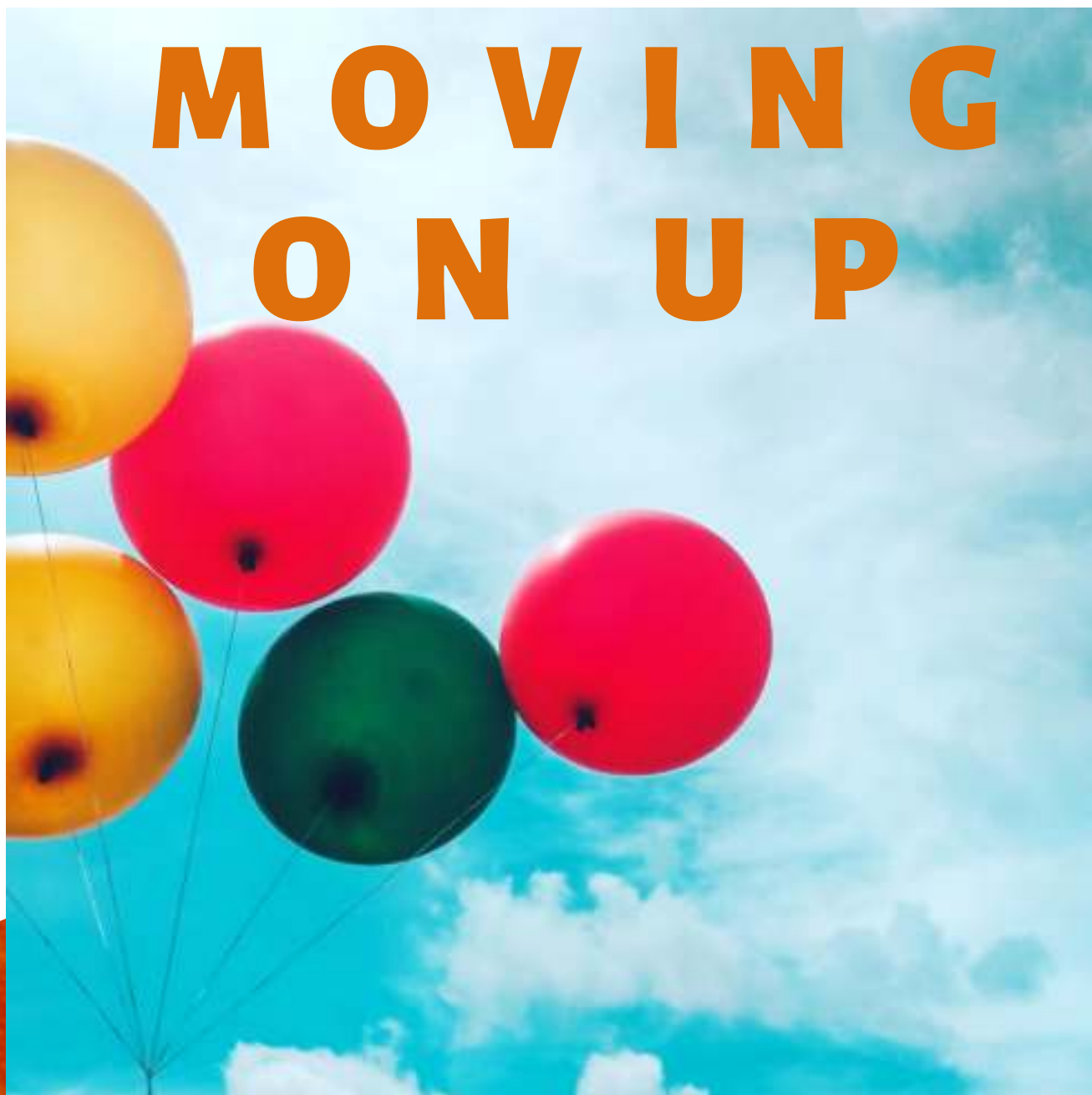


# MOVING ON UP



English

# Introduction

## Parents and Carers

This pack has been designed to support your child with preparing to move up to their new year group in September. The activities included have been selected to encourage children to practise and develop a range of English skills in fun and motivating ways.

