



Between Years 3 and 4

# BACK ON TRACK

READING • WEEK 2



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



## Welcome to Week 2

Welcome to Week 2 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 built on the five pillars of reading – Phonemic Awareness, Phonics, Vocabulary, Fluency and Reading Comprehension. It uses the online programme **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 21 page 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 get the most out of the 10-week programme.

- 1 Print the pupil pages for the week. Ensure your child has pencils and erasers to complete the worksheets.
- 2 Encourage your child to read the recommended books from the **Reading Eggspress library**.
- 3 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.
- 4 Enjoy the learning.





## Week 2

### Reading skills focus

Comprehension: Fiction

- Literal comprehension: identify the main idea and find supporting details.
- Inferential comprehension: predict actions and outcomes and make connections.
- Critical literacy: identify literary devices and interpret character behaviour, feelings and motivation.
- Vocabulary and usage: understand the meanings of words and use context clues to understand complex vocabulary.

Spelling and Grammar

- Build spelling skills with **silent (unvoiced) letters and compound words**
- Grammar: **Nouns, pronouns**

### Online

#### Reading Eggspress, Lesson 84

- Comprehension focus: **Point of view**
- Build comprehension skills by making predictions, interpreting character behaviour, feelings and motivation, identifying literary devices and using context clues to understand vocabulary.
- Understand the meaning of the words: **horrible** (adjective), **attack** (verb), **aced** (colloquial verb), **jeer** (verb), **utterly** (adverb), **shove** (verb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, Lesson 85

- Comprehension focus: **Making connections**
- Build comprehension skills by making predictions, making connections, matching words to definitions and identifying the main idea and finding supporting textual evidence.
- Understand the meaning of the words: **decide** (verb), **grand** (adjective), **sigh** (verb), **fine** (adjective), **pass** (verb), **proudly** (adverb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, Map 17 Fiction Assessment

- Complete a 16-question comprehension quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, English Skills Lesson 3.26

- Spelling focus: **Silent letters**
- 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, English Skills Lesson 3.27

- Spelling focus: **Compound words**
- 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

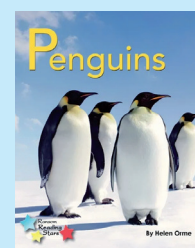
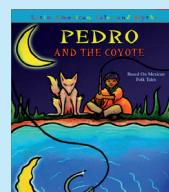
- Day 1:** Point of view
- Day 2:** Making connections
- Day 3:** Silent letters
- Day 4:** Compound words
- Day 5:** The Tiger, the Man and the Jackal

### Bonus worksheets

- Personal pronouns
- Apostrophes for ownership
- Pronoun-antecedent agreement
- Ownership for plural nouns

### Additional Library Books

- The Merrywater Sisters* by Lisa Thompson
- Fright at the Museum* by K.A. Robertson
- Pedro and the Coyote* retold by Sandy Sepelhr
- The Rescue* by Anita Loughrey
- Penguins* by Helen Orme
- Tutankhamun: King Tut* by Ian Rohr



# Week 2 • Answers

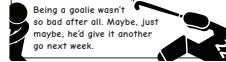
## Day 1

**Yellow-Bellied Goalie**  
Ben uncoped the goalie gear from the bag. He pulled on the heavy chest plate, the green-coloured leg pads and the bright orange foot kickers. He put on the safety helmet.  
"OK, Ben, you're ready for battle," said Coach. "Battle? That's what it was all right."  
Ben couldn't move. He was afraid to move. He stood like a statue. He wanted to run away. The only trouble was he could barely walk in his leg pads, let alone run.  
**He'd be the biggest joke in the team. A giant, padded chicken, trying to escape its fate.**



- c
- d
- a
- b

The umpire blew the whistle. The game was over.  
"You're a great goalie!" yelled David, patting Ben on the back.  
"Benny, you're on fire," cheered another boy.  
Ben held his head up high, held his chest out and threw his hands in the air, making high fives with his team.  
Ben had done it. He had gone from yellow (called) to big, brave goalie, and it hadn't hurt a bit.



- He is a great goalie.
- Answers will vary.
- Being a goalie wasn't so bad after all. Maybe, just maybe, he'd give it another go next week.

## Day 2

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.  
"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers, and they'll make fun of me!"  
Hawk heard what Owl had said, and he told the other birds. Every bird gave Hawk a feather, and Hawk passed the feathers to Owl.

