

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

Oral Storytelling Five Sentence Story

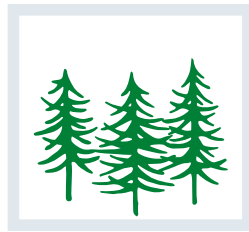


Your challenge is to draw some pictures to help create your very own five sentence story. Think about how you will start each sentence. This is an oral storytelling activity so make sure you tell your story to someone else. Unless you want to, you do not need to write it down.

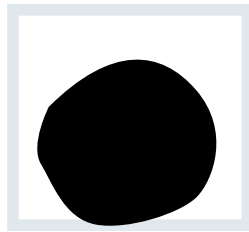
Example:



Once upon
a time



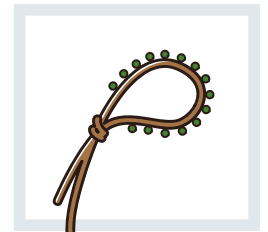
One day



Unfortunately



Luckily



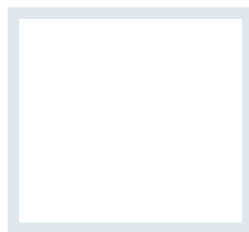
Finally

Once upon a time, there lived a clumsy little frog. **One day**, he went for a walk in a magnificent forest full of tall trees. **Unfortunately**, the frog fell down a deep, dark hole! **Luckily**, a kind fox heard the frog's cry for help. **Finally**, the fox rescued the frog by throwing some rope down the hole.

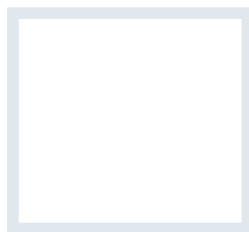
Now it's your turn:



Once upon
a time



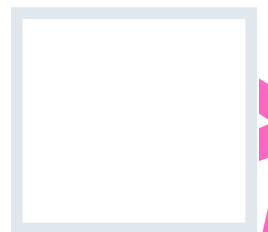
One day



Unfortunately

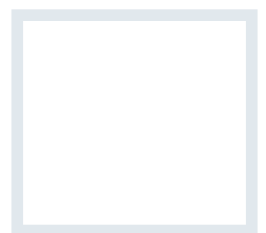
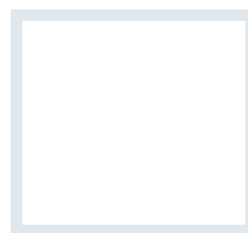
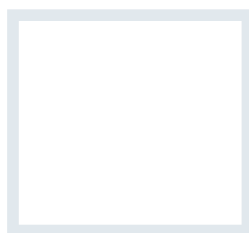
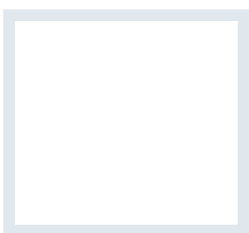


Luckily



Finally

Can you invent another story? Begin your sentences differently this time.



COMMUNICATE



Reporting the News

Television news bulletins provide updates on international and local news events. The purpose of a news bulletin is to inform viewers on what's happening in the world or locally.

Watch a news bulletin on the television. Newsround is available on the CBBC channel at 9.15am, 12.10pm and 4.00pm on weekdays and can also be found online at www.bbc.co.uk/newsround.

Choose a news story that interests you and note down the following:

What has happened?

Who is involved?

When did it happen?

Where did it happen?

How did it happen?

COMMUNICATE



Word Chain Game

This is a game for two or more players. First you need to choose a topic such as animals, food, sports or television programmes.

Player 1 chooses a word linked to the topic.

Player 2 takes the last letter from that word and comes up with something else relevant to that topic.

For example, if the topic is animals:

Player one says 'alligator^r'

Player two says '^rabbit^t'

Player one says '^tortoise^e'

Player two says '^elephant^t'

Player one says '^tiger^r'

Player two says '^raccoonⁿ'.

Try using alliterative adjectives to describe each animal (words that begin with the same letter sound):

rare rabbit

terrifying tarantula

angry alligator

COMMUNICATE

'Don't Say the Word!' Game



This fun game is for two or more players. Each card contains 5 categories (person, world, object, action and nature). Either choose a category to begin with or select a category at random.

Player 1 takes a card and has to describe the word/s shown without saying the actual word! You are not allowed to give 'sounds like' or 'begins with' clues. The other player/s need to guess what is being described. A point is scored each time a player correctly guesses the word/s on the card.