We suggest that you spread the activities out over the summer holidays, completing a variety of tasks each week. However, you may choose to use them in a different way to suit the needs of your family. Some children (particularly younger ones) may need parts of the pack read to them to help them get started.

Each section of the pack focuses on a different set of skills as illustrated below. A selection of useful resources can be found at the end of the pack.



## COMMUNICATE

Speaking & Listening



## NAVIGATE

Reading



## CREATE

Writing



## INVESTIGATE

Spelling

If you would like more activities and ideas to try this summer, visit:  
<https://www.cambslearntogether.co.uk/home-learning/summer>

# COMMUNICATE

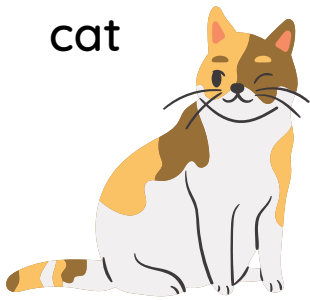


## Take One Word

This activity is all about speaking in complete sentences. You will be given a word and then be asked to come up with 4 new sentences linked to that word. The prompts 'where?', 'when?', 'which one?' and 'what was it doing?' will help you build your new sentences. This is a language game so you do not need to write your sentences down.

### An example:

cat



Where?

I saw a cat underneath the table.

When?

I heard a cat late last night.

Which one?

I stroked a fluffy cat.

What was it doing?

I noticed a cat running down the lane.

### Now it's your turn:

dog



Where?

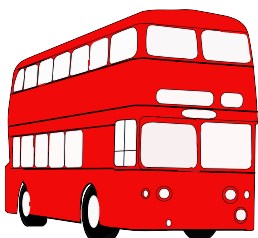
When?

Which one?

What was it doing?

.

bus



Where?

When?

Which one?

What was it doing?

.

Use the page at the back of this pack to come up with some more ideas of your own!

# COMMUNICATE



## Tell Me a Story

Use these pictures to help make up your own story. Tell your story to someone else. This is called 'oral storytelling', unless you want to, you do not need to write your story down.



forest



fairy



diamond



cottage



wolf



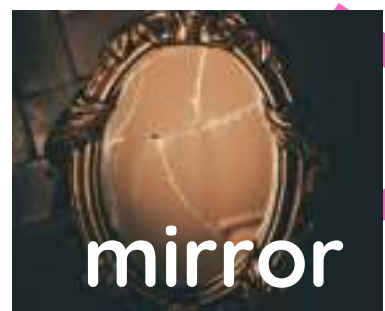
apple



cave



knight



mirror

You might want to use some of these words and phrases when telling your story:

Once upon a time...

Then...

Next...

After that...

Later...

Suddenly...

Luckily...

Finally...

# COMMUNICATE



## Describing I Spy

This is a game for two or more players.  
Choose an object from below and describe it without saying what it actually is! Remember to speak in complete sentences. Try using some adjectives to describe what the object looks and feels like.



For example:

This object is bright orange and green.  
It is long and thin. You can eat this item  
and it is very crunchy! What is it?

# COMMUNICATE



## 'I Packed my Suitcase...' Game

This is a game for two or more players. You need to imagine that you're going on holiday! What sorts of things would you need to put in your suitcase?

