in ful pa \_\_\_\_\_
- ho ful pe \_\_\_\_\_
- dl ss en e \_\_\_\_\_
- lp ful he \_\_\_\_\_
- le rm ss ha \_\_\_\_\_
- a ful th nk \_\_\_\_\_
- wer ful po \_\_\_\_\_



## Challenge words

**6 Write the word.**

- goalless \_\_\_\_\_
- worthless \_\_\_\_\_
- sorrowful \_\_\_\_\_
- delightful \_\_\_\_\_
- weightless \_\_\_\_\_
- wonderful \_\_\_\_\_
- successful \_\_\_\_\_
- doubtful \_\_\_\_\_
- respectful \_\_\_\_\_
- pointless \_\_\_\_\_

**7 Hidden words.** Find the challenge word.

- lodelightfuliohc \_\_\_\_\_
- fulpointlessshgbeu \_\_\_\_\_
- hsirngoallessssuje \_\_\_\_\_
- asidynweightlessahout \_\_\_\_\_
- cksyncworthlessuioet \_\_\_\_\_
- aisudgsuccessfulaoh \_\_\_\_\_

**8 Word clues.** Which challenge word matches?

- very sad \_\_\_\_\_
- being polite \_\_\_\_\_
- doing well \_\_\_\_\_
- excellent or amazing \_\_\_\_\_
- not likely or probable \_\_\_\_\_
- without meaning \_\_\_\_\_

**9 Another way to say it.** Which challenge word could replace the underlined word?

- Emma was always considerate of her parents' wishes. \_\_\_\_\_
- He was a prosperous businessman who worked very hard. \_\_\_\_\_
- The game ended in a no-score draw. \_\_\_\_\_
- Chen was uncertain she would enjoy herself. \_\_\_\_\_
- The whole thing seems meaningless. \_\_\_\_\_

# Action verbs

An **action verb** tells us what action is happening; e.g., They **jump** up and down. Remember verbs must agree with their subjects; e.g., She **jumps** up and down.



**1 Circle the word that shows what action is happening in each sentence.**

- a Marcus throws the ball.
- c Kai eats his dinner.
- e Elena drops the plate.
- g The boys play games.
- i The man drives the car.



- b Gina catches the ball.
- d Frieda drinks her juice.
- f George cleans the mess
- h The girls read books.
- j The cyclists ride their bikes.

**2 Fill in the verbs.**

escapes    crumples    pays    wags  
brushes    puts    squawk

- a The seagulls \_\_\_\_\_ loudly.
- b The prisoner \_\_\_\_\_ from gaol.
- c Rosie's mother \_\_\_\_\_ her hair.
- d The child \_\_\_\_\_ his rubbish in the bin.
- e The boy \_\_\_\_\_ the paper into a ball.
- f The customer \_\_\_\_\_ in the store.
- g My dog \_\_\_\_\_ his tail when he is happy.

**3 Match the verbs.**

- |          |          |
|----------|----------|
| a rains  | sketches |
| b cry    | stroll   |
| c walk   | weep     |
| d looks  | protects |
| e draws  | drizzles |
| f chew   | cleans   |
| g sleeps | screams  |
| h washes | munch    |
| i shouts | peers    |
| j guards | dozes    |

**4 Choose the correct verb.**

- a Jack and Jill (go, goes) \_\_\_\_\_ up the hill.
- b Humpty Dumpty (sit, sits) \_\_\_\_\_ on the wall.
- c Cinderella (dance, dances) \_\_\_\_\_ with the prince.
- d The three bears (find, finds) \_\_\_\_\_ Goldilocks in their house.





# Saying, thinking and feeling verbs



**Saying verbs** are a type of **action verb**. They tell us what someone says; e.g., *He told her where to go.* **Thinking and feeling verbs** show what is going on in our heads; e.g., *I understand the problem. I want more ice cream.*

**1 Fill in the gaps with a verb from the box.**

- a "What is that?" \_\_\_\_\_ Jarred.
- b Zoe \_\_\_\_\_ how to spell the words.
- c Simon \_\_\_\_\_ a bicycle for his birthday.
- d "Watch out!" \_\_\_\_\_ Mr Rivera.
- e They \_\_\_\_\_ we should have more rules.
- f The children \_\_\_\_\_ seeing the animals.
- g He \_\_\_\_\_ all the pupils' questions.

wants  
think  
knows  
answered  
asked  
enjoyed  
yelled

**2 Sort the words.**

thought      wished      replied      guessed      loved  
announced      shouted      hated      remembered

**Saying verbs**

---



---



---

**Thinking verbs**

---



---



---

**Feeling verbs**

---



---



---

**3 Circle the saying verbs and underline the thinking verbs in the following sentences.**

- a He shouted at the boy.
- b She believes she is right.
- c They guessed the answers.
- d We said they could help us.
- e I suppose that's alright.
- f I wonder whose book this is.

# Common and proper nouns



Nouns that refer to general people, places and things are called **common nouns**; e.g., boy, country. Nouns that refer to specific people, places, things, days and months are called **proper nouns**. They always start with a **capital letter**; e.g., Leo, Japan.

