

Course 1.5 - English – Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

1. The course covers English work with an engaging mix of core skills development, technical topic work and revision.
2. At this age consolidation (however bright a child is) is more important than moving ahead.

How is the course structured?

- Half an hour of work each day during the week, or slightly longer at weekends - we understand that everyone's schedules are different. We believe that utilising a routine is the most effective way to complete the work.
- In each part of the course children can expect 10-12 items of work, some of which can be completed quite quickly and other items that require more time.
- The course is 28 parts long and is designed to be completed over a longer period of time taking into account the importance of children leading healthy, balanced lifestyles with sufficient time for other activities.
- The work is colourful and fun and, while going through several updates and changes, has successfully engaged children for over twenty years.
- The work is diverse with a wide variety of sheets, themes and topics all orientated at consolidation and development.

How will the course benefit my child?

- If sufficient concentration and diligence is applied, we expect to see results within six to eight weeks and in many cases parents will get positive comments from teachers about improvement within the first six months.
- Children who complete this course make good progress towards reaching their full potential with many children being two levels ahead of where they would have been without the work.

1. No book covers the material in this much detail.
2. This course is fully structured with revision built in.
3. The planning is already done meaning parents can focus on helping their children.

Below are examples taken from the whole course to give a flavour of the work.

SCROLL DOWN TO SEE COURSE EXAMPLES





LEARNING STREET LESSON PLAN
Lesson 13

1. Spelling Letter Patterns: oi and er spellings.

- Learn your new words using Look, Cover, Write, Check.
- Do the exercises a few days later.

2. Core English Skills:

Front Sheets

3. *These sheets come at the front of every part of the course. They let you know what is included in each part of the course.*

4. *We let you know when to approach each activity and why it is important.*

5. Mad Word Picture: **Piece**. This is a tricky word to remember.

6. Word Endings 1 and 2: Make sure of the spellings please.

7. Fun Crossword: for you to complete



I have enjoyed my
busy-bee week.
Signed:

Spelling Patterns

u spelling pattern

1. Learn the words first. Make sure you know what each word means.
2. Test yourself by writing down each word correctly in the first column. Go over any mistakes.
3. Get someone to test you and write your answers in the second column. Go over any mistakes.

Look/Learn/Cover	Write/Check 1	Write/Check 2
s u n		

Spelling Patterns

This work which appears throughout the course helps children to understand spelling patterns. This is a very important building block for their education.

m u c h		
c u b		
n u t		
b u t		
p u b		
h u b		
s u m		
g u m		
g u t		

Spelling Pattern Exercises

u spelling pattern

1. You should know these words. If you make any mistakes please go over them to ensure your learning is secure.
2. These exercises are designed to test the spellings you have learnt, check your understanding and further enhance your vocabulary.

Exercise 1 - CLOZE test.

Fill in the

Polly

b _

a h _

read

he g _

Exe

the

1. &

3. b

Spelling Pattern Exercises

This sheet builds upon the words learnt in the 'spelling pattern' sheet. The activities in this sheet revise the learning that children have just completed by putting words in context and helping the development of additional comprehension. The sheet also extends their knowledge further through the synonyms and antonyms exercise.

mud

them

they

u _

ete

Exercise 3 - The words on the left mean the same or nearly the same as the words on the right. Complete the words on the right.

1. although b _ t

2. roll b u _

3. centre _ u b

4. add s _ m

Exercise 4 - CLOZE sentences. Fill in the missing letters to complete each sentence.

1. The _ u n was very bright yesterday.
2. He had j u s _ about made it to the shop when it began to rain.
3. They saw a lion _ u b whilst on holiday.
4. They walked past a p _ b.
5. The dentist checked her patient's _ u m.

Look Cover Write Check

- Remember to check each word and tick it if it is correct. ✓
- You must do this as you go along, not at the end!

Look Cover Write Check (LCWC)				
<i>To make things as easy as possible we include this LCWC sheets to help children learn any spellings we give them.</i>				



The 500 Most Common Words

IN THE ENGLISH LANGUAGE IN RANK ORDER

Group 2



- Call out these words to your child and check that he/she can spell them.
- If there is a problem please learn them by using the Look Cover Write Check method.
- Knowing these words will definitely improve your child's spelling age.

500 Most Common Words

We try to help children advance their vocabulary skills as fast as possible by going through the top 500 most common words.