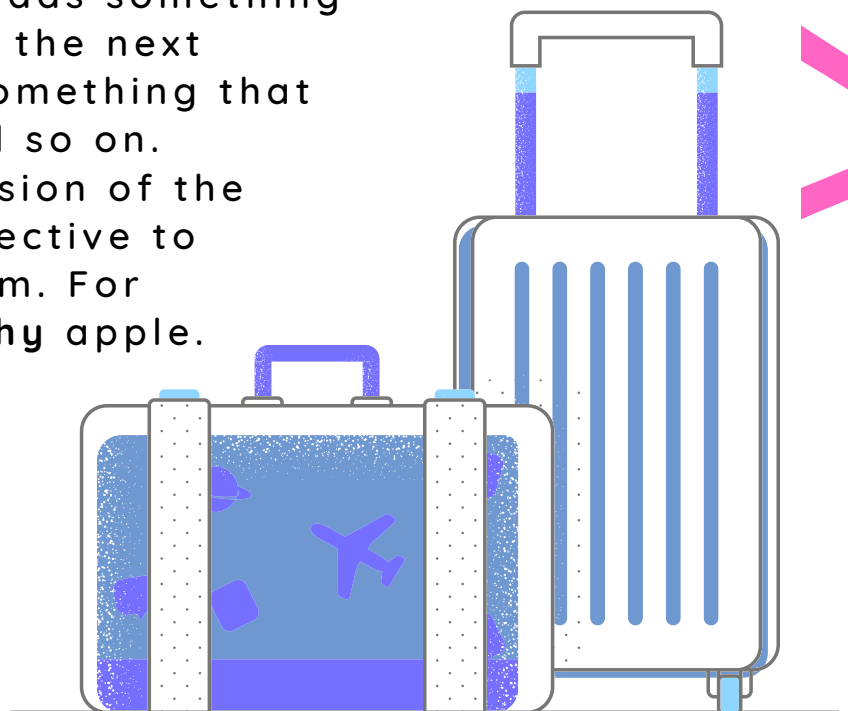
Player 1 begins by saying 'I packed my suitcase and in it I put...' (e.g. a hat).

Player 2 continues by saying the previous item (a hat) and then something new (e.g. some sunglasses).

Continue the game, adding one more item to the end of the list each time.

### Some more ideas:

- Challenge players to use the alphabet to inform their choices. For example, player 1 selects something beginning with A, player 2 adds something beginning with B, the next player chooses something that begins with C and so on.
- For a trickier version of the game, use an adjective to describe each item. For example, a **crunchy** apple.



# NAVIGATE

Reading a Recipe



Please help your child to read this recipe and then discuss the questions using the prompts provided.

## Cheese & Tomato Egg Muffins



### Ingredients

- vegetable oil
- 4 large eggs
- 150g cherry tomatoes
- 100g cheddar cheese
- salt and pepper

### Method

Heat the oven to 180°C. Brush a 6 hole muffin tin with vegetable oil.

Break the eggs into a bowl and whisk.

Put 3 tomatoes to one side and chop the rest. Grate the cheese and put  $\frac{1}{4}$  to one side.

Mix the rest of the cheese, the eggs and the chopped tomatoes together with some salt and pepper.

Spoon the mixture into the muffin tin.

Sprinkle over the rest of the cheese.

Slice the 3 tomatoes and put one half in each muffin tin hole.

Bake for 25 minutes until puffed up and golden.

You can find more recipes like this on the **Eats Amazing Website**  
<https://www.eatsamazing.co.uk/family-friendly-recipes/easy-recipes-for-kids/cheese-tomato-omelette-muffins>



# NAVIGATE



Comprehension - Understanding a Recipe

How many large eggs do you need for this recipe?

You will need ... eggs.

How many muffins will this recipe make?

The recipe will make ...

Find the word that describes how to mix the eggs.

The word is ...

What do you have to do to the cheese before using it in the recipe?

You need to ... the cheese.

After cooking the muffins for 25 minutes, how would you know that they were ready?

The muffins would ...

Who might enjoy eating these muffins?

I think that ... would like these because ...

Although this recipe tells you the ingredients you will need, it doesn't tell you what equipment is required. Complete the list of things that you will need to make the cheese and tomato egg muffins.