**1** Shade the common nouns blue and the proper nouns red.

dog	bee	cat	
Africa	egg	wolf	Miranda
Thursday	hen	December	

**2** Sort the words.

- |         |                   |            |          |
|---------|-------------------|------------|----------|
| beach   | Winston Churchill | museum     | Asia     |
| pilot   | Cinderella        | Ireland    | singer   |
| library | Mr Jones          | Stonehenge | explorer |



<p><b>General people</b></p> <hr/> <hr/> <hr/>	<p><b>Specific people</b></p> <hr/> <hr/> <hr/>
<p><b>General places</b></p> <hr/> <hr/> <hr/>	<p><b>Specific places</b></p> <hr/> <hr/> <hr/>

# Plural nouns

A **plural noun** names more than one person, thing or place. Most plural nouns are formed by adding **s** or **es** to the singular; e.g., walls, bushes. Sometimes **other letters have to change** before adding **s** or **es**; e.g., diary → diaries, leaf → leaves. Sometimes plural nouns are formed in other ways; e.g., child → children.



**1 Colour the noun that correctly completes each sentence.**

- a The man found three (fly, flies) in his soup.
- b The children put their (hat, hats) on their heads.
- c I saw several large grey (elephant, elephants) in the distance.
- d My mother bought two (loaf, loaves) of bread at the bakery.
- e I added a handful of (berry, berries) to my muesli.
- f Two (man, men) carried the heavy box inside.
- g The carpenter made two (notch, notches) in the wood.



**2 Complete the table.**

One	Two	One	Two
ant	<i>ants</i>	potato	
brush		half	
rabbit		wash	
knife		tiger	
match		woman	

**3 In each sentence, write the noun in parentheses correctly.**

- a The (girl) \_\_\_\_\_ ate their lunch outside.
- b The dog has two white (patch) \_\_\_\_\_ on its head.
- c I bought a box of (cherry) \_\_\_\_\_ at the market.
- d Everyone says a cat has nine (life) \_\_\_\_\_.
- e I sliced two (tomato) \_\_\_\_\_ to add to the salad.

# Noun phrases

A phrase is a part of a sentence that has more than one word. A **noun phrase** is the group of words that is built around a **noun**. It can include articles, pronouns, adjectives and other phrases; e.g., **an enormous giant with a bushy black beard**.

**1 Complete these noun phrases with words from the box.**

- a a herd \_\_\_\_\_ elephants
- b \_\_\_\_\_ office in the city
- c the stain \_\_\_\_\_ his shirt
- d \_\_\_\_\_ little round buttons
- e a big black \_\_\_\_\_ white dog

on and  
of an  
several



**2 Build phrases around the following nouns. Use the words in the boxes.**

- a orange \_\_\_\_\_
- b balloons \_\_\_\_\_
- c box \_\_\_\_\_
- d glass \_\_\_\_\_
- e clown \_\_\_\_\_

big a juicy

pink several blue and

sweets delicious a of big

ice a fruit cold juice of

nose funny the red with the

**3 Find the noun around which each phrase is built.**

- a I ate the cupcake with pink icing. \_\_\_\_\_
- b The big black dog is barking at us. \_\_\_\_\_
- c The biscuits in the jar are delicious. \_\_\_\_\_
- d I gave Jack a big bowl of tomato soup. \_\_\_\_\_
- e She is reading the postcard from her cousin. \_\_\_\_\_
- f The three children in the corner are reading. \_\_\_\_\_
- g The little boat on the lake is bobbing up and down. \_\_\_\_\_



# Abstract nouns

An **abstract noun** names a thought, quality or feeling. We cannot see, hear or touch it; e.g., idea, kindness, happiness.



**1** Circle the abstract noun in each pair.

a weakness legs	b fire warmth	c love puppy	d chocolate delight
e sadness tears	f princess beauty	g length ruler	h dictator cruelty
i fun movie	j tooth pain	k bread hunger	l energy child

**2** Complete each phrase with an abstract noun from the list.

sweetness softness sourness hardness

- a the \_\_\_\_\_ of fur
- b the \_\_\_\_\_ of a rock
- c the \_\_\_\_\_ of honey
- d the \_\_\_\_\_ of a lemon

**3** Find the matching pairs.

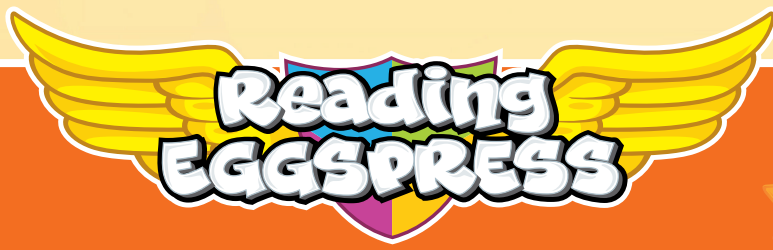
- |               |            |
|---------------|------------|
| a idea        | wickedness |
| b fun         | anxiety    |
| c evil        | knowledge  |
| d worry       | thought    |
| e information | enjoyment  |

**4** Change the word in bold to a noun.

If someone is:

- a **strong**, they have \_\_\_\_\_.
- b **healthy**, they have good \_\_\_\_\_.
- c **happy**, they have \_\_\_\_\_.
- d **curious**, they show \_\_\_\_\_.
- e **courageous**, they have \_\_\_\_\_.
- f **patient**, they have a lot of \_\_\_\_\_.
- g **imaginative**, they have \_\_\_\_\_.
- h **miserable**, they experience \_\_\_\_\_.
- i **celebrating**, they are having a \_\_\_\_\_.
- j **sympathetic**, they feel \_\_\_\_\_ for others.





# You star!



**Now let's move  
on to Week 2!**



[www.readingeggs.co.uk](http://www.readingeggs.co.uk)