Children can use their LCWC sheets with any words they are not sure of.

some	them	write	their	words	about
by	like	see	so	if	these
make	into	him	other	word	would
water	little	two	has	did	people
an	which	because	began	friend	end

Verbs - Past Tense

We know that verbs are doing words, they can describe things that happen.

If something is happening at this very moment then it is called the present tense
e.g. **I am running down the road.**

If something has already happened then it is called the past tense e.g. **I ran down the road.**

Exercise 1:

Regular verbs can be changed from past to present by adding - **ed** - so I walk to work or I am walking to work becomes I **walked** to work.

Ch

Grammar

We cover all the aspects of the literacy syllabus. For example, this sheet covers the topic of verbs.

6. I open the windows _____

Exercise 2:

Underline the past tense of the verbs on the left. Some are regular, some irregular.

hold	holded	held	healed
drink	drank	drinked	drunk
speak	speaked	speech	spoke
walk	walked	walks	walkd
cry	cryed	creid	cried



Exercise 3:

Now try and use the past tense. Use the past tense of the verb. The first one has been done for you.

John RAN	down the street (to run)
Angali	a secret from her sister (to keep)
Gustav	his orange juice very quickly (to drink)
Peter	the ball (to catch)

Contractions 3.

A contraction is the joining of two words to make one word.
You are going to learn more of these words today.

I will = I'll

You will = you'll

He will = he'll

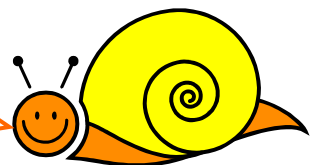
We will = we'll

Contractions

Also at this level the course introduces children to contractions and helps them to understand the most common uses. Children are given every chance to form firm foundations especially on topics such as this which many older children struggle with.

- Now look at the sentences below carefully and then get your Mum/Dad to give them to you as dictation in your exercise book.
 - Change the **red** words into the contracted form.
1. **He will** ask the postman.
 2. **They are** not be coming back today.
 3. **We are** all going together.
 4. **She will** tell us about her trip.
 5. **They will** join us later.
 6. **Do not** cross the road.
 7. **I will** see who is in the shop.
 8. **You will** be sorry!
 9. I **cannot** do this!

I'm happy
because I
know these!



Showing Ownership

The Apostrophe s

I like **Jo's** new puppy.

The '**s**' in **Jo's** puppy shows that the puppy belongs to Jo.

It is hers. She owns it.



Insert the ' before the s in the following:

- The robin s breast
- The sailor s cap



Possessive Apostrophe

This is a point that many children struggle with. We focus on it here but we also bring it back again and again for revision and consolidation to ensure that it sinks in.

- The bat which belongs to Andrew.
- The watch which belongs to Dad.
- The ring which belongs to Mum.
- The lunch box which belongs to Sarah.
- The tiger which belongs to the zoo.



Now complete these:

- The fur of the cat
- The den of the lion
- The beak of the blackbird
- The ears of the donkey
- The horns of the cow

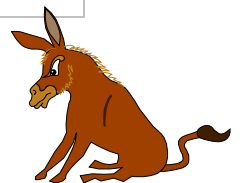
The cat's fur

Make your own sentence using the apostrophe s:

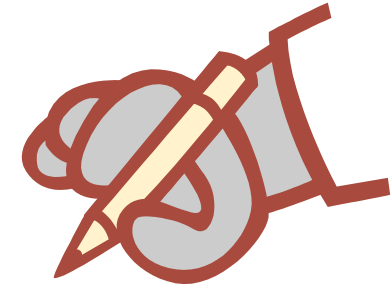
- Jo's puppy has a new ball and he plays with it all the time.

Try to use the apostrophe in your work from now on.

Remember it shows ownership.



BEST HANDWRITING



Always use a pencil for this exercise.

Name _____

1. Trace over and then write the letter:

y

Hand Writing

While hand writing is difficult to deal with we have been successfully helping children to improve for many years.

These sheets encourage children to develop better cursive writing while at the same time improving their spelling.