- muffin tin
- fork or whisk
- sharp knife

**Why not try out this recipe at home and find out how scrummy it really is!**

# NAVIGATE



Poetry by Heart

Read these poems and see if you can memorise them. Once you've read them several times why not perform them to someone in person, or over the phone!

## Mrs White

Mrs White had a fright,  
in the middle of the night,  
saw a ghost, eating toast,  
half-way up a lamp-post.

Mrs Black got the sack,  
said she wasn't coming  
back.

Mrs Green saw the Queen  
on the television screen.

Mrs Brown went to town,  
with her knickers hanging  
down!

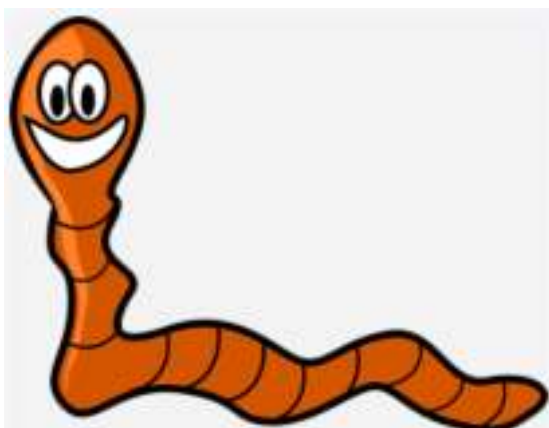
Traditional - Anon



## Worm Words

"Keep still!"  
said Big Worm  
to Little Worm.  
"You're driving me  
round the bend."

"Don't be daft,"  
said Little Worm.  
"I'm your other end."



Copyright: from My Hat and All That  
(Corgi Yearling 2006), © Tony Mitton  
2006

# NAVIGATE

Talking About Books



Help your child to talk about something that you have read recently together, this could be the recipe or poems in this booklet. You could use these questions and prompts to support your discussion.

1



What did you like  
about this story?  
information text?  
poem?

I liked ...

My favourite part was ...



2



Who would you  
recommend this to? Why?

I think that ... would like this  
because ...

Can you think of anything else  
that you have read/watched like  
this?



3



What else would you like  
to read / find out  
about?

I would like to read ...

I would like to find out about ...

I am interested in ...

# NAVIGATE

## Reading Challenges



The most important activity that you can do with your child is to read to them and with them. Why not share things that you read and try to make everyday reading fun! (e.g. when reading road signs, cereal packets or recipes see if they can identify certain letters or words, or play games where they have to spot something).

You can find some ideas for reading challenges to have a go at with your child over the summer holidays here.

Sharing the Love of Reading

1. Can I list what my family enjoys reading?

2. Can I read something new online?

3. Can I draw a setting from a book?

4. Can I make a special Reading Den?

5. Can I recommend a book in my window?

6. Can I...

7. Can I read with a relative online or phone?

8. Can I...

9. Can I make my own mini book?

10. Can my family and I name 10 book characters?

11. Can I find a new joke to tell?

12. Can I retell a story with props?

13. Can I read a leaflet, instructions or a recipe?

14. Can I learn a poem by heart?

Do share with your teacher or on [billyOURfP](https://twitter.com/billyOURfP) Padlet #OURfP

Why not make up your own challenges? Invent your own for numbers 6 and 8 and, if you can, look at the Summer Reading Challenge 2020 - it may give you some additional inspiration!

<https://summerreadingchallenge.org.uk/>



# CREATE

Explore With Teddy

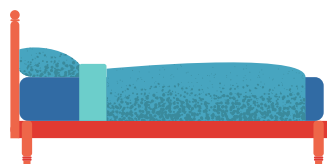
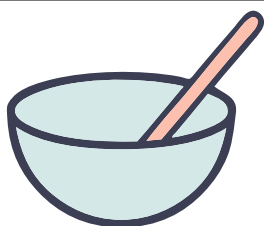


kitchen

bathroom

bedroom

lounge



Take teddy on a trip around your house.  
Write about your adventures like this:

We went to the kitchen and we saw Mum. We had pink cake and orange squash. Then we went to the lounge. We watched TV.

