



# 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

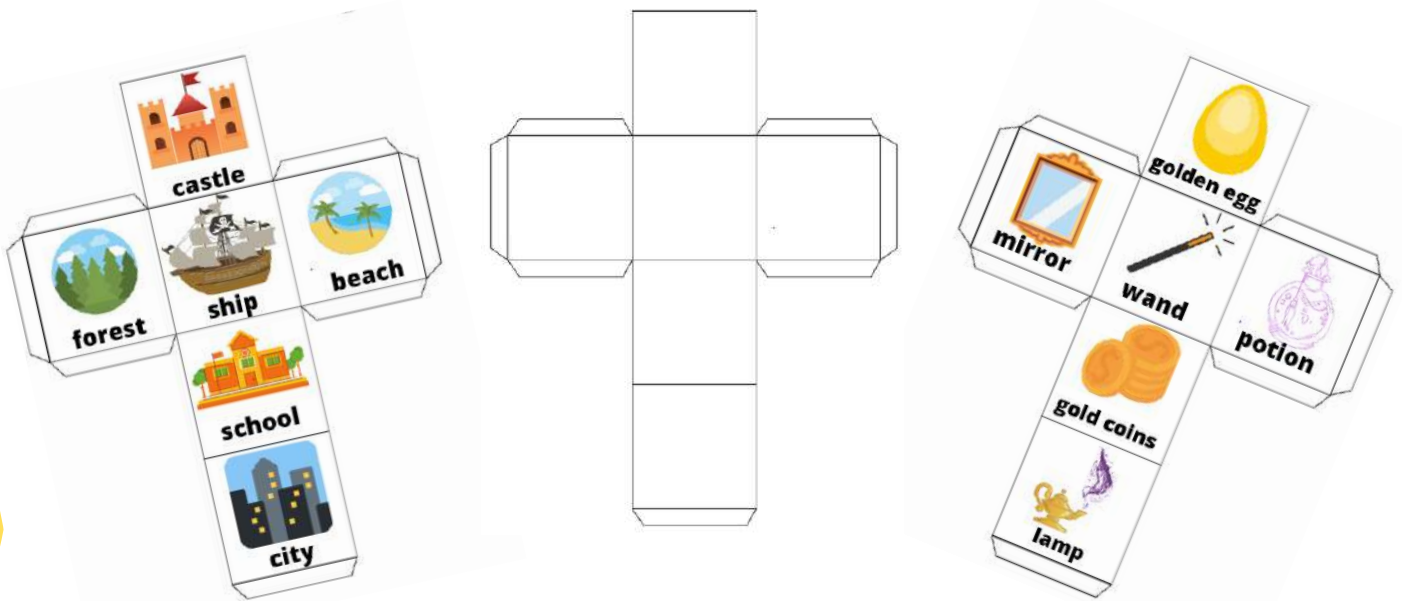
If you would like more activities and ideas to try this summer, visit:  
<https://www.cambslearntogether.co.uk/home-learning/summer>

# COMMUNICATE



## Tell Me a Story...

First you need to make three story cubes (templates for these can be found at the end of this pack). The 'settings' and 'props' cubes have been made for you but the 'characters' one has been left blank for you to use your own ideas.



Roll the story cubes to generate a setting, main character and prop. Spend some time thinking about a story involving all three of these things. You might want to consider the following:

Beginning - introduce the main character and/or setting.

Middle - decide on a problem/dilemma for the character to face. This may involve the story prop.

Ending - consider how the problem gets solved. What did the main character learn from the experience?

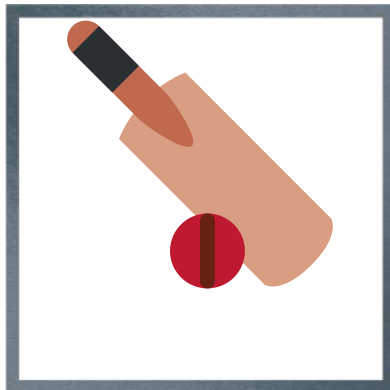
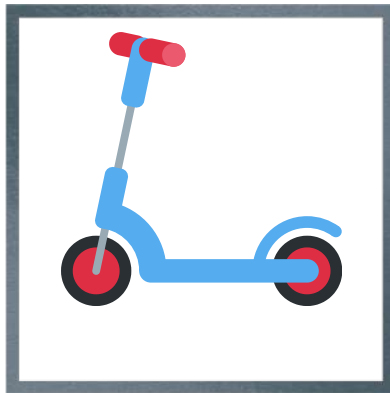
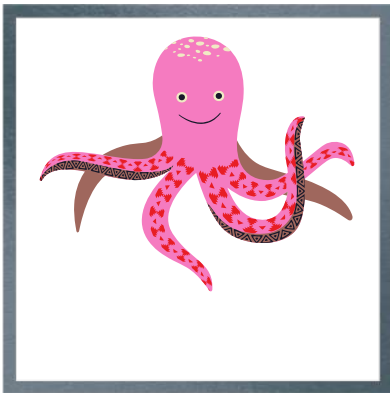
This is an oral storytelling activity. Focus on telling your story out loud rather than writing it down.

# COMMUNICATE



## Saying Silly Sentences

Choose three pictures and combine them to make a silly sentence!  
This is a spoken language activity so, unless you want to, you do not need to write your sentences down.



For example:

octopus + scooter + jelly.

The octopus rode her scooter to the shops to buy some strawberry jelly.

# COMMUNICATE



## What Can You See?

This is another speaking and listening activity. Look at one of the pictures. What can you see? Try to use noun phrases to describe the image. Look at the picture again. What can't you see? Be as imaginative as possible! An example has been provided:



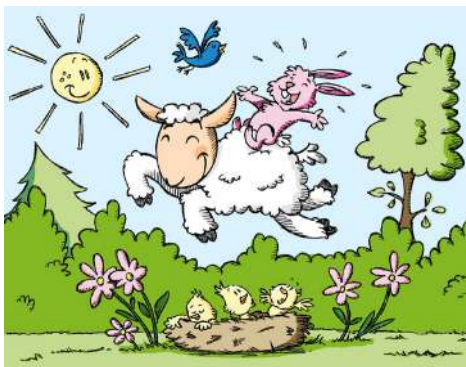
I can see a rickety pirate ship crashing into the rocks.