2. No

bo

3. Cover each word and write it below:

say yet by

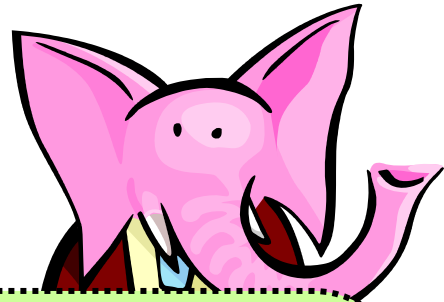
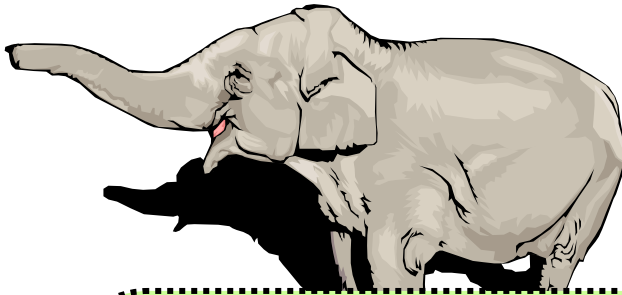
Mad Word Pictures

Colour in:

because

This Mad Word Picture is about elephants.

Here a mother elephant is taking her son to school.



Mad Word Pictures

He has a
Do you th
His mothe
understan

We have identified a number of very difficult words that children often struggle to spell correctly. In order to tackle this problem we have included these sheets which focus on each word in turn. By putting a spotlight on these words we help to improve children's knowledge of them.

She is very

Look at

Big
Elephants
Can
Always
Understand
Small
Elephants

b e c a u s e

.....

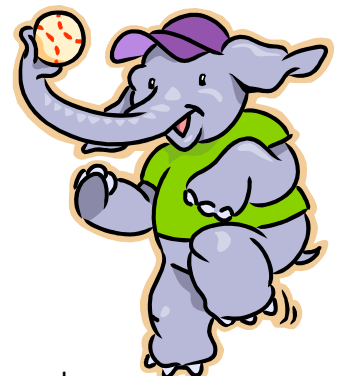
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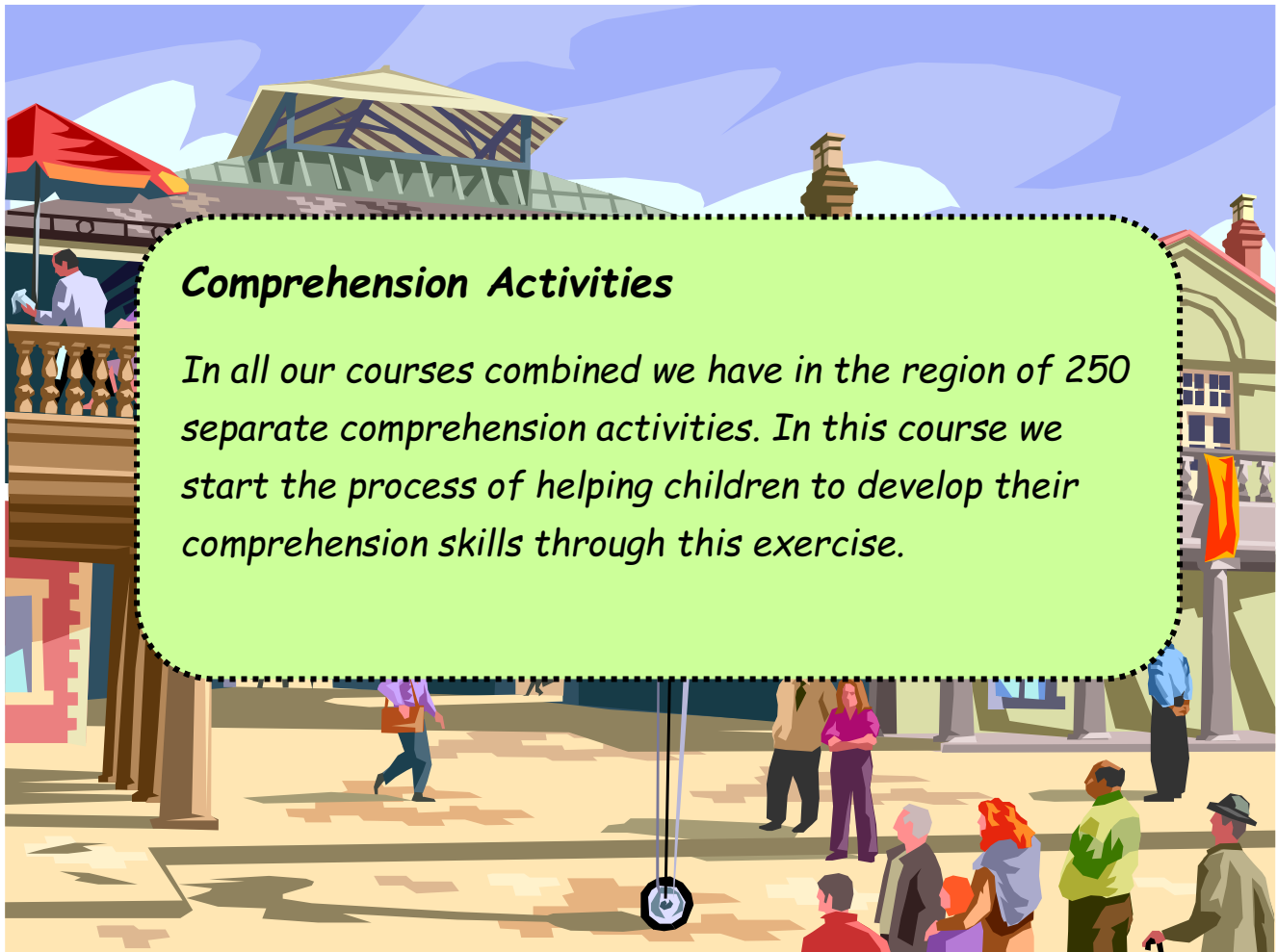