Remember capital letters and full  
stops!  
Add in some adjectives to describe.



# CREATE

## Writing Challenge



Write about this picture.

1

### Wordbank

explore  
spade  
magnifying glass  
bones  
pots  
stones  
fossils

Try some sentences like these.  
Remember capital letters and full stops!

I dug in the garden. I saw some interesting objects. I found old bones and broken pots.

# CREATE

Write a Party Invite



| tiger                                    | elephant                       | giraffe                               |
|------------------------------------------|--------------------------------|---------------------------------------|
| sharp teeth<br>furry<br>orange and black | long trunk<br>big ears<br>grey | tall<br>long neck<br>orange and brown |

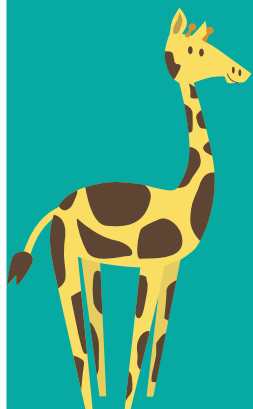
## Come to my zoo party!

Date: 10th June

Time: 3 o'clock

Place: Cambridge Zoo

Activities: Feed the furry tiger and see the grey elephant.



There are some extra invites at the back of the booklet - in 'Resources' - for you to fill in!

# CREATE

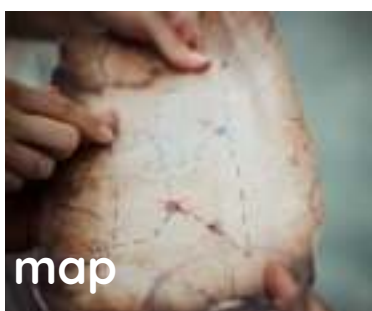
Write a Pirate Story



Use these pictures to help you.



treasure



map



ship



parrot



island



flag



sword



compass



message

Try these sentence starters:

Once upon a time...

He sailed his ship to...

She explored...

He spotted...

She travelled...

# INVESTIGATE

## Sound Searching



The 'ee' sound as in feet can be written lots of different ways.  
It still says 'ee' but can be made using different letters.

Here are some to look out for:

ee as in feet    y as in party    ea as in peach    e-e as in even



Here are lots of words. Your job is to highlight the words that  
contain one of the 'ee' sounds. There are 10 to find!

rain funny town boil dream turn bean these goat  
ring night treat farm shoe steam happy deep  
book queen for chair feel

Now it's time to start searching. Take a book or comic of your choice and  
look through to find words with an 'ee' sound. Sort them on the grid below.

| Be an 'ee' detective 🔍 |               |                |                |                                              |
|------------------------|---------------|----------------|----------------|----------------------------------------------|
| ee as in feet          | y as in party | ea as in peach | e-e as in even | Other ways of writing<br>'ee' that you find. |
|                        |               |                |                |                                              |
|                        |               |                |                |                                              |
|                        |               |                |                |                                              |
|                        |               |                |                |                                              |

You can keep your self really busy sound searching. Why not try seeing  
how many different 'ai' or 'igh' sounds you can find. There are sound  
detective grids at the back of this booklet if you would like to use them.

# INVESTIGATE

## You Choose



Choose some spellings that you would like to learn from the 'common exception words' list at the end of this pack. You might want to ask someone to quiz you first to decide which spellings to focus on. Working on around six words at a time, learn them by choosing some of the following activities.

after  
after  
after  
after

Learn your spellings by writing them in a new colour each time.



Can you be like the three bears?  
Write each spelling in giant letters, in tiny letters and in letters that are just right!

has has has

Here is how to write out some secret spellings.