I cannot see an inquisitive mermaid searching for shells.



I can see...

I cannot see...



I can see...

I cannot see...

# COMMUNICATE



## Alphabet Game

This is a game for two or more players. Choose a topic and take it in turns to come up with something relevant that begins with each letter of the alphabet. Suggested topics include: animals, food, book titles, musicians, television programmes.



For example:

If the chosen topic is 'animals', player 1 might say 'alligator', player 2 says 'baboon', player 1 then says 'cat' and so on.

You can make the game more challenging by using adjectives to describe each item: angry alligator, brave baboon, clever cat etc.

# NAVIGATE

## Reading a Recipe



Please help your child to read this recipe. You could even have a go at making them - why not turn it in to a 'Bake Off' challenge!

### Extra Fruity Jam Tarts



#### Ingredients

- 250g short crust pastry
- strawberry jam
- 1 dessert apple
- 1 Tbs lemon juice
- 200g strawberries

#### Method

Turn the oven on to 180°C. Oil a muffin tin.

Roll out the pastry and cut into large circles.

Push the pastry circles into the muffin tin holes to make cups.

Drop a small teaspoon of jam into the bottom of each pastry cup.

Mix lemon juice into a bowl of cold water.

Peel, core and chop the apple and soak in the lemon water, then drain and pat dry.

Top and chop the strawberries.

Fill the tarts with the apples and strawberries.

Bake in the oven for 20-25 minutes until 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/extra-fruity-jam-tarts-recipe>



# NAVIGATE

Reading Comprehension



After reading the 'Extra Juicy Jam Tarts' recipe, have a go at answering these questions. You can use the prompts provided to help you.

1. Which words in the title tell you that these are tasty jam tarts?

The two words are ...

2. What do you think a 'dessert' apple tastes like?

What might you have as a dessert or pudding?

I think a dessert apple would taste ...

3. Look at the method, which tells you how to make the jam tarts. Which words describe how to prepare the apple?

The three words are ...

4. Which of these words could you use instead of 'mix' because it means the same?

blend

stir

cook

beat

Which one would you choose if you changed it in the recipe?

I think I would use ...

5. After cooking the tarts for 20-25 minutes, how would you know that the tarts were ready?

The tarts would ...

In the nursery rhyme 'The Queen of Hearts' she makes some tarts but what happens to them? If you want to find out, you could follow this link to a website full of nursery rhymes!

<https://www.nurseryrhymes.org/queen-of-hearts.html>



# NAVIGATE

## Tongue Twisters



Read the tongue twisters carefully and then see how quickly you can say them without tripping over the words. It can be quite tricky!

She sells sea shells  
on the sea shore.

A big black  
bug bit a big  
black bear.

Betty botter bought some butter  
But, she said, the butter is bitter  
If I put it in my batter  
It will make my batter bitter  
But a bit of better butter  
Would make my batter better.

So she bought a bit of butter  
Better than her bitter butter  
And she put it in her batter  
And the batter was not bitter  
So, that was better Betty Botter  
Bought a bit of better butter.

Peter Piper picked a peck  
of pickled peppers.  
A peck of pickled  
peppers Peter Piper  
picked.

If Peter Piper picked a  
peck of pickled peppers,  
where's the peck of  
pickled peppers Peter  
Piper picked?

Fuzzy Wuzzy was a bear.  
Fuzzy Wuzzy had no hair.  
Fuzzy Wuzzy wasn't very  
fuzzy, was he?

Around the rugged  
rocks the ragged  
rascal ran.

The reason it is tricky is because lots of the words begin with the same letter or sound - **B**etty **B**otter **b**ought some **b**utter. **This is called alliteration.**

# NAVIGATE

Tongue Twister Challenge



Now see if you can have a go at making up your own tongue twister!

Have a look at the table below. There are five questions to consider. Remember the idea is to use **alliteration** so that lots of the words begin with the same letter.

Name?	What did he/she do?	Where?	When?	Why? because ....
Bob	bought a bike	in Barton	on his birthday	because he was bored
Dominika	danced	at the drive-in	during the day	because she had devoured her delicious drumsticks
Pete	picked a pear	in the park	at some point	because he wanted to pickle it
Levi	laughed	in the lounge	at lunchtime	because he loved listening to lullabies
Aisha	applauded	in assembly	at the end of the afternoon	because her friend accepted an award
Salma	sang a song	at the seaside	on Sunday	because she saw some sunshine

- Bob bought a bike in Barton on his birthday because he was bored.
- Levi laughed in the lounge at lunchtime because he loved listening to lullabies.
- Salma sang a song at the seaside on Sunday because she saw some sunshine.

If there are a few of you, you could adapt this idea and play it like the game 'Consequences'. Pass pieces of paper round so that each person writes an answer to one of the five different questions. Once all five answers are on the paper, return it to the person who wrote a name on it and get them to read it out!

# NAVIGATE

Understanding What You Read



Using any text that you have read recently, see if you can complete some of these tasks.

## Vocabulary

Find words/phrases in fiction texts that:

1. describe something (e.g. adjectives/noun phrases)

house was **falling down**  
**big white** bear

2. describe how something happened (e.g. verbs)

the farmer **wailed**  
he **padding** away

Create a thought bubble which shows what a character is thinking or feeling.

Use what has been said or done in the book to help you.

## Vocabulary

Find words/phrases in non-fiction texts that:

1. name things (nouns/noun phrases)

**plant**  
**blue butterfly**

2. help to order information (e.g. time adverbs)

**then**  
**next**

## Asking Questions

Write down some questions that you would like to find out after reading something.

Questions could start with words like:

Who ...?

What ...?

Where ...?

When... ?

Why ... ?

How ...?