I can spell **because** ✓

The elephant can also spell because! Look how happy he is now!

IS IT TRUE?

Look at the picture and then read the statements below, putting a tick or a cross against each one to denote if you think it is true or false.



- It is a sunny day.
- The streets are very crowded.
- The juggler is riding a bicycle.
- He is juggling with three clubs.
- There is a strong wind.
- The fires are lit in the buildings.
- There are at least eight people watching the juggler.
- The man in the blue shirt is not interested in the juggler.
- The lady on the balcony is not interested either.
- A unicycle has only one wheel.

(Did you notice the third club in the juggler's right hand?)

Would or Wood

Complete the sentences choosing either **would** or **wood**:

1. "Who _____ like some roast chestnuts?" asked Dad. "We _____!" we replied in chorus.
2. "You need to help me," he said. "First I need some _____ for the fire. _____ you go and fetch it

Homophones

Children always find words which sound the same but are spelt differently challenging. Here we look at wood and would to help children understand the difference in both meaning and spelling.

- _____ do this every Christmas but in those days it was me who _____ be asked to bring in the _____."
5. "Don't forget me," said Mum. "I _____ like some too!"

Now make up a sentence using both words on the line below:

Easy! Signed: _____

Spelling Letter Patterns

Exercise 1

Milly and Molly take the dogs for a **FAST** walk in the park. The grass **PATHS** are very muddy and the dogs look **RATHER** dirty. At **LAST** they get home, but the dogs need a **BATH**. Quick, before **FATHER** sees them! Once they've had a **BATH** they are usually quite **CALM** and lay down next to our **BRASS** ornament.

However, this time one of them knocked over a **GLASS**.

Exercise 2

1. Fed
2. Lad
3. Nod
4. Cad

Exercise 3

1. Gr
2. Br
3. Rd
4. Pas

Exercise 1 (Examples - other answers are possible)

1. The man **cartwheeled** down the road.
2. The man **cycled** down the road.
3. The man **drove** down the road.
4. The man **walked** down the road.
5. The man **rolled** down the road.
6. The man **strolled** down the road

Exercise 2 (Examples - other answers are possible)

1. John raced to find his mother.
2. Peter **grabbed** the frisbee.
3. I **gulped** my orange juice.
4. I **searched** for my dog.
5. The cat **ambled** up behind the mouse.
6. The river **snaked** out of the gorge.
7. Peter **crept** into his house.

Exercise 4

1. Mast, Past
2. Cast
3. Palm
4. Raft
5. Bath

Core English Skills

- 1/ black bird
- 2/ blade
- 3/ blow
- 4/ black

Answers

We provide comprehensive answers to each separate part of the course to enable marking to be done quickly and feedback given effectively. Where questions require a more complex answer breakdown then we give it.