You can make the game more challenging by setting a 30 second timer. Move on to the next card if your partner guesses the word/s correctly. You may pass if you get stuck.

The cards needed to play this game can be found in the 'resources' section of this pack. All you need to do it cut them out! There are also two pages of blank cards for you to design and make some more of your own!

Categories

| |
|--------|
| Person |
| World |
| Object |
| Action |
| Nature |

Example

| |
|-----------------|
| Dentist |
| Wembley Stadium |
| Ruler |
| Rowing |
| Tomato |

If you were describing 'dentist', you might say 'a person who looks after your teeth'. You would not be able to say 'it begins with the letter d'.

NAVIGATE

Reading Comprehension

Read this information about 'Animal Myths' and then answer the questions.



MYTH 2

MICE LOVE CHEESE.

HOW IT MAY HAVE STARTED

This myth might stem from the expression "**quiet as a mouse in cheese**." Coined about 300 years ago, the saying meant that a person was making soft, muffled sounds. Eventually the expression was shortened to the more familiar "**quiet as a mouse**." But the idea that a mouse craves cheese stuck.

WHY IT'S NOT TRUE

In reality mice will **eat almost anything** they can get their paws on – chocolate, peanut butter, seeds, fruit and, yes, cheese. But no studies have found that the rodents *prefer* cheese above all other foods. In fact, many pest control experts will use other grub such as chocolate or even sweets coated in sugar – not cheese – to entice mice into traps.

1. What does the expression 'quiet as a mouse' mean?

2. List three foods that mice are known to eat.

3. Find and copy a word that is used instead of mouse/mice to refer to them?

4. Explain why pest control experts use certain foods to trap mice.

NAVIGATE

Animal Myths Reading Comprehension



MYTH

5

ZIGZAG TO ESCAPE A CROCODILE.

HOW IT MAY HAVE STARTED

No one really knows where this old wildlife tip came from. But it could have been concocted because crocs have **long bodies** and **short legs** that don't seem well suited for making repeated sharp turns while running.

WHY IT'S NOT TRUE

Crocs don't usually chase prey over land. Instead, they prefer to hide in the water and then spring forward, snapping their jaws around their target. If you do somehow find yourself on land with a croc in hot pursuit, experts suggest running in a **straight line**, which allows you to move faster and cover more ground. We hope this advice won't come back to bite you!



5. How are the physical features of a crocodile described?

6. Why doesn't it help to zigzag when escaping from a crocodile?

7. Why do you think that the article ends with the sentence 'We hope this advice *won't* come back to bite you!'

NAVIGATE

Song Lyrics Reading Comprehension



Read the song lyrics carefully, then use them to answer the questions shown.

You may even be able to sing along to the words, if you're familiar with the song!

Shotgun

Homegrown alligator, see you later
Gotta hit the road, gotta hit the road
The sun it changed in the atmosphere
Architecture unfamiliar
I can get used to this

Time flies by in the yellow and green
Stick around and you'll see what I mean
There's a mountaintop that I'm dreaming of
If you need me you know where I'll be

I'll be riding shotgun underneath the hot sun
Feeling like a someone
I'll be riding shotgun underneath the hot sun
Feeling like a someone

The south of the equator, navigate it
Gotta hit the road, gotta hit the road
Deep-sea diving 'round the clock,
bikini bottoms, lager tops
I could get used to this

Time flies by in the yellow and green
Stick around and you'll see what I mean
There's a mountaintop that I'm dreaming of
If you need me you know where I'll be

I'll be riding shotgun underneath the hot sun
Feeling like a someone
I'll be riding shotgun underneath the hot sun
Feeling like a someone

We got two in the front
Two in the back
Sailing along
And we don't look back

Time flies by in the yellow and green
Stick around and you'll see what I mean
There's a mountaintop that I'm dreaming of

If you need me you know where I'll be
I'll be riding shotgun underneath the hot sun
Feeling like a someone
I'll be riding shotgun underneath the hot sun
Feeling like a someone
I'll be riding shotgun underneath the hot sun
Feeling like a someone
I'll be riding shotgun underneath the hot sun
Feeling like a someone, a someone, a someone,
someone

1. Why might the architecture be unfamiliar?

2. What does the phrase 'time flies' mean?

3. Find and copy the word which means to plan, travel or to find your way?

4. What does it mean to 'ride shotgun'?

5. When someone says 'See you later alligator' what is the usual response?

NAVIGATE



Understanding What You Read

Using any text that you have read recently (you could use the Animal Myths article or Shotgun song lyrics) have a go at these activities.

