

Course Three - 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 32 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.

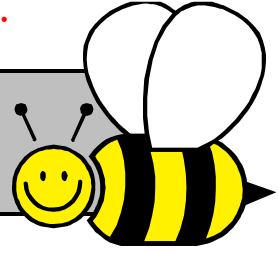
SCROLL DOWN TO SEE COURSE EXAMPLES



This is a very busy bee week for you.

LEARNING STREET LESSON PLAN

LESSON 12



1. **Core English Skills:** Very important work.
 - **Collective Nouns:** Match up the 10 items to the collective nouns. See if you can get them all right.
 - **Using Reported Speech:** Learn the difference between direct speech and reported speech and when to use each of them.

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. **Basic English:**
 - **Reading and Understanding - Zebras.**
5. **Mad Word Picture:** **Remember.** Mad Word Pictures help you to learn hard words.
6. **Homophones 1:** These are words that sound alike but have different meanings and are spelt differently too. More to come.
7. **Fun Boggle Spelling Game:** Just spend 10 minutes on this to see who wins.

Spelling Patterns

ow (o) 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
m o w		
s t o w		

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.

f o l l o w		
w a l l o w		
s w a l l o w		
p i l l o w		
w i l l o w		

Spelling Pattern Exercises

ow (o) 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.

The f _ _ l _ w _ n g day the low sun g _ _ _ e d in the cold sky. B _ _ _ w his w _ n _ _ w Andrew saw a lone black c _ _ w scratching about for food in the s _ _ w. Poor f _ l l _ _ , Andrew thought. He lay back on his p _ l _ o _ and w _ l l _ _ e _ in his thoughts of a warm summer's day with dad m _ w _ _ g the lawn and s _ _ l _ _ _ s flying above and him reading his book in the s _ a _ _ w of the w i _ _ _ _ tree.

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

~~words~~

Personal Words List

~~1.~~

~~3. This simple sheet is at the heart of everything we do. Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.~~

~~Exercise~~

~~right~~

~~1. un~~

~~3. stalk _ _ _ _ _~~

~~4. store _ _ _ _ _~~

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

1. The _ _ _ w stopped them from getting to school for a whole week!
2. Moles spend most of their time _ e l _ _ ground level.
3. Tim was fascinated by the _ l _ w given off by the multi-coloured lights.
4. The _ l o _ of the stream was exceptionally strong.
5. Morgan was definitely in the _ _ o w about spelling patterns.
6. The dog was petrified of its own _ _ _ d o _ .
7. The w _ _ d _ w shattered into a thousand fragments.
8. He told his friend to _ _ l l _ w him in the car.
9. His sore throat made it hard for him to _ w a l _ o w.
10. Her _ i l l _ _ was not soft enough for weaving into a basket.

How to grow a Giant Sunflower

Buy a packet of giant sunflower seeds. You will also need three 9cm plastic pots and some potting compost. Fill each pot with compost and firm it down gently. Push a single seed into each pot with your finger until it is about 2cm down. Fill the hole made by your finger with a little more compost. Water each pot well.



The pots must have warmth and light for the seeds to germinate, so place them inside on a sunny windowsill. If the last frost has passed you could place them outside.

Comprehension

Comprehension activities are a central part of the course. Here is a non-fiction passage but we include other types such as fiction and classic texts throughout the course.

In each of the three pots, which one will grow the tallest?

Read the instructions again carefully and answer these questions:

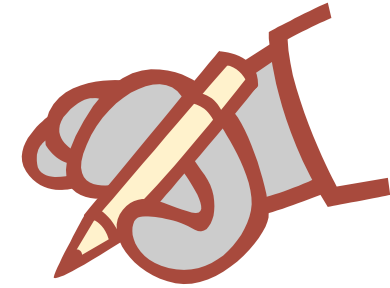
1. What three things do you need to obtain before you start?
2. How deep should the seeds be planted?
3. What must be added to the pots regularly?
4. What are the essential conditions for the seeds to germinate?
5. How long before the seeds should start sprouting?
6. When can you plant them into the garden bed?
7. How would you choose where in the garden to plant them?
8. What is the ideal distance between each plant?
9. Why it is necessary to secure the growing plant to a stake?
10. How long will it be before the plants are fully grown?

If it is April or May, get planting!



BEST HANDWRITING

Name _____



Always use a pencil for this exercise.

1. Trace over and then write the word:

fac

Handwriting with spelling

We continue our innovative series of exercises which aim to help children develop their cursive writing while learning to spell more difficult words.

2. Na

factory factor factual

manufacture satisfaction

3. Cover each word and write it from memory:

Using a Variety of Connectives

- We use connectives to **join clauses** of a sentence together.
- Connective words include: before, after, whenever, when, in case, until, if.
- The connective can be placed in the **middle** of a sentence or at the **start** of the sentence.
- Using a connective in a **variety** of places can help to make your writing more **interesting** to read.
- Where the connective is placed will change what part of the sentence is **emphasised**.
- For example: 'You should clean your room when I tell you to' or 'When I tell you to, you should clean your room'.

Exercise 1:

Each connective
appears in the

Connectives

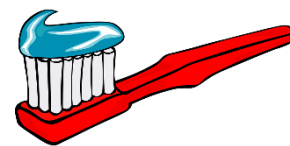
Throughout the course we include coverage of key grammar topics. This sheet develops knowledge and use of connectives.

1. Before
2. Please
3. The
4. The
5. After
6. In case you get cold, take your hat with you.
7. I was on holiday when I heard the news.
8. Whenever it snows, I make snowmen.

Exercise 2:

Re-write the sentences below by starting each one with the connective. The first one has been done for you.