Take a white pencil or crayon and write out your spellings on white paper.

Then using a crayon of a different colour, gently shade over the top and your secret spelling will be revealed!



w  
wh  
whe  
wher  
where

Learn your spellings by writing them out as a pyramid.

# INVESTIGATE



## Look, Cover, Write and Check

Your teacher might sometimes ask you to use 'Look, Cover, Write and Check' to learn your spellings. This game is based on this learning technique, but can be played outside!

Using chalk, draw out some boxes on the ground.

Write a different number and a different common exception spelling that you are learning inside each box - look at the example below.

1. Throw a bean-bag or other soft ball and see where it lands. Close your eyes and try to spell the word nearest to where it landed (you could write it down instead, if you prefer).
2. Jump along the numbers in order, spelling the word in the box each time.  
Remember not to peep! You could try jumping only on even or odd numbers.
3. Playing with someone else in your house, have a competition and see who can spell the most words correctly.

10  
were

8  
school

9  
ask

5  
friend

6  
said

7  
once

1  
come

2  
here

3  
pull

4  
today

# INVESTIGATE



## Roll a Dice

You will need a dice for this activity. If you cannot find one, then use the dice in the back of the booklet. You will need to cut, fold and stick it to use it properly.

One of the spelling rules that you need to know is how to add the prefix 'un' to a root word.

**un** + **happy** = **unhappy**

Play the game below to learn these spellings:

**unhappy undo unlock unfair unload unlucky unwell untie**



Roll the dice and follow the instruction that the number gives you.



|                                          |  |
|------------------------------------------|--|
| Write your spellings in capital letters. |  |
| Write your spelling backwards.           |  |
| Write your spellings three times.        |  |
| Write your spellings in giant letters.   |  |
| Write your spelling in a sentence        |  |
| Sing the letters in your spelling.       |  |

MOVING ON UP

# RESOURCES

# Take One Word



You can now come up with your own 'start word'. Draw a picture to show the word you have chosen, then come up with 4 new sentences linked to that word. Remember to speak in complete sentences.



Where?

When?

Which one?

What was it doing?

.



Where?

When?

Which one?

What was it doing?

.



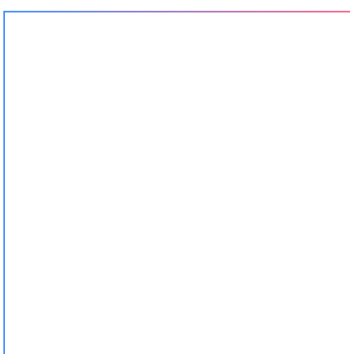
Where?

When?

Which one?

What was it doing?

.



Where?

When?

Which one?

What was it doing?

.

# Write a Party Invite



**Come to my zoo party!**

**Date:**

**Time:**

**Place:**

**Activities:**



**Come to my zoo party!**

**Date:**

**Time:**

**Place:**

**Activities:**



# Sound Detective Grids

Which sound will you collect today?

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Which sound will you collect today?

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Which sound will you collect today?

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Common Exception Spellings

|       |  |       |  |        |  |        |  |
|-------|--|-------|--|--------|--|--------|--|
| we    |  | she   |  | be     |  | he     |  |
| me    |  | do    |  | to     |  | today  |  |
| no    |  | go    |  | so     |  | a      |  |
| by    |  | my    |  | said   |  | says   |  |
| is    |  | his   |  | has    |  | of     |  |
| push  |  | pull  |  | full   |  | put    |  |
| I     |  | you   |  | your   |  | they   |  |
| our   |  | the   |  | were   |  | was    |  |
| are   |  | ask   |  | one    |  | once   |  |
| come  |  | some  |  | friend |  | school |  |
| here  |  | there |  | where  |  | love   |  |
| house |  |       |  |        |  |        |  |

## Roll a Dice

Cut out, fold and stick the shape together to make a dice that you can use for this activity.