# 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

Do share with your teacher or on [bit.ly/OURfP-Padlet](https://bit.ly/OURfP-Padlet)  
#OURfP

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

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



# CREATE

## Short Burst Writing



Write an animal riddle.  
For example:

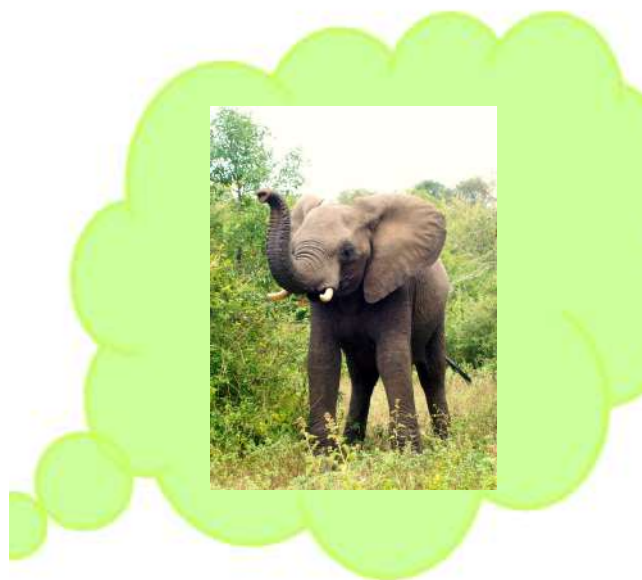
Who am I?

I am gigantic.

I am grey.

I can flap my ears.

I am an elephant!



Design a poster for your very own Sports Centre!



## Visit Super Sports Stadium!

Has your fitness flown away?

Do you want to feel fit and fabulous?

Why not try:

SENSATIONAL SWIMMING?

FUNKY FOOTBALL?

Or maybe you can be tempted by a turn  
at tennis?

Contact us:



# CREATE

## Writing Challenge



Write about this picture!



### Wordbank

rocket  
meteor  
alien  
planet  
spaceship  
astronaut  
telescope  
Earth

### Try including:

**A question.** Where am I?

**A statement.** The astronaut saw beautiful, sparkling stars.

**A command.** Return to the spaceship.

**An exclamation.** How small Earth looks!

After writing, remember to check your work. Does it make sense?  
Have you remembered basic sentence punctuation?



# CREATE

*Invent Your Own Superhero!*



What is their name?  
What is their costume?  
What are their superpowers?



*Write a story, fact file or comic strip about them*

## Wordbank

cape  
strength  
speed  
power  
magic  
transform

Try including these:

Speeding through the air...  
Using his mighty powers...  
Calling all superheroes!  
We have an urgent mission!



# CREATE

Write an Explorer Story



Use these pictures to help!



Try including these features!

Story language	Expanded noun phrases	Joining sentences
Once upon a time... They set sail... He travelled to ...	The steamy jungle ... The beautiful, deserted island ...	The North Pole was freezing <b>but</b> I put up my tent. The compass showed South <b>so</b> I set off.



# INVESTIGATE



## Homophones

Homophones are words that sound the same but are spelled differently, e.g. to, two and too.

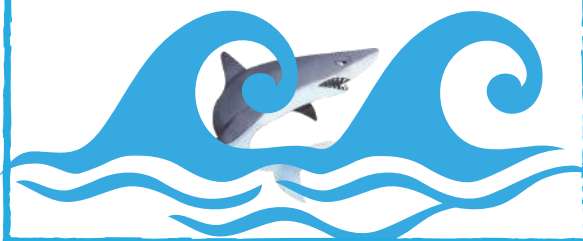
Look at the homophones below and complete some or all of the activities that will help you to remember when to use these confusing spellings correctly.

### Homophone pairs and their meaning

hear	You hear with your ear.	here	Here is a word that tells you where something is.
see	A verb meaning - to see. You see with your eyes.	sea	The sea is made of water. Sharks swim in the sea!
one	This word is the used for number 1.	won	A verb meaning - to win. You won the game, again!
blue	This word describes the colour blue.	blew	A verb meaning - to blow. The wind blew my hat off!
night	This is the night when you go to bed and sleep.	knight	A knight is a soldier who wears shiny armour.

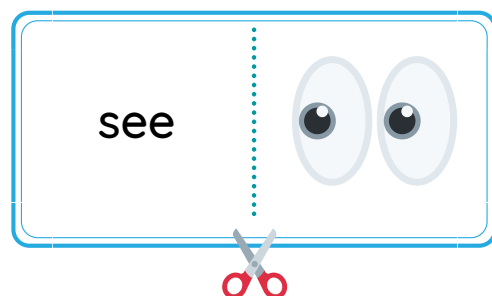
Write a sentences containing a homophone pair and illustrate it.

I can see the sea and I think I can even see a shark!



Design some card pairs to help you remember the meanings of the words.

Cut them in half, shuffle them, turn them upside down and find the matching picture and word. There is page with spare cards to use at the back of this booklet.



# 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 and then decide which spellings to focus on. Working on around six words at a time, learn them by choosing some of the following activities.

b  
be  
bec  
beca  
becau  
becaus  
because

Learn your spellings by writing them out as a pyramid.

after  
after  
after  
after

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



Using the template at the end of this booklet and make your own spelling jigsaw.

Write your spellings over it, cut it up, mix up the pieces and put it back together again.

Write your spelling in capital letters.	
Write your spelling backwards.	
Write your spelling three times.	
Write your spelling in a sentence.	
Write your spelling with GIANT letters.	
Sing the letters in your spellings	

There is a template for a dice at the end of the booklet.

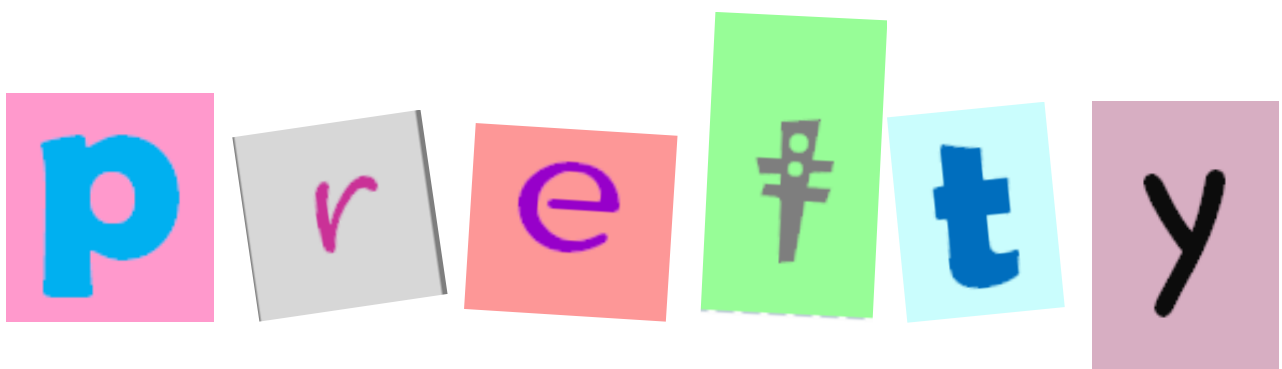
# INVESTIGATE



## Cut and Create

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.