Cinderella gazed sadly at the dying embers in the fireplace. Her step-sister's cruel words rang through her head.  
"You can't possibly come with us to the grand ball. Everyone will laugh at you in those miserable rags!"  
"But you can go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother!" continued the voice, "and I will give you a fine silk gown to wear."

- b, e, g, h
- Answers will vary.  
Suggested answer:  
a Covering: Owls are covered in feathers.  
b Daytime activities: Owls like to hide in trees during the day.  
c Nocturnal activities: Owls hunt at night when other birds are sleeping.  
d Camouflage: Owls are covered in patterned feathers to help them blend into the environment.

Owl was so pleased! He flew proudly to the ball. Owl was having such a wonderful time that he didn't want to give the feathers back, so he silently flew away and hid amongst the trees in the forest.  
When the party was over, the other birds looked for Owl, but they could not find him. His new feathers helped him blend into the environment.  
Now, Owl only comes out to hunt at night, when the other birds are sleeping.

There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.  
Most owls hunt insects, small mammals and other birds. Some species hunt fish. Their powerful talons, or claws, help them catch and kill their prey.  
Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that helps them blend in with the environment.



## Day 3

- Check for correct spelling of each word.
- silent t: listen, fasten, castle, often, rustle, soften, nestle, bristle, thistle, glisten, Christmas, moisten  
silent n: solemn  
silent u: build, guide, guard, biscuit, guess, guest, guitar
- a bristle      b guitar      c biscuit      d Christmas
- Missing letters are underlined  
a nestle      b moisten      c listen      d build  
e thistle
- a biscuit      b guitar      c castle      d thistle
- a fasen fasten      b solem solemn  
c gitar guitar      d thisle thistle  
e glisen glisten      f biscit biscuit  
g gide guide      h rusle rustle
- Check for correct spelling of each word.
- a guilty      b column      c disguise  
d whistle      e hymn      f hustle
- a wrestle      b circuit      c trestle

## Day 4

- Check for correct spelling of each word.
- Missing letters are underlined  
a teaspoon      b moonlight  
c toothbrush      d waterfall  
e baseball      f sunrise/sunflower  
g rainbow      h afternoon  
i shoelace      j sunflower/sunrise

- a seafood      b footprint      c eyesight  
d homework      e fireworks      f butterfly  
g airport      h keyhole
- a afternoon      b teaspoon      c butterfly  
d grandson      e toothbrush      f seafood
- a rainbow      b moonlight      c earring      d sunflower
- Check for correct spelling of each word.
- a wheelbarrow      b lifeguard      c honeycomb  
d grasshopper      e supermarket      f newspaper  
g everyone
- a thunderstorm      b skateboard      c grasshopper

## Day 5

- b
- a
- Answers will vary. Suggested answer: The text says, "The man felt sorry for the tiger", so this tells us he is kind.
- c
- Answers will vary. Suggested answer: The tiger in the text says, "What a fool you are!", so this tells us he thinks the man is foolish.
- a
- d
- b

## Bonus Worksheet 1

- a she      b he      c them      d it      e we  
f they      g I      h me      i you      j us
- a it      b it      c her      d her      e she  
f her      g they
- a we      b I      c She      d he      e her  
f they      g him      h them      i I      j me

## Bonus Worksheet 2

- a Coach Olson's      b father's  
c man's      d Professor Redman's  
e Captain Westlake's      f swimmer's  
g Aunt Nada's
- a chef's      b elephant's      c whale's
- a egg's      b woman's      c girl's      d shark's  
e boy's      f rabbit's      g pirate's

## Bonus Worksheet 3

- a our      b their      c she      d it      e them
- a his      b she      c him      d their      e we
- a The spectators their      b Rosie her  
c The dog its      d Bubbles they  
e Simon his

## Bonus Worksheet 4

- a children's      b houses'      c tourists'      d acrobats'  
e monkeys'      f mice's      g boys'
- a butterflies'      b shirts'      c women's
- a eggs'      b dogs'      c women's  
d magicians'      e crocodiles'








# Week 2

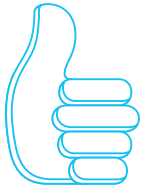




## Incentive chart for:

\_\_\_\_\_

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

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Online Lesson	Lesson 84	Lesson 85	Map 17 Fiction Assessment	Spelling 3.26	Spelling 3.27

Worksheets					
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Day Done!					
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### Notes/thoughts/ideas

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Read the passage.