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 ...?

Exploring Language

After reading through a text, identify any words and phrases that capture the reader's interest and/or imagination.

What is interesting about this word/phrase? Can you think of any other words (synonyms) that could have been used instead?

Why might the author have chosen to use this particular word/phrase, at this specific point?

See if you can use this word/phrase in a conversation or in some writing that you do.

Write a comment telling someone else why they should read something you have read.

Remember to explain what you enjoyed and why they might like it.

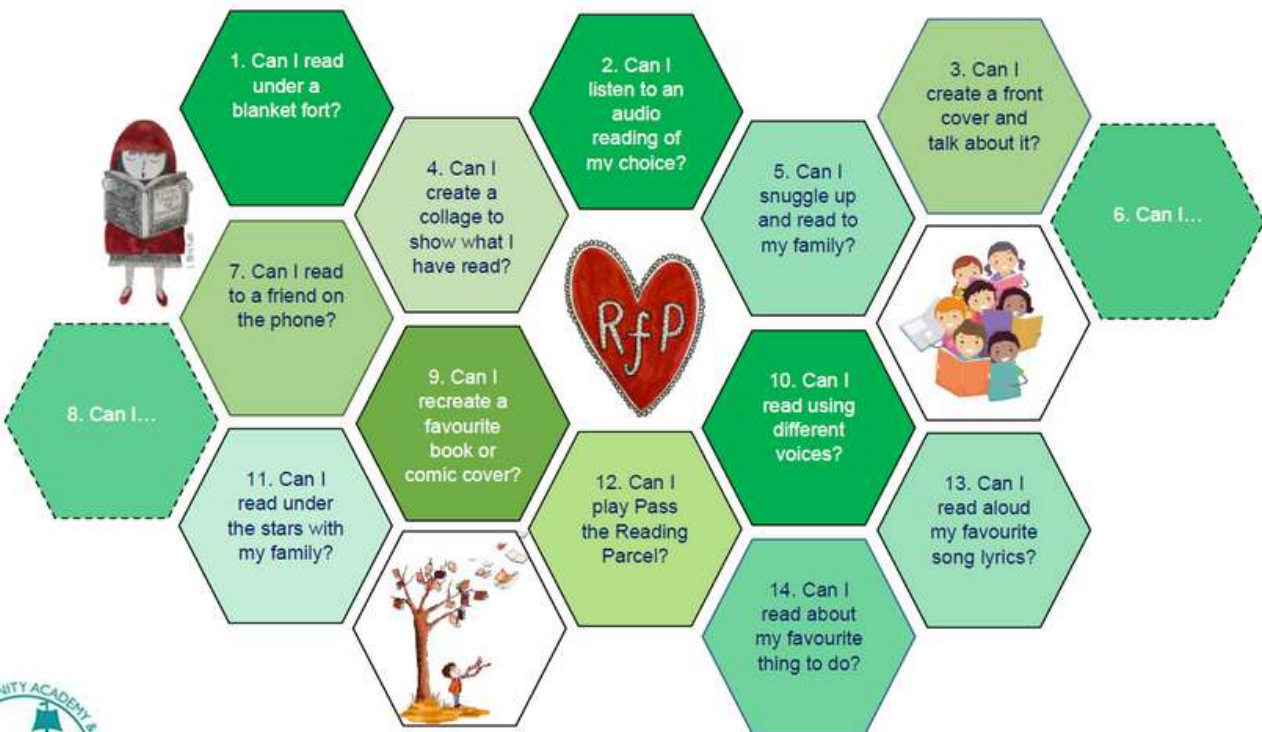

NAVIGATE

Reading Challenges




The most important activity that you can spend time doing over the holidays is reading. Even if you are a skilled and independent reader, it's always good to talk to someone else about what you are reading to make sure that you fully understand. So, this page contains a series of reading challenges that you can carry out over the summer holidays. How many can you complete? Tick them off as you go!

Sharing the Love of Reading



Do share with your teacher or on bit.ly/OURfP-Padlet
#OURfP



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

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



CREATE

Short Burst Writing Activities



Use these prompts to inspire your writing.

The Travelling Cafe



Create an advert or poster.
How will you tempt your customers? For example:

Don't delay, come today!
Tantalise your tastebuds!
Bored of the same old snacks? Why not try our mouth-melting brownies?