Using old newspapers and magazines that are going to be recycled, cut out the letters that spell some of the common exception words that you are learning. They can look really eye-catching if you mix up colours, fonts and sizes. Look at the examples below for ideas.



# INVESTIGATE



## Cracking the Code

1	2	3	4	5	6	7	8	9	10	11	12	13
a	b	c	d	e	f	g	h	i	j	k	l	m
14	15	16	17	18	19	20	21	22	23	24	25	26
n	o	p	q	r	s	t	u	v	w	x	y	z

You need to know spellings that end with 'le', 'el', 'al' and 'il'. Some of these are written in code and your job is to work them out! The first one has been done for you!

1	14	9	13	1	12
a	n	i	m	a	l

12	9	20	20	12	5

16	5	14	3	9	12

20	21	14	14	5	12

19	17	21	9	18	18	5	12

1	16	16	12	5

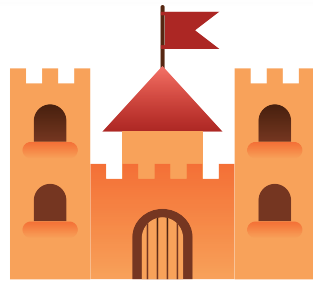
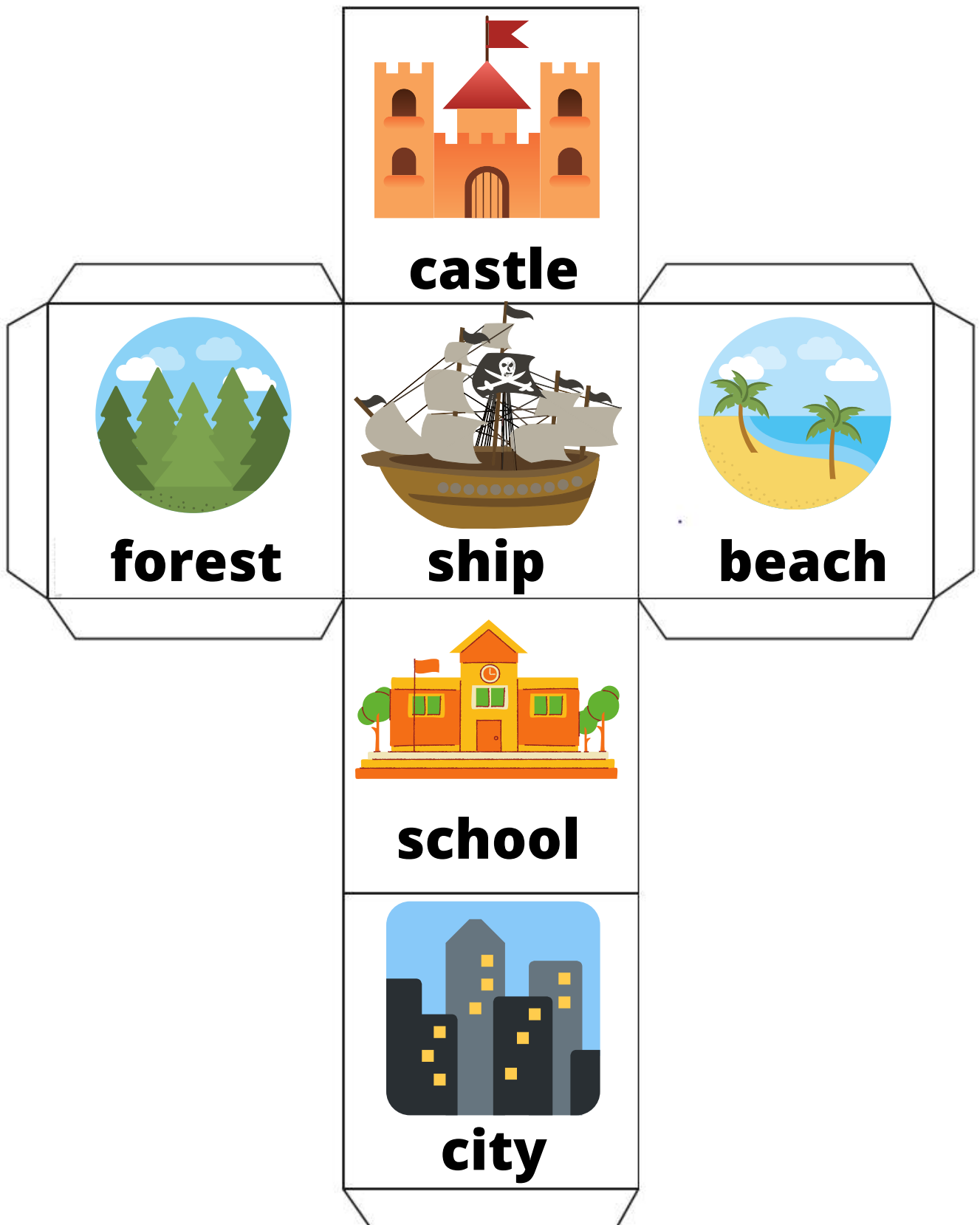
Now have a go at writing some coded spellings of your own.  
Use the spellings below:

fossil camel middle pedal table bottle towel metal

MOVING ON UP

# RESOURCES

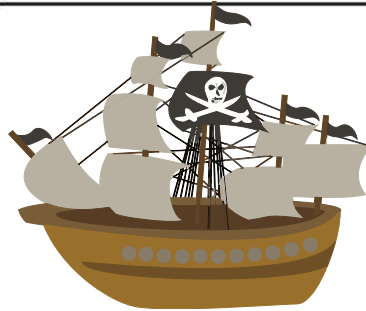
# Story Cube Template (settings)