Circle the word that means the same as *scared*.

Underline Ben's thoughts.

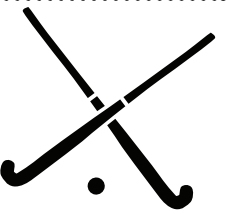
## Yellow-Bellied Goalie

Ben unpacked the goalie gear from the bag. He pulled on the heavy chest plate, the green-coloured leg pads and the bright orange foot kickers. He put on the safety helmet.

"OK, Ben, you're ready for battle," said Coach. Battle? That's what it was all right.

Ben couldn't move. He was afraid to move. He stood like a statue. He wanted to run away. The only trouble was he could barely walk in his leg pads, let alone run.

He'd be the biggest joke in the team. A giant, padded chicken, trying to escape its fate.



Highlight the sentence that tells us what Ben thought of himself.

Colour the word that is similar in meaning to *run away from*.



Circle the correct answers.

- 1 How did Ben **feel** about playing goalie? He was ...
  - a excited.
  - b angry.
  - c scared.
  - d happy.
  
- 2 Which is the best **clue** to how Ben felt?
  - a He couldn't move.
  - b He felt like a statue.
  - c He was ready for battle.
  - d He wanted to run away.
  
- 3 In Ben's **view**, what kind of goalie would he make?
  - a a bad one
  - b a good one
  - c a brave one
  - d a strong one
  
- 4 Which phrase helps you see Ben's **view**? He said ...
  - a he'd try his best.
  - b he'd be the biggest joke in the team.

**Read the passage.**

Underline the sentences that show what Ben's teammates said to him.

**Highlight** a phrase that shows that Ben was proud of himself.

The umpire blew the whistle. The game was over.

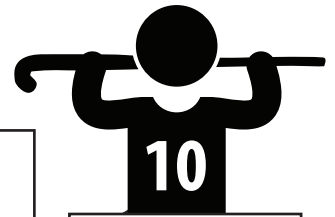
"You're a great goalie!" yelled David, patting Ben on the back.

"Benny, you're on fire," cheered another boy.

Ben held his head up high, held his chest out, and threw his hands in the air, making high fives with his team.

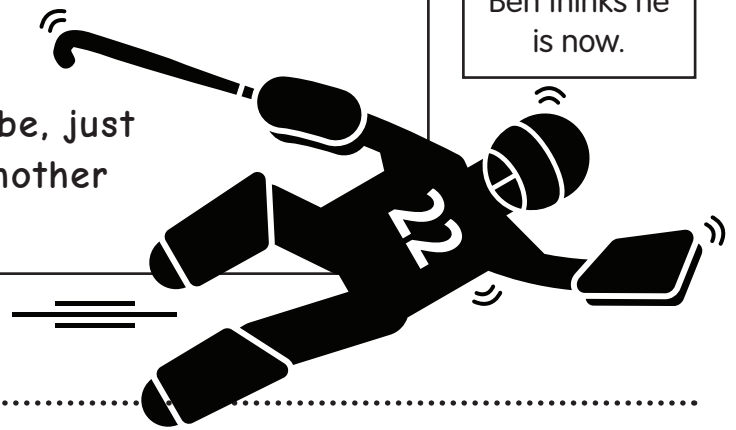
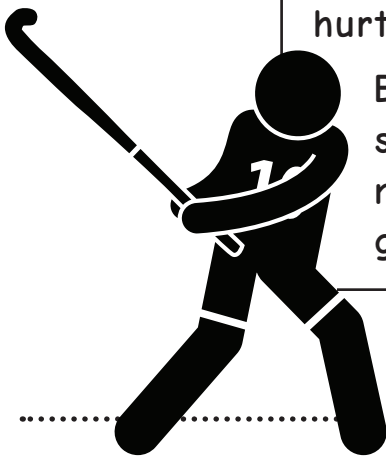
Ben had done it. He had gone from yellow-bellied to big, brave goalie and it hadn't hurt a bit.

Being a goalie wasn't so bad after all. Maybe, just maybe, he'd give it another go next week.



