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One day Chico’s father was going fishing.
“Oh, Daddy, may I come too?” asked Chico.
“Please, Daddy? Please?”
His father shook his head. “No, son. You’re too young. You’ll talk too much and scare away the fish. You’ll fidget and fuss and get in the way.” But, seeing the tears in Chico’s eyes, he patted his head gently. “Maybe when you’re older...”
Then he picked up his fishing tackle and set off.
Chico went for a walk. He felt sad. “I am old enough to go fishing!” he thought. “I would sit quietly. I wouldn’t scare the fish! and I wouldn’t get in the way!”
He kept on walking, and soon he reached the river. That gave him an idea.
“I will go fishing!” he said. “All by myself. Then they’ll see!”

By Robin Tzannes, illustrated by Korky Paul
1. Are these words new to you? Use what you know about phonemes and spelling patterns to read them.
   f-a-th-er    f-i-sh-ing    p-i-ck-ed

2. Practise reading these high frequency words.
   one    was    young    come    son    walk    would    enough

   a. Say the words. Which four words start with a **w** sound? Clue: The spelling of these words don’t all begin with **w**!
   b. Which four words have a **u** sound in them? Clue: They don’t all have a letter **u** in the spelling of the word!

3. **ee** and **ea** are two ways that the **ee** phoneme can be spelt. In the story, search for words with the long **ee** phoneme.
   a. Practise spelling these high frequency words. Write them in two lists. One with **ea** spellings and one with **ee** spellings.
      see    tea    been    keep    each    sleep    feet
      queen    please    tree    sea    green
Connecting ideas

1. Write a word with a long ee phoneme for each of these pictures. Remember the ee phoneme can be spelt ee or ea.

   ![Bee](image1)  ![Tree](image2)  ![Pumpkin](image3)  ![Lamb](image4)  ![Beach](image5)

   - I like milk and I like cheese.
   - I like milk but I don’t like cheese.
   - I like milk because it is cold and creamy.

2. Use and, but, or because to join these sentences together.
   
   a. You’ll fidget and fuss ______ you’ll get in the way.
   b. He picked up his fishing tackle ______ forgot his rod.
   c. He kept on walking ______ he wanted to reach the river.
Speech marks

Speech marks show when someone is speaking in a story. These marks go around the word that the person says.

“Hello” said Dad.

Talk Partners

Practise reading speech marks.

With a partner read the conversation between Chico and Daddy on page 4. Only read the words that are spoken in the story. One of you should be Chico, the other Daddy. If you like, you could change your voice so that you sound like Chico and Daddy!

1. Read these sentences aloud. Try to make it clear when someone is speaking by changing your voice.
   a. “I want to go fishing!” said Chico.
   b. The teacher said, “Sit down, please.”
   c. “Thank you!” said the boy.

2. Write out these sentences. Start each sentence with a capital letter. Read the sentences aloud and decide if they are questions or not. At the end of each sentence put either a full stop or a question mark.
   a. what happened here
   b. my name is Sacha
   c. what is your name
Story beginnings

I can talk about what happens at the beginning of a story.

1 Read the extract on page 4. Can you answer these questions? Share your answers with a partner.
   a Where is Chico’s Daddy going?
   b How will Chico scare the fish? Choose an answer:
      • He will pull silly faces.
      • He will talk too much.
      • He will jump up and down.
   c How do we know Chico is sad? Choose an answer:
      • He bursts into tears.
      • He goes to a friend’s house.
      • He goes for a walk.
   d Find three different words in the story that end with **ing**.

Helpful hints

The extract on page 4 is the beginning of the story ‘When Chico went fishing’. In the beginning of the story:
- You met the main people in the story (Daddy and Chico).
- You found out where they are (Near a river).
- Something happened (Chico decides to go fishing on his own).

Talk Partners

Talk with a partner about what you think will happen next in the story.
   a How will he go fishing?
   b Will he catch a fish?
   c Will he be in danger?
   d What will Chico’s Daddy say?
**What happened next?**

1. Here are some ideas about what might happen in the middle and end of the story:
   a. Read them all and choose your favourite middle and ending.
   b. Write your favourite as one sentence, using **and**.

<table>
<thead>
<tr>
<th>Middle</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chico falls in the water</td>
<td>he finds some treasure</td>
</tr>
<tr>
<td>Chico gets scared by a crocodile</td>
<td>he runs home</td>
</tr>
<tr>
<td>Chico finds a fishing rod</td>
<td>he catches a fish</td>
</tr>
<tr>
<td><strong>and</strong></td>
<td></td>
</tr>
<tr>
<td>Chico meets a friend</td>
<td>he rescues his Daddy</td>
</tr>
<tr>
<td>Chico makes a fishing rod</td>
<td>together they go fishing</td>
</tr>
</tbody>
</table>

**Did you know?**

In the real story, Chico makes himself a fishing rod and catches an enormous fish. His Daddy has some little accidents and doesn’t catch anything. See if you can find the book and read it in full. It is written by Robin Tzannes and illustrated by Korky Paul.
Jonah feels tingly

Jonah woke up with a start. Something was happening today. But what was it? He felt tingly. Tingly feelings normally meant good things.

“It can’t be a holiday,” he thought as he walked down stairs. “Because Dad’s gone to work.”

“I can’t be my birthday,” he thought as he ate his breakfast. “Because no one has given me a present.”

“School can’t be closed,” he thought as he tied his shoe laces. “Because I’m in my school uniform and no one thinks that’s odd.”

Maybe it was the day they give out the parts for the school play. Maybe it was the day they were going on a school trip.

As Mum drove Jonah to school he wondered what could be making him feel like this – all tingly.

“Don’t forget, I need you to be first out of the class today,” said Mum.

Jonah’s heart raced – maybe Mum was taking them to the aqua park. “We have the dentist and it will be a rush to get there on time.”


“Granny’s taking you out for ice-cream afterwards,” Granny! Yes, that was it. Granny and ice-cream and probably some extra sweets sneaked when Mum wasn’t looking. What a very tingly thought.

by Sarah Snashall
Reading a story carefully

I can answer questions that start with what, where, when, who and why.

I can say who the characters are in a story and where the story is set.

1. Read the story and write the answer to these questions. The start of the first answer has been given to help you.
   a. Why did Jonah think that something was going to happen today? (Jonah thought that something was going to happen today because...)
   b. How did Jonah know it wasn’t his birthday?
   c. How did Jonah know it wasn’t a holiday?

2. Read the story on page 10 again. Write the answers to these questions.
   a. Who are the two characters in the story?
   b. Which other people are talked about in the story?
   c. What is the setting?
   d. Where is Jonah going after school?

Glossary
- **character**: a person in a story
- **setting**: the place where the story happens