Write a poem!
Choose an object and look at it carefully. For example:

Pebble

Smooth and cold
Grey and speckled
Pebble



Use some of these other words to help you: shiny, flat, sharp, hard, soft, rough, bumpy.

Design your own assault course.
Draw a map, label it and add instructions for each activity. For example:

Travel under the tunnel on your back.
Balance along a plank.
Zig zag through the cones.



CREATE

Writing Challenge



Take inspiration from this image and get writing!



Here are some ideas that you might like to try...

| Suggestion | Useful words | Example |
|---|--|--|
| Write a paragraph each for the beginning, middle and end of your story. | One day, Then, Suddenly, Finally, | One sunny day, Tom was walking through the forest. Finally, Tom gave a big sigh. It was all over. |
| Try adding in some speech. | said, exclaimed, shouted, sobbed, asked | "Welcome to my village," said a small voice. "Are you a pixie?" asked Tom |

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

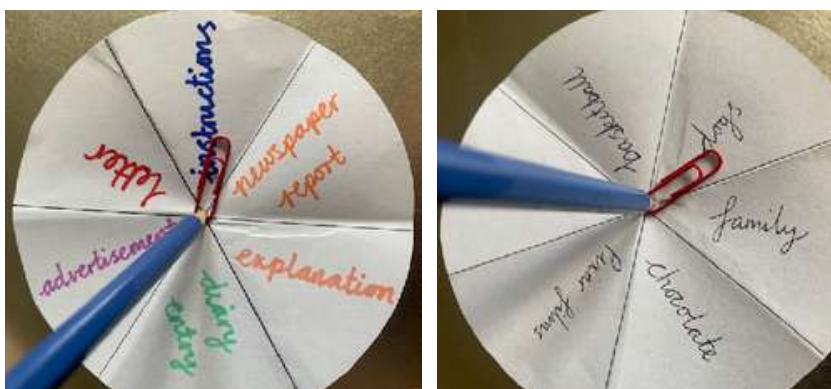


CREATE

Non-fiction Spinner



Make a paper spinner and use it to generate ideas for some non-fiction writing. Follow the instructions below...



You will need two spinners for this game (templates can be found at the end of the pack).

Start with the text-type spinner (a selection of different text-types are included in the template).

Next choose six topics that interest you and write one in each segment of the topic spinner. For example: basketball, dogs, family, chocolate, Pixar films, space.

Place the tip of a pencil in the centre of the text-type spinner. Slide a paper clip over the pencil and carefully spin it to randomly select a text-type. Repeat this process with your topic spinner.

In the photographs shown, the paperclip has landed on 'instructions' and 'dogs'. This person might choose to write some instructions on 'How to Give Your Dog a Bath' or 'How to Set Up an Agility Course for a Border Collie'. They could even choose to write some instructions written by a dog on how to train a human!

Be clear about the purpose and audience of your writing. Adapt the language you use to suit the reader.

Think back to your previous learning. What are the main features of the text-type you have landed on? What sorts of sentences and vocabulary will you include? How will you organise and present your writing?

CREATE

Origami Story Generator



Do you sometimes find it difficult to think of ideas for a new story? These origami fortune tellers are a really fun way to get you started. All you need is a piece of paper, some scissors and a pen or pencil.



Each story-generator contains a random selection of characters, settings and plot ideas that have been chosen by YOU!

Go to the resources section of this pack to find instructions on how to make your origami story generator.

How to play:

1. First, choose the setting for your story and spell out that location name. Make sure you move the fortune teller in and out each time you say a letter. For example, if you choose 'city', you would move it four times, 'c... i... t... y...'.
2. Next, select a character from the four that are displayed. This will be the main character in your story.
3. Then, choose a number from the ones displayed and move the fortune teller in and out as you count that many times.
4. Finally, choose another number from the ones that are shown. Lift up the triangular flap with your chosen number on it to find out what your story plot will be.
5. Use the results to plan and write your own story!

INVESTIGATE

Homophones



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

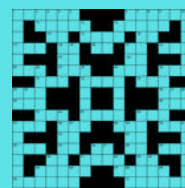
Look at the homophones below and complete some or all of the activities that will help you to remember when to use these confusing spellings correctly.

| Homophone pairs and their meanings | | | |
|------------------------------------|---|-------|--|
| berry | A juicy fruit that grows on bushes | bury | When you put or hide something underground. |
| missed | When you fail to catch or reach something – you missed it. | mist | Is like a light fog that fills the air. |
| here | Used to describe a place or position e.g. the chocolate is over here . | hear | This is one of the five senses. We hear sounds with our ears. |
| mail | Another word for a letter. An email is electronic mail . | male | Is more formal way of describing a man. |
| break | This means to separate. It might be to separate lessons with a break; to separate bones with a break (ouch) or to accidentally separate mechanical parts in a machine so it breaks. | brake | These are used to slow you down when you are moving in a car or on a bike. |

1. Design some cards to help you remember the meanings of the words. Shuffle them, turn them upside down and find the matching pairs.



bury
Is when you put or hide something underground.