**Circle** the word that describes the kind of goalie Ben thought he was before.

**Colour** two adjectives that describe the kind of goalie Ben thinks he is now.



**5** From the **point of view** of Ben's teammates, what kind of goalie is he?

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**6** In your own words, explain how Ben's **opinion** of himself as a goalie has changed.

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**7** How does Ben **feel** about playing goalie in the future?

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Read the passages.

## How Owl Got His Feathers

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.

"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers and they'll make fun of me."

Hawk heard what Owl had said and he told the other birds. Every bird gave Hawk a feather and Hawk passed the feathers to Owl.

Underline the key words in each text that show why the main characters need a special outfit.

**Highlight** the key words in each text that show why the main characters can't go to the special event.

**Colour** the key words in each text that show who helped the main characters.

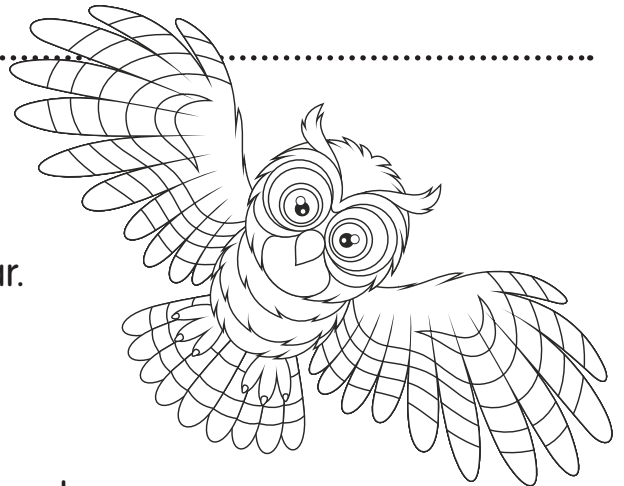
Cinderella gazed sadly at the dying embers in the fireplace. Her stepsister's cruel words rang through her head.

"You can't possibly come with us to the grand ball. Everyone will laugh at you in those miserable rags!"

"But you *can* go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother," continued the voice, "and I will give you a fine silk gown to wear."

**Circle** the correct answers.

- 1 What are the connections between the texts?
  - a The main characters have only rags to wear.
  - b The main characters want to go to a ball.
  - c The main characters are birds.
  - d The main characters are given fine silk gowns to wear.
  - e The main characters don't have suitable outfits to wear to a ball.
  - f The main characters are sitting in front of a fireplace.
  - g Kind strangers help the main characters.
  - h The main characters are afraid that people will make fun of them.



**Read the passages.**

Owl was so pleased! He flew proudly to the ball.

Owl was having such a wonderful time that he didn't want to give the feathers back, so he silently flew away and hid amongst the trees in the forest.

When the party was over, the other birds looked for Owl, but they could not find him. His new feathers helped him blend into the environment.

Now, Owl only comes out to hunt at night, when the other birds are sleeping.



**Circle** the word in each text that shows what owls are covered in.

**Underline** the words in each text that tell us what owls do during the day.

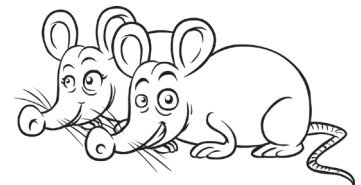
**Highlight** the words in each text that show how an owl's feathers help to protect it.

**Colour** the words in each text that tell us what owls do at night.

There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.

Most owls hunt insects, small mammals and other birds. Some species hunt fish. Their powerful talons and claws, help them catch and kill their prey.

Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that helps them blend in with the environment.



**2** Use the information in the texts to write a short report about owls. Use the headings provided.

**Owls**

Covering: \_\_\_\_\_

Daytime activities: \_\_\_\_\_

Nocturnal activities: \_\_\_\_\_

Camouflage: \_\_\_\_\_

# Silent letters

**List 1 Write the word.**

- listen \_\_\_\_\_
- fasten \_\_\_\_\_
- castle \_\_\_\_\_
- often \_\_\_\_\_
- build \_\_\_\_\_
- guide \_\_\_\_\_
- rustle \_\_\_\_\_
- soften \_\_\_\_\_
- nestle \_\_\_\_\_
- guard \_\_\_\_\_
- biscuit \_\_\_\_\_
- bristle \_\_\_\_\_
- thistle \_\_\_\_\_
- glisten \_\_\_\_\_
- Christmas \_\_\_\_\_
- guess \_\_\_\_\_
- moisten \_\_\_\_\_
- guest \_\_\_\_\_
- autumn \_\_\_\_\_
- guitar \_\_\_\_\_

**2 Sort the words.**

Silent <i>t</i>	Silent <i>n</i>	Silent <i>u</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**3 Chunks.** Rearrange the sections to make a list word.