**castle**



**forest**



**ship**



**beach**

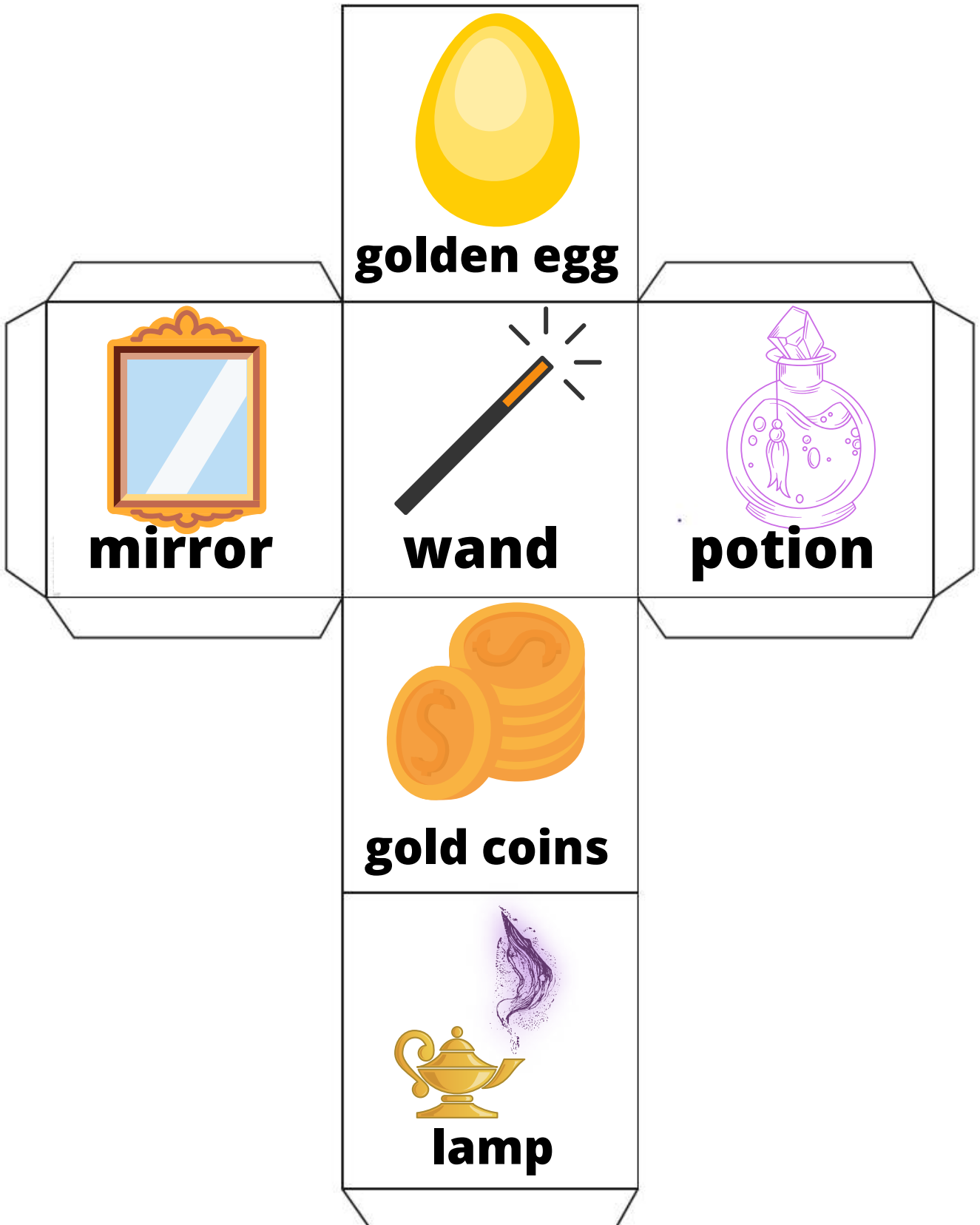


**school**

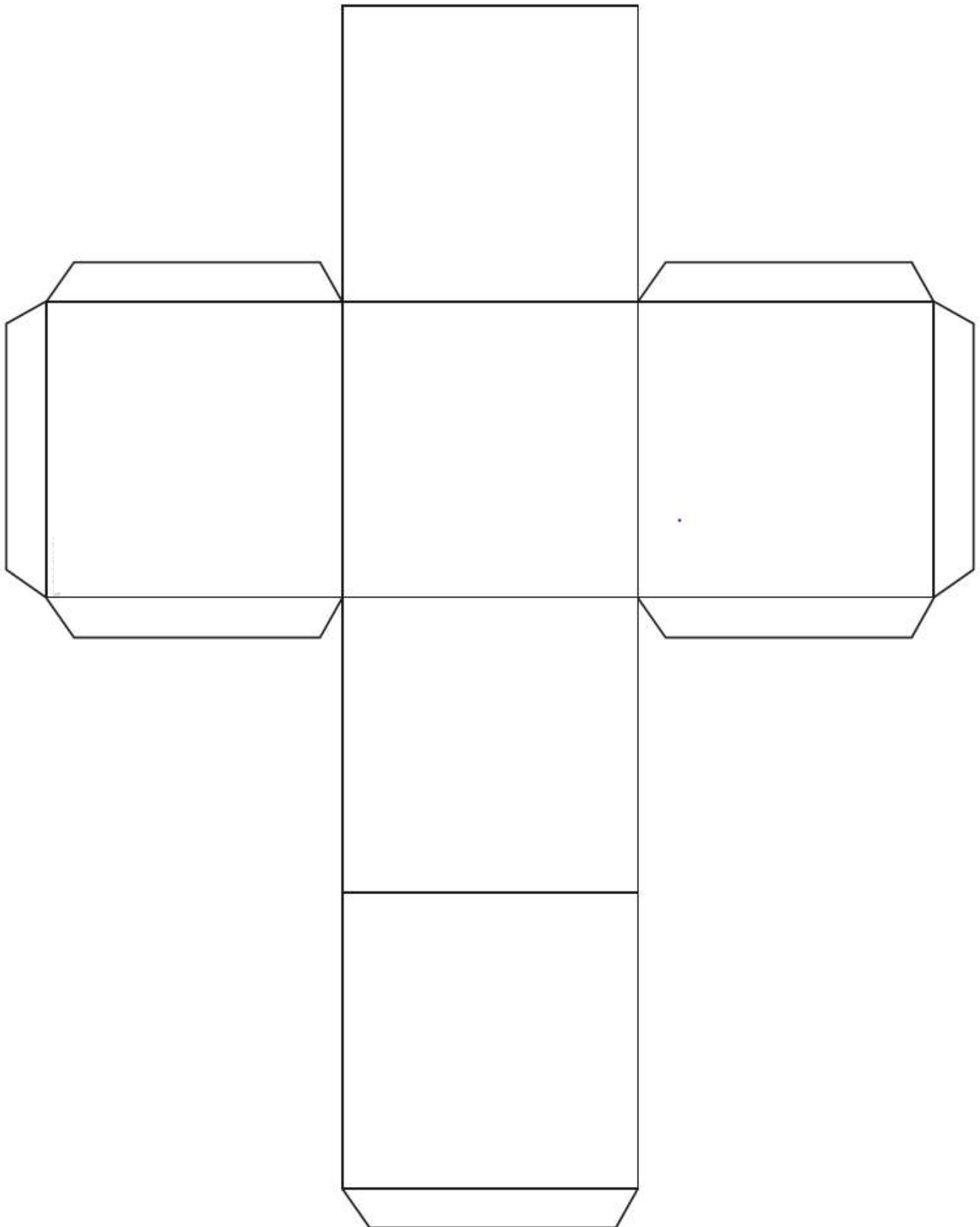


