

Course Two - 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 38 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





I love spelling patterns.



LEARNING STREET LESSON PLAN
Lesson 12

1. **Core English Skills:** Do what you can - **very careful work** please.
 - **Spelling and vocabulary development** - **dge words**: use the clues to find the words containing dge.
 - **Adjectives:** Practice your use of adjectives with two exercises.

Front Sheets

2.

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.

3.

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

4. **Spelling Groups:** Group 7. Learn the first 6 rows this week. Lots of LOOK COVER WRITE CHECK. This is the top basic spellings group. Wow! So easy too.
5. **Basic English Revision:**
 - Plurals

Spelling Patterns

sh 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.....

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.

s h e l l		
s h e l f		
s h a r p		
s h a r e		
s h o e		
s h o u t		
s h i n e		
s h u t		
s h o w		

Spelling Pattern Exercises

sh 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 missing letters to make the correct words.

It was snowing hard after a s _ a r p frost. The _ h _ e p were in the big _ h _ d and the door was s _ _ t to keep the cold air out. They had hay to eat and f r e _ _ water to drink. The farmer had just given the s _ _ d a w a _ _ , so everything was very clean. Lucky for them, they didn't have to s _ a _ e the _ h e d with any other animals because the farmer has lots of s _ e d s . It didn't take long for there to be a deep _ _ e e t of snow outside. The farmer plunged his s _ o _ into the _ h e _ t and it was so deep that he couldn't see it. The s _ e _ t stayed there until the next day when the sun began to s _ i n e .

Exercise 2 - The words on the left are opposites of the words on the right. Complete the words on the right.

1. wh

3. du

Exerc

right.

1. cl

3. pi

Exerc

Spelling Pattern Exercises

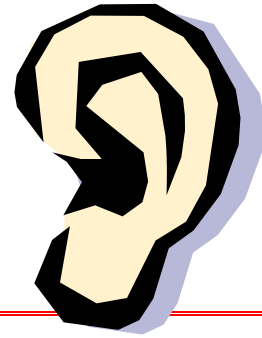
Having learnt the words in each spelling pattern we then give children some further work. These activities revise the learning they have done, put the words in context and helps them develop additional comprehension and then extends their knowledge further by helping them think of synonyms and antonyms.

1. The fow
2. They bought a box of f r e _ _ vegetables from the grocery shop.
3. Freddie saw a beautiful s _ e _ l _ _ h i n i n g on the beach.
4. Dad put up a new _ _ e l f in the garage.
5. We have got two f i _ _ in our pond.

Mad Word Pictures

Colour in:

heard

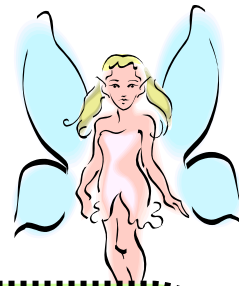
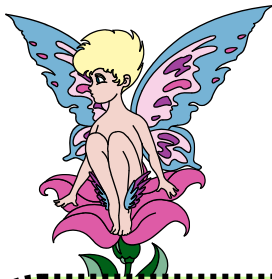


The following words are members of the **ear** family

Hear

Learn

Earth



Mad Word Pictures

We have identified a number of very difficult words that children often struggle to spell correctly. We have identified 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.

Look at
Colour y
can spe

s above.
w that you

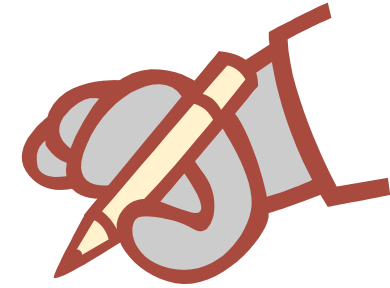


Have you **heard** that there are fairies at the bottom of your garden? They come out to play when you are fast asleep. If you are lucky, you may **hear** them laughing and playing games. They love **learning** about new people who move into their gardens. You will never see them because they hide away in deep holes. What on **earth** do they do there during the day?

- Fill in the gaps in the following sentences, choosing from the words above:

1. I like to _____ about the planet _____.
2. I _____ a knock at the door.
3. We can _____ the birds sing.

BEST HANDWRITING



Name _____

Always use a pencil for this exercise.

1. Trace over and then write the word:

day day day

2. N

Handwriting

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

Sa

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

Fre

3. Write in all the days of the week below:

Adjectival Phrases

- An adjectival phrase is a **group of words** that we can use to describe a **noun** in **more detail**.
- For example - 'The book was **incredibly exciting**'. In this sentence, the adjectival phrase 'incredibly exciting' contains the **adjective** 'exciting' and the **adverb** 'incredibly'.
- An adjectival phrase can come **before or after** a noun in a sentence.