1. Joseph was very tired when he got home.
When he got home, Joseph was very tired.
2. I went on the swings until break time was over.
_____.
3. You can have your present if you ask nicely.
_____.
4. I need to brush my teeth before I go to school.
_____.



No.9. Alexander's school work for marking

In court, the district judge asked the victim of the attack what had happened.

"After

Spot the mistakes

minutes

became

took

district

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.

because the next thing I knew I was on the ground and he had grabbed my wallet and run away. I received a nasty blow which left me dazed. Then someone heard my cries and took me to the police station."

How many mistakes in spelling or grammar did you spot?



Masculine and Feminine



Some nouns are masculine e.g. man	Some nouns are feminine e.g. woman	Some nouns are masculine or feminine e.g. baby
--	---	---

Read the nouns in the columns below

boy	uncle	cousin	son	child
mother	daughter	aunt	person	girl
father	toddler	grandfather	grandmother	grandchild



Write these nouns in the box under these headings:

masculine

feminine

masculine or feminine

Masculine and Feminine

Another example of the breadth of grammar work we cover. This one focusses on masculine and feminine nouns.



Write these sentences changing all the **masculine** nouns to **feminine** nouns:

1. My father has two sons.

2. The twin babies are brothers.

3. A king's son is called a prince.

4. The boy helped the old man across the road.

5. Grandfather Jones is my uncle's father.

My name is _____ This is a **masculine/feminine** name.

Mad Word Pictures

Colour in:

suddenly

Notice the three different colours:

sud den ly

- Draw a blue ring around the blue letters, a red ring around the red letters and a green ring around the green letters. Now shade in each ring in the same colour.
- Each colour is a separate sound. These sounds are called syllables.

How **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.

- Write the words in the boxes provided.
- Finish off these sentences. **Make them interesting.**

1. I sud.....

2. They

3. We

4. My family



Can you spell suddenly?



YES I CAN!

Confusing Words

Easy revision

You may be surprised to know that lots of children get these wrong. Not you though!



The man fell **off** his ladder.

Of and Off

Of

belonging to or from among.

For example:

This cup is part **of** the new tea set.

Off

away from or the opposite to on.

A branch fell **off** the tree.

Fill in the spaces:

1. The Prince _____ Wales

2. Take _____

3. A _____

4. _____

5. The _____

6. An _____

7. Two _____

8. _____ the pitch.

9. Time _____ day

To, too, two

To

Confusing words - Revision

The course is designed to bring back key items for regular revision on an on-going basis. This is an example of such an exercise looking at confusing words - an area children often make mistakes with.

1. _____ guy

2. Twenty _____

3. _____ pence

4. _____ and fro

5. _____ night

6. _____ morrow

7. _____ many cooks spoil the broth.

8. There were _____ eggs in the nest.

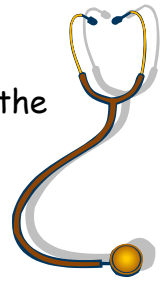
9. Mary thought she saw him _____.



He is now **off** to hospital.

You can always hear the ff in off!

Occupations



The people in **bold type** in the sentences use the objects listed at the bottom of the page.

Put the correct word beside the person who would use it. Use your dictionary if you are not sure.

1. The **blacksmith** hammered the metal on his _____
2. The **conductor** controlled the orchestra with her _____
3. The **mechanic** unscrewed the wheel nut with his _____
4. The **architect** drew a straight line using her _____
5. Around the **doctor's** neck hung a _____
6. The **tailor** cut out the cloth with some sharp _____
7. The **b** _____
8. The **c** _____
9. The **s** _____
10. The **g** _____
11. The emergency **ambulance driver** switched on his _____
12. The **bird watcher** always had a closer view with his _____
13. The **tennis coach** taught her how to hold the _____
14. In mist, the **mountain guide** always used his _____
15. The **politician** wished to speak, and stepped up to the _____

Vocabulary development

Through the course we help children develop a wide range of vocabulary. This sheet looks at vocabulary related to occupations.



cleaver	siren	spanner
anvil	rake	brush
binoculars	stethoscope	baton
scissors	microphone	scalpel
compass	ruler	racket



Put a tick against the words you can spell.

Revision of Double Negatives

Exercise 1

1. I don't know nothing about it.	I don't know anything about it.
2. Don't take no notice of him.	Don't take any notice of him.
3. I ne nobod shop.	
4. We nowh week	
5. I coul my shoes nowhere.	shoes anywhere.
6. You don't know nothing about tennis.	You don't know anything about tennis.

Exercise 2

1. colours
2. animals
3. letters
4. colours
5. counties

Spelling Patterns

Answers

All questions have answers. Where a question needs a detailed answer then it is provided.

Exercise 2

1. X
2. ✓
3. ✓
4. X
5. X
6. X
7. ✓
8. X

Revision- Types of Nouns

Exercise 1

Common	Proper	Collective	Group	Abstract
laptop	Norway	a litter of	letters	justice
bird	Clara	a flock of	numbers	thoughtfulness
lamp	Aidan	a pride of	countries	compassion
dog	Wales	a swarm of	instruments	patience

Exercise 2

1. Painful
2. Detain
3. Fail
4. Afraid

Exercise 3

1. Gain
2. Complain

...they had sailed at a **PAINFULLY** slow pace and could not **EXPLAIN** it. They were **AFRAID** there was something wrong with their boat. Their early results had been excellent but now they were up **AGAINST** it and had only a **FAINT** chance of a medal place. This was the last race and they did not want to **FAIL**. The starter's gun boomed and the boats crossed the line and sped towards the first marker, slicing through the waves. The British boat **GAINED** the lead at the first buoy, but could they **MAINTAIN** it?