- st bri le \_\_\_\_\_
- ar gu it \_\_\_\_\_
- it bis cu \_\_\_\_\_
- mas Ch st ri \_\_\_\_\_
- le st ne \_\_\_\_\_

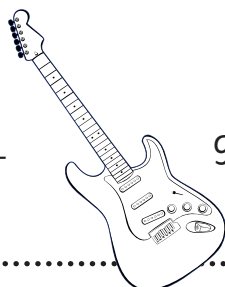
**4 Which silent letter is missing?**

- nes\_\_\_le      lis\_\_\_en      this\_\_\_le      g\_\_\_ard      bris\_\_\_le
- mois\_\_\_en      b\_\_\_ild      cas\_\_\_le      g\_\_\_ide      rus\_\_\_le

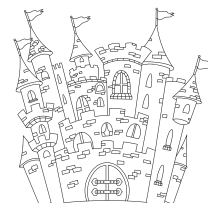
**5 Name.**



t \_\_\_\_\_



g \_\_\_\_\_



c \_\_\_\_\_



# Silent letters

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

I always make sure I fasen my seatbelt.

Leaves turn brown in autum.

I can play three chords on the gitar.

I pricked my finger on a thisle.

Bright sunshine on the river makes it glissen.

I gave Fido yet another dog biscit.

In Paris we needed a gide to show us the sights.

The leaves rusle when the wind blows.

I have to lisen to my Dad's favourite music.

I tried to gess the number she was thinking of.

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## Challenge words

7 **Write the word.**

- whistle \_\_\_\_\_
- wrestle \_\_\_\_\_
- hustle \_\_\_\_\_
- column \_\_\_\_\_
- trestle \_\_\_\_\_
- disguise \_\_\_\_\_
- guilty \_\_\_\_\_
- circuit \_\_\_\_\_
- hymn \_\_\_\_\_
- guild \_\_\_\_\_

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

responsible for doing something wrong

a structure that looks like a post

to hide someone's appearance

to make a shrill sound with your mouth

a song of praise

to move or work swiftly

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9 **Complete the sentences.**

My little brothers would w\_\_\_\_\_ all day if they were allowed.

The doctor visited every patient on her c\_\_\_\_\_ of the town.

The t\_\_\_\_\_ is the framework that holds up the bridge.

The screenwriters' g\_\_\_\_\_ met monthly to make sure their rights were protected.

# Compound words

**List 1 Write the word.**

- teaspoon \_\_\_\_\_
- seafood \_\_\_\_\_
- sunrise \_\_\_\_\_
- toothbrush \_\_\_\_\_
- baseball \_\_\_\_\_
- rainbow \_\_\_\_\_
- footprint \_\_\_\_\_
- moonlight \_\_\_\_\_
- eyesight \_\_\_\_\_
- homework \_\_\_\_\_
- shoelace \_\_\_\_\_
- earring \_\_\_\_\_
- grandmother \_\_\_\_\_
- fireworks \_\_\_\_\_
- waterfall \_\_\_\_\_
- butterfly \_\_\_\_\_
- sunflower \_\_\_\_\_
- airport \_\_\_\_\_
- keyhole \_\_\_\_\_
- afternoon \_\_\_\_\_

**2 Fill in the missing part.**

- tea \_\_\_\_\_
- moon \_\_\_\_\_
- tooth \_\_\_\_\_
- \_\_\_\_\_ fall
- \_\_\_\_\_ ball
- sun \_\_\_\_\_
- \_\_\_\_\_ bow
- \_\_\_\_\_ noon
- shoe \_\_\_\_\_
- sun \_\_\_\_\_



**3 Unscramble these words.**

- fsodeoa \_\_\_\_\_
- oprnoftit \_\_\_\_\_
- yseighte \_\_\_\_\_
- eworhmko \_\_\_\_\_
- wfirorkse \_\_\_\_\_
- uttrefylb \_\_\_\_\_
- irpatro \_\_\_\_\_
- hyelkoe \_\_\_\_\_

**4 Put the correct words together.**

- I like to go jogging in the afterwhere.
- The recipe said to add a teaprint of sugar to the batter.
- I watched a butterlight fly over the garden.
- My grandstorm always makes the best lasagne.
- How can I clean my teeth if I can't find my toothspoon?
- We had fish-and-chips at a seaflower restaurant.
- I wear glasses because my earsight is not very good.
- We watched the fireboard explode in the sky.
- Mum says if I don't finish my homeball, I can't watch TV.