Grammar

Exercise: We cover all aspects on the literacy syllabus as you can see by this early sheet we give covering adjectival phrases.

intelligent

funny

hot

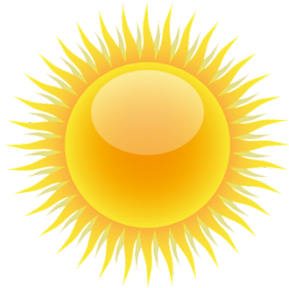
beautiful

1. The flowers were exceptionally _____ .

2. It was a delightfully _____ park.

3. My brother is a remarkably _____ boy.

4. It was an alarmingly _____ winter.



5. The lion was frighteningly _____ .

6. The girl's joke was hilariously _____ .

7. It was a fantastically _____ summer.

8. The film had an amazingly _____ storyline.



Exercise 2:

Underline the six **adjectival phrases** in the passage below:

The forest at the bottom of the lane is **intimidatingly dark**. It has tall spiky trees of a dull emerald colour. In the winter, the thick, grey fog surrounds the forest and it becomes **uncomfortably cold**. Amongst the trees lives a **mysteriously silent** giant who has an **eerily intense** stare if you ever catch a glimpse of his **magnificently bright** eyes.

Word Endings

Rule 3

Words ending in **ing**

- Before you add **ing** to these words you must double the last letter.

1. get

Word Endings

This is a really important part of a child's literacy development. In this instance children are looking at words where it is necessary to double the last letter before adding -ing.

6. slim

7. clap

8. shop

9. bat

10. swim

11. knit

12. travel



I am travel _____ to _____ for my summer holiday this year.

There and Their

- **There** means in that place.
She lives over there.
- **Their** means belonging to them.
The boys played with their football.



Con

Homophones

As part of our continuing work on homophones we look at two words which are often confused. These words are indeed so tricky that we come back to them several times to ensure children have fully understood.

7. Their _____
8. Their _____

Now complete this exercise by writing **there** or **their** in each space:

1. The children gave _____ dog a bath.
2. I waited _____ for nearly an hour.
3. _____ are a hundred pence in the pound.
4. Is _____ room for me to sit down?
5. The two boys went to the show with _____ cousin.
6. I saw patches of clover here and _____ on the lawn.
7. He said he left the parcel _____ and now it's gone.
8. We looked here, _____, and everywhere.



Their
dog

No.4. David's school work for marking

I have a naughty younger brother who is always on the

Spot the mistakes

Children often make lots of little mistakes when they write. These sheets are great fun and children really enjoy them. Their task is to get their red pen out and find all the mistakes. Children develop excellent self-checking and accuracy awareness by doing these sorts of activities.

book into exams so he can look up the answers. He never tells the truth.

"They won't ever catch me," he says, but they always do.

I am expecting the head teacher to expel him if he carries on like this.

How many mistakes in spelling or grammar did you spot?

Collective Nouns Test

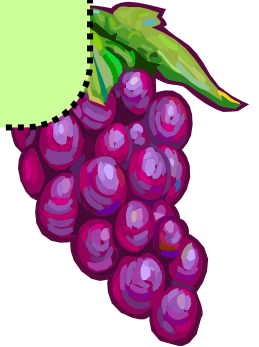
A ----- of students

A school of -----



Collective Nouns

This is an example of a revision sheet to show that we introduce topics (in this case collective nouns) and then regularly revise them to ensure knowledge has sunk in.



A ---- of cards

An army of -----

A ---- of cattle

A swarm of ----

A ----- of teachers

A clump of ----

A ----- of flowers

A flight of -----

A ---- of musicians

A team of -----



SCORE

16

ANSWERS - 8 YEAR COURSE - LESSON 63

Complex Sentences- Using Adverbials

Exercise 1

Answers will vary, here are some suggestions:

1. Before I go to my friend's house, I need to do my homework.
2. After I have done my homework, I want to watch TV.
3. During the school holidays, I went rollerblading.

4. V
5. A
6. A

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.

7. Whilst I was running, I fell over and hurt my knee.
8. Although it was raining, we still went outside.

Exercise 2

Answers will vary, but children should have used adverbials.

At the weekend, I went to the seaside. Before I went to the seaside, I had to finish all my homework. Whilst I was doing my homework, my mum packed my bucket and spade in the car. After I had finished, we got in the car and left.

Revision of Speech Marks

Exercise 1

1. "Are you going to the cinema on Saturday?" asked Bradley.
2. "Can I go to the theme park?" Jodie asked her mum.
3. Dominic exclaimed, "I wish it was my birthday."
4. Dad said, "You can go bowling next weekend."

Exercise 2

Find the Mistakes

naughty brother
I have a norghy younger brover who is
edge trouble
always on the edje of truble. He just
laughs
larghs when I warn him because he
expects
always expex to get away with things.
caught fidgeting electric
He was cought fidgeting with eletric
wires electricity whole
wyres and the electricity in the hole
school knocked
scool was nocked out. He takes his
spelling text-book into exams so he can