2.

Make your own crossword on the squared paper in the back of this book. You can use the definitions above to help with clues. Once you have made it, see if an adult in your house can solve it.

3. Write a sentence with as many homophone pairs in as you can.

INVESTIGATE

You Choose



Choose some spellings that you would like to learn from the statutory word 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.

p
po
pop
popu
popul
popula
popular

Learn your spellings by writing them out as a pyramid.

often
build
early
fruit
address
special
circle

Put these statutory spellings in alphabetical order

disappear
disappear
disappear
disappear

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



Have a go at illustrating your spellings.

Vowels and Consonants

a
e
i
o
u

island
possible
decide
question

a
e
i
o
u

Colour code your spelling list. one colour for vowels and one colour for consonants.



Design letters to match your spelling.

c
ce
cen
centre
centre
centre
centre
e

Can you create an intersecting image with a tricky spelling? See how much of a page you can fill!

remember
material
exPERience
probably

Search for the syllables in your spellings. Colour or annotate each separate syllable like the ones above.



Using the template at the end of this booklet, make your own spelling jigsaw. Write spellings over it, cut it up, mix up the pieces and put it back together again.

If you learn 6 new spellings every week, each week of the summer holidays, then you will have learned to spell lots of new words!



INVESTIGATE

S₁ C₃ R₁ A₁ B₃ B₃ L₁ E₁



Below are scrambled scrabble tiles. Each set of letters spells a statutory spelling and your job is to work out which one it is and write it down. The list of statutory spellings is at the end of this booklet and this will help you.

T₁ H₄ A₁ Y₄ U₁ N₁ G₂



C₃ R₁ I₁ X₈ E₁ E₁ S₁ E₁



O₁ N₁ N₁ E₁ U₁ I₁ C₃ T₁

U₁ S₁ O₁ F₄ A₁ M₃

C₃ H₄ A₁ T₁ U₁ G₂

U₁ D₂ A₁ R₁ G₂



Sometimes you can scramble one word to make another word or words e.g. **earth** can be rearranged to make **heart** and **minute** can be rearranged to spell **tin emu**. This is called an **anagram**. Look at the statutory words and see if you can make some other anagrams.

Make a list of your anagrams below:

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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 |

Spellings with the suffix that sounds like 'shun' have been written in code in the box below. The first one has been done for you.

| | | | | | |
|---|---|----|---|----|----|
| 1 | 3 | 20 | 9 | 15 | 14 |
| a | c | t | i | o | n |

| | | | | | | | |
|----|---|---|---|---|---|---|----|
| 13 | 1 | 7 | 9 | 3 | 9 | 1 | 14 |
| | | | | | | | |



| | | | | | | | | | |
|---|----|----|----|---|----|----|---|----|----|
| 5 | 24 | 16 | 18 | 5 | 19 | 19 | 9 | 15 | 14 |
| | | | | | | | | | |

| | | | | | |
|----|----|----|---|----|----|
| 15 | 16 | 20 | 9 | 15 | 14 |
| | | | | | |



| | | | | | | | | | | |
|---|----|---|----|----|----|---|----|---|----|----|
| 9 | 14 | 6 | 15 | 18 | 13 | 1 | 20 | 9 | 15 | 14 |
| | | | | | | | | | | |

| | | | | | | | | | |
|----|---|----|----|---|----|----|---|----|----|
| 16 | 5 | 18 | 13 | 9 | 19 | 19 | 9 | 15 | 14 |
| | | | | | | | | | |



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

musician injection comprehension electrician
admiration electrician invention comprehension