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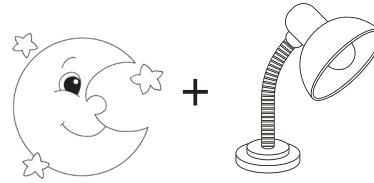
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# Compound words

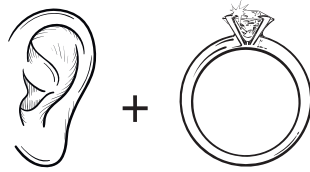
5 Write the compound word that these pictures make.



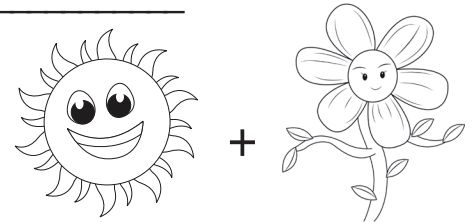
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Challenge words

6 Write the word.

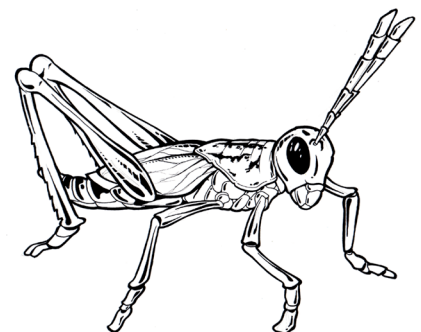
- everyone \_\_\_\_\_
- somewhere \_\_\_\_\_
- newspaper \_\_\_\_\_
- grasshopper \_\_\_\_\_
- thunderstorm \_\_\_\_\_
- skateboard \_\_\_\_\_
- lifeguard \_\_\_\_\_
- wheelbarrow \_\_\_\_\_
- supermarket \_\_\_\_\_
- honeycomb \_\_\_\_\_

7 Word clues. Which challenge word matches?

- a small cart \_\_\_\_\_
- person watching over you while you swim \_\_\_\_\_
- something made by bees \_\_\_\_\_
- an insect with wings \_\_\_\_\_
- a large store \_\_\_\_\_
- a publication filled with articles and advertisements \_\_\_\_\_
- all of us \_\_\_\_\_

8 Hidden words. Find the the challenge word hidden in these letters.

- olehthunderstormhsauo \_\_\_\_\_
- yeuskateboardouash \_\_\_\_\_
- sduhysomewhereoihs \_\_\_\_\_
- asugeveryoneouiha \_\_\_\_\_
- asidhhoneycombkjgho \_\_\_\_\_
- kjsgghrasshopperoihad \_\_\_\_\_





# The Tiger, the Man and the Jackal

Read the passage and then use the comprehension skills you have learned to answer the questions.

A tiger once got caught in a cage. He asked a man passing by to free him. At first the man refused, worried the tiger would devour him. The tiger promised that he would do no such thing. The man felt sorry for the tiger and set him free. Immediately the tiger pounced on the man.



“What a fool you are!” said the tiger. “You will make a fine meal!”

The man pleaded for his life, reminding the tiger of his promise.

“Very well,” said the tiger. “If you can find someone who thinks I’m being unfair, I’ll spare you.”

The man told his story to a tree, a road and a water buffalo. Not one of them thought the tiger was being unfair.

The man was beginning to give up hope when he met a jackal. The man told the jackal his story.

“I don’t understand,” said the jackal. “I need to see where this happened.”

The man took the jackal to the place where the tiger waited. The savage creature was sharpening his claws, eager to start his meal. The tiger agreed that the man could tell his story one more time.

The jackal pretended that he didn’t understand a word the man was saying. Eventually the tiger lost his patience.

“Look here, you silly jackal! This is how it happened! I was in the cage...” explained the tiger as he stepped inside the cage.