**city**

# Story Cube Template (props)

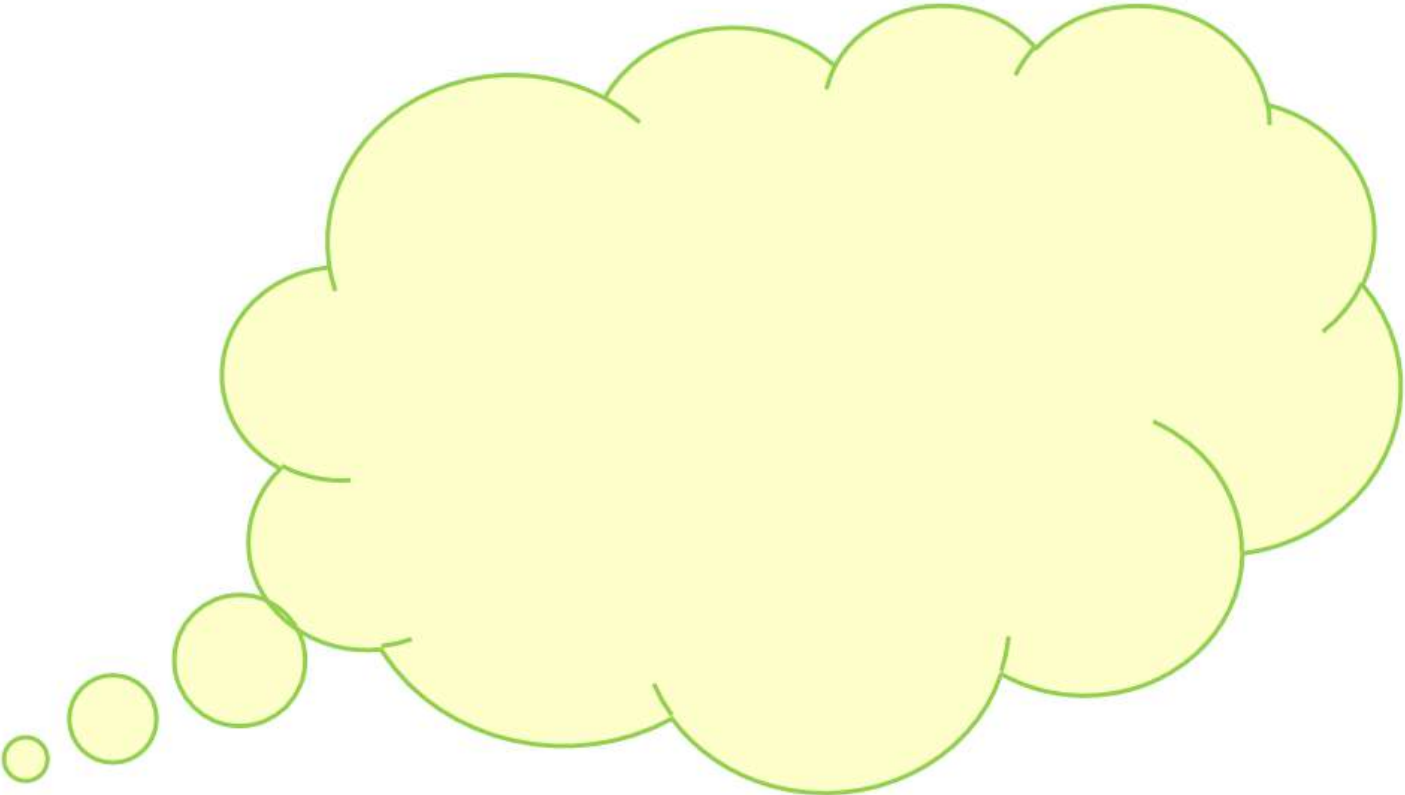
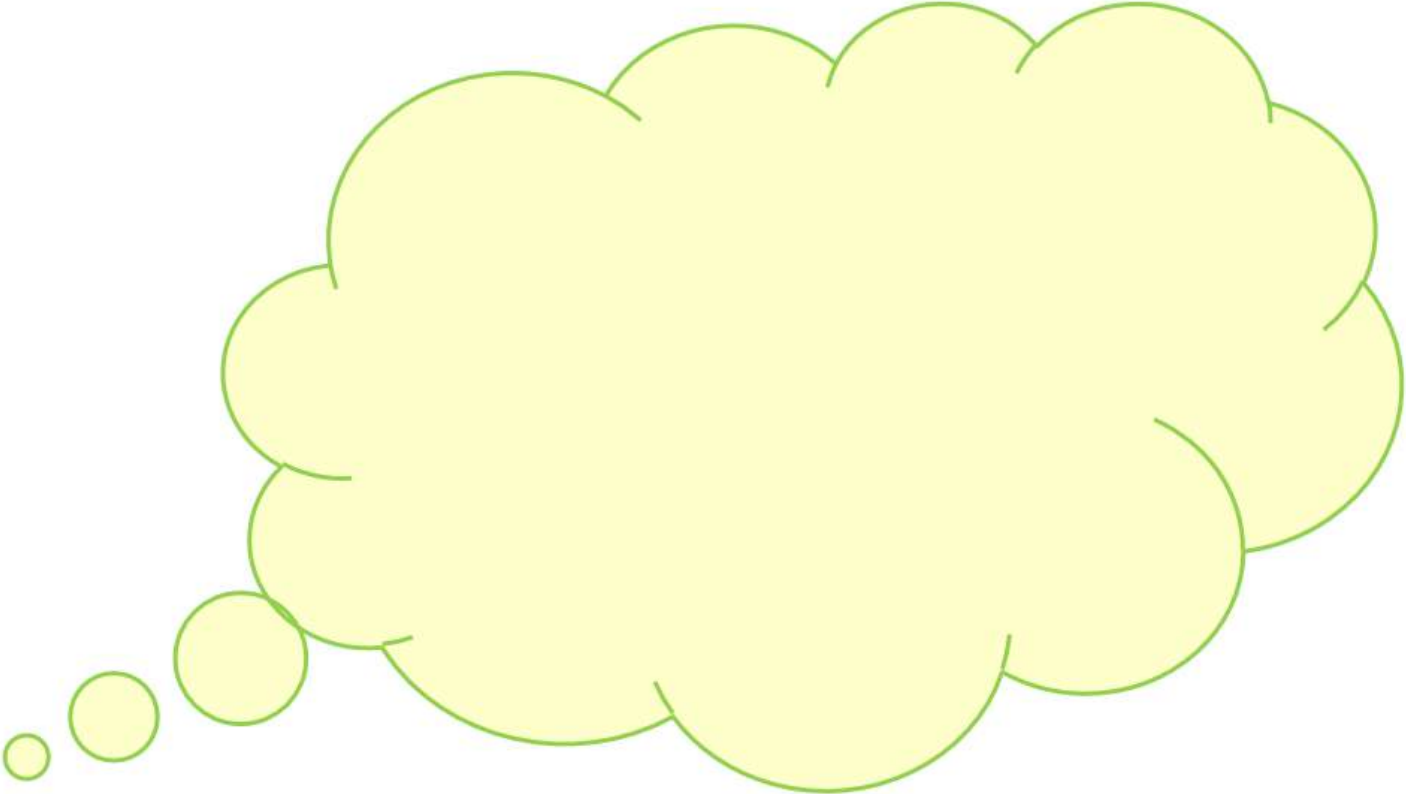


# Story Cube Template (draw your own characters)





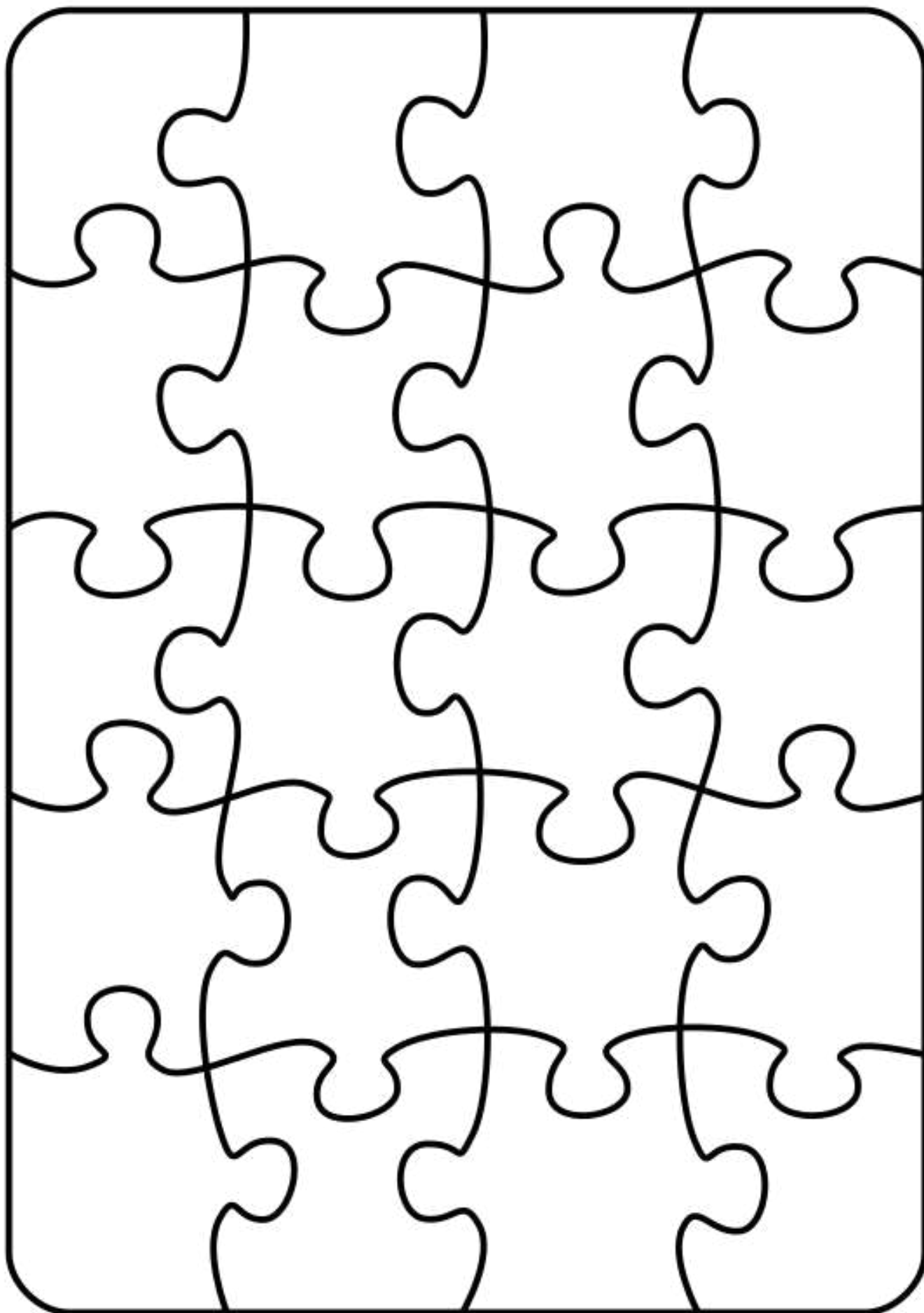
# Thought Bubbles (Navigate)



# Common Exception Words

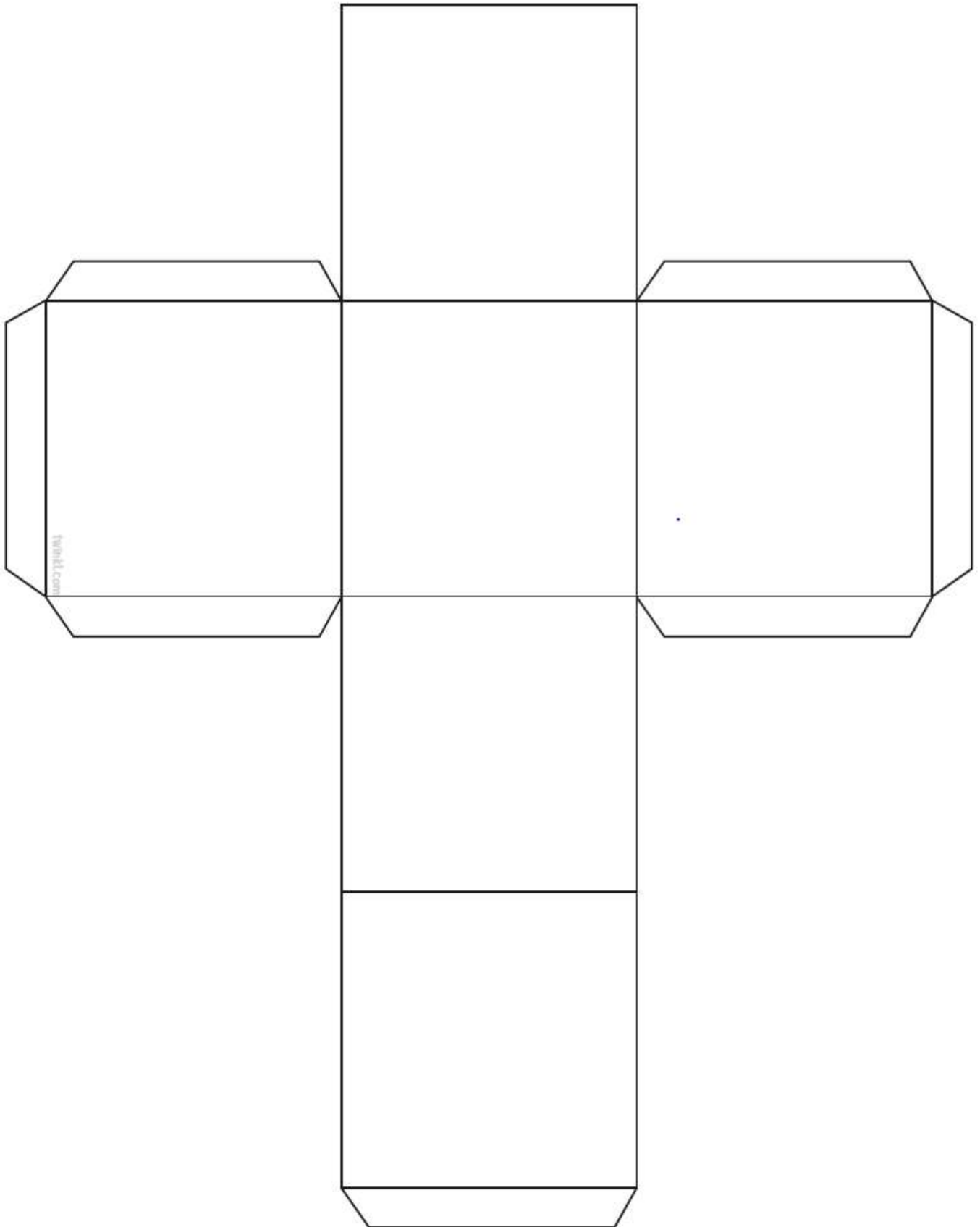
Spellings that rhyme with 'old'	Spellings that rhyme with 'door'	Spellings that rhyme with 'find'	Spellings with an 'o' that sound like 'oa'	Spellings with an 'i' that sound like 'igh'
old	door	find	most	wild
cold	floor	kind	only	child
gold	poor	mind	both	climb
hold		behind	clothes	
told				
Spellings with an 'ea' that sound like 'ai'	Spellings that rhyme with 'any'	Spellings with an 'o' that sound like 'oo'	Oh you lucky duck spellings (ould). 	Spellings that are just a bit tricky
great	any	move	could	busy
break	many	prove	should	people
steak		improve	would	water
				again
Spellings with a 's' that sound like 'sh'	Spellings that start with 'eve'	Spellings with a 'wh' that sound like 'h'	Spellings with an 'a' that sound like 'ar'	half
				money
				Mr
sure	every	who	after	Mrs
sugar	everybody	whole	fast	parents
	even		last	Christmas
			past	eye
			father	pretty
			class	beautiful
			pass	hour
			plant	because
			path	children
			bath	
			grass	

# Design your own Spelling Jigsaw



# Dice Template (Spelling)

Cut out the the dice below. Fold it and stick it together so you have a dice to use to play the games



# Homophone Pairs Game