MOVING ON UP

RESOURCES

'Don't Say the Word!' Game

| |
|---------------|
| Person |
| World |
| Object |
| Action |
| Nature |

| |
|------------|
| Footballer |
| Pyramids |
| Bunk bed |
| Painting |
| Starfish |

| |
|-------------|
| Grandmother |
| Map |
| Scooter |
| Turning |
| Cherry |

| |
|------------|
| Baby |
| Binoculars |
| Jigsaw |
| Splashing |
| Tarantula |

| |
|------------|
| Aladdin |
| London Zoo |
| Tap |
| Singing |
| Nest |

| |
|------------|
| Zookeeper |
| China |
| Dictionary |
| Laughing |
| Emu |

| |
|-------------|
| Gymnast |
| Sea |
| Alarm clock |
| Crying |
| Petal |

| |
|------------|
| Usain Bolt |
| Airport |
| Bracelet |
| Dancing |
| Dandelion |

| |
|------------|
| Peter Pan |
| Island |
| Toothbrush |
| Sneezing |
| Lemon |

| |
|-----------|
| Scientist |
| Hospital |
| Comb |
| Smiling |
| Fox |

| |
|---------|
| Referee |
| France |
| Canoe |
| Driving |
| Thistle |

| |
|----------|
| Teacher |
| London |
| Frisbee |
| Cleaning |
| Flood |

| |
|--------------|
| Teenager |
| Eiffel Tower |
| Thermometer |
| Climbing |
| Bean |

| |
|--------------|
| Mary Poppins |
| Theatre |
| Bone |
| Whispering |
| Pebble |

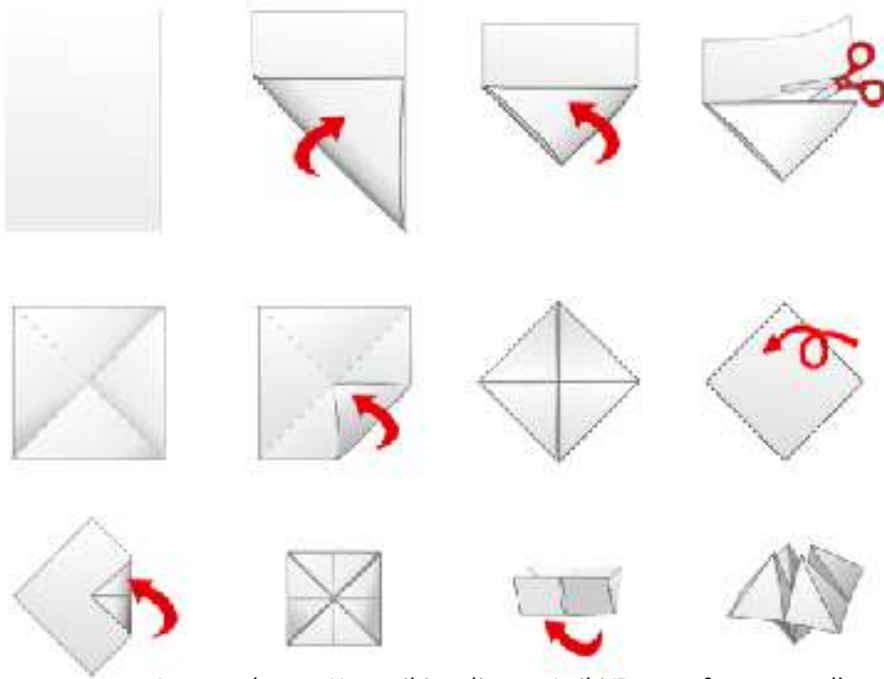
| |
|---------------|
| Firefighter |
| Swimming pool |
| Bowling ball |
| Shouting |
| Snowflake |

| |
|----------|
| Nurse |
| Seaside |
| Banana |
| Crawling |
| Branch |

'Don't Say the Word!' Game

| | | | |
|--|--|--|--|
| <div>Person</div> <div>World</div> <div>Object</div> <div>Action</div> <div>Nature</div> | | | |
| | | | |
| | | | |
| | | | |
| | | | |

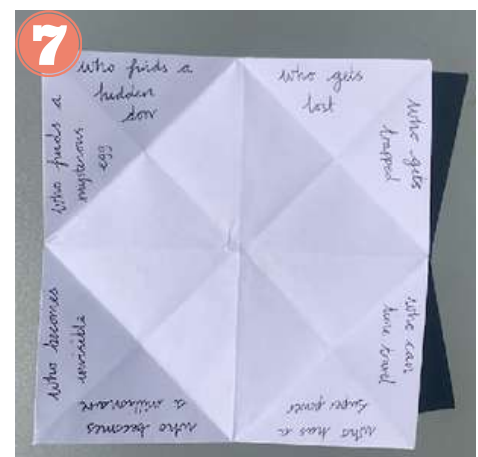