Immediately the crafty jackal closed the door. Once again the tiger was trapped, but this time, the man knew better than to free him.

# The Tiger, the Man and the Jackal

**1** Why did the man free the tiger? LITERAL

- a The tiger promised to reward the man.
- b The man felt sorry for the tiger.
- c The tiger was badly injured.
- d The man was not afraid of tigers.

**2** Which words best describe the man? CRITICAL

- a kind and trusting
- b kind and proud
- c kind and clever
- d kind and fast

**3** Give a text clue to support your answer to question 2. CRITICAL

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**4** What was the tiger's opinion of the man? The tiger thought the man was ... INFERENTIAL

- a brave.
- b clumsy.
- c foolish.
- d kind.

**5** Give a text clue to support your answer to question 4. CRITICAL

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**6** Which word best describes the tiger? INFERENTIAL

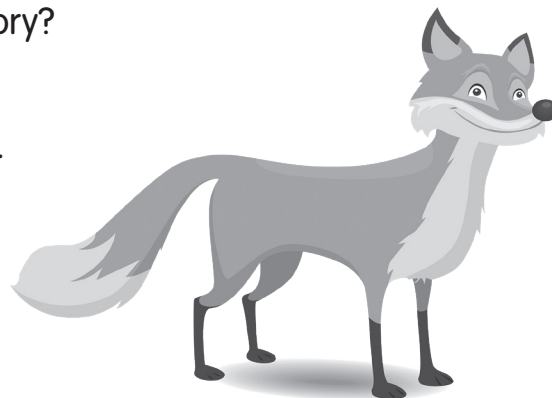
- a untrustworthy
- b trustworthy
- c fair
- d patient

**7** How did the jackal help the man? CRITICAL

- a by defeating the tiger in a fight
- b by frightening the tiger
- c by chasing the tiger away
- d by tricking the tiger

**8** What is the main message of this story? LITERAL

- a Do not trust a jackal.
- b Kindness is not always rewarded.
- c Tigers are savage animals.
- d Stay away from cages.



# Personal pronouns

A pronoun is a word that stands in place of a noun. Using pronouns means you don't have to keep repeating nouns. Use **personal pronouns** in place of the people or things; e.g., **Matt** is eating an ice cream. **He** is eating an ice cream.



**1 Circle the personal pronoun in each shape.**

- a Myra she
- b he Benji
- c children them
- d it bird
- e players we
- f parents they
- g Max I
- h Tina me
- i you William
- j us dancers

**2 Replace the underlined words with pronouns.**

Sarah dropped her pen on the floor. Ruby picked the pen **a** \_\_\_\_\_ up and gave the pen **b** \_\_\_\_\_ back to Sarah **c** \_\_\_\_\_. Sarah thanked Ruby. Sarah asked Ruby **d** \_\_\_\_\_ if Ruby **e** \_\_\_\_\_ would like to sit next to Sarah **f** \_\_\_\_\_. Now Sarah and Ruby **g** \_\_\_\_\_ are best friends!

**3 Correct the word that is wrong.**

- a Last week us went to Denver. \_\_\_\_\_
- b Me put the books back on the shelf. \_\_\_\_\_
- c Her went running early this morning. \_\_\_\_\_
- d Last night him went to bed early. \_\_\_\_\_
- e I gave she some of my lunch. \_\_\_\_\_
- f Yesterday them finished their tasks. \_\_\_\_\_
- g I told he to do his trumpet practise. \_\_\_\_\_
- h I saw they at the beach. \_\_\_\_\_
- i Rhys and me are going to the movies. \_\_\_\_\_
- j He helped I cut out the pictures. \_\_\_\_\_



# Apostrophes for ownership

To make a singular noun show ownership, add an **apostrophe (')** plus **s**; e.g., The man's keys are on the table.

**1 Circle the word that shows ownership.**

- a I am in Coach Olson's team.
- b My father's tie is grey and blue.
- c The man's name is Mr Brown.
- d That is Professor Redman's house.
- e These are Captain Westlake's orders.
- f The swimmer's trunks are in his locker.
- g Everyone admires Aunt Nada's necklace.



A fox's coat is reddish brown.

**2 Fill in the missing words.**



- a a chef's tall hat    b an \_\_\_\_\_ trunk    c a \_\_\_\_\_ blowhole

**3 Fill in the words.**

- a The yolk that belongs to the egg is the \_\_\_\_\_ yolk.
- b The scarf that belongs to the woman is the \_\_\_\_\_ scarf.
- c The book that belongs to the girl is the \_\_\_\_\_ book.
- d The tooth that belongs to the shark is the \_\_\_\_\_ tooth.
- e The whistle that belongs to the boy is the \_\_\_\_\_ whistle.
- f The warren that belongs to the rabbit is the \_\_\_\_\_ warren.
- g The treasure that belongs to the pirate is the \_\_\_\_\_ treasure.



# Pronoun-antecedent agreement

**Pronouns** stand in place of nouns. They save us repeating nouns; e.g., **Jack** put on **Jack's** hat. **Jack** put on **his** hat. Pronouns must agree with the nouns they refer to (the antecedent).



## 1 Complete each sentence with the correct pronoun.

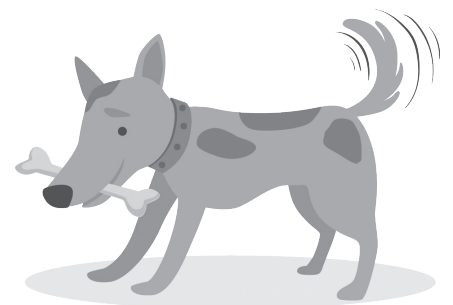
- |   |  |       |      |
|---|--|-------|------|
| a | Cindy and I have completed _____ tasks.              | us    | our  |
| b | The children are putting on _____ hats.              | their | they |
| c | I asked the girl if _____ knew the answer.           | her   | she  |
| d | When I stuck the pin into the balloon, _____ burst.  | my    | it   |
| e | I called to my friends when I saw _____ in the park. | them  | they |

## 2 Replace the nouns in parentheses with pronouns.

- Tim let me play with (Tim's) \_\_\_\_\_ puppy.
- Mum made Gina promise that (Gina) \_\_\_\_\_ would do her violin practise.
- I told Dad that I would help (Dad) \_\_\_\_\_ tidy the garage.
- The patients have put (the patients') \_\_\_\_\_ trust in the doctor.
- My friend and I said that (my friend and I) \_\_\_\_\_ would wash the dishes.

## 3 In each sentence, underline the pronoun and circle the noun it refers to.

- The spectators cheered loudly when their favourite player ran onto the field.
- Rosie asked Ben to help her carry the equipment.
- The dog buried its bone in one of the flower beds.
- Bubbles burst when they fly too high.
- Simon blinked when the light shone in his eyes.



# Ownership for plural nouns

To make a **plural noun** show ownership, add an **apostrophe (')** plus **s**. If the plural noun already **ends in s**, just **add an apostrophe (')**; e.g., the children's playground; both girls' dresses.



**1 Circle and write the word that shows ownership.**

- a I found the book in the children's section.
- b The houses' roofs were red, black and green.
- c They loaded the tourists' bags onto the bus.
- d The acrobats' costumes sparkled under the lights.
- e The monkeys' long tails help them swing from trees.
- f The mice's squeaks were coming from the cupboard.
- g She found the boys' blazers at the back of the classroom.

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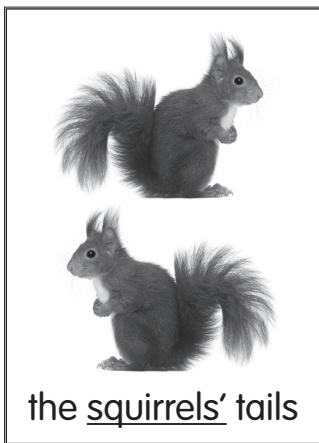
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**2 Fill in the words.**



a the \_\_\_\_\_ wings      b the \_\_\_\_\_ collars

**3 Fill in the words.**

- a The yolks that belong to the eggs are the \_\_\_\_\_ yolks.
- b The kennels that belong to the dogs are the \_\_\_\_\_ kennels.
- c The scarves that belong to the women are the \_\_\_\_\_ scarves.
- d The tricks that belong to the magicians are the \_\_\_\_\_ tricks.
- e The teeth that belong to the crocodiles are the \_\_\_\_\_ teeth.



# Wee Hee!



Are you ready for  
Week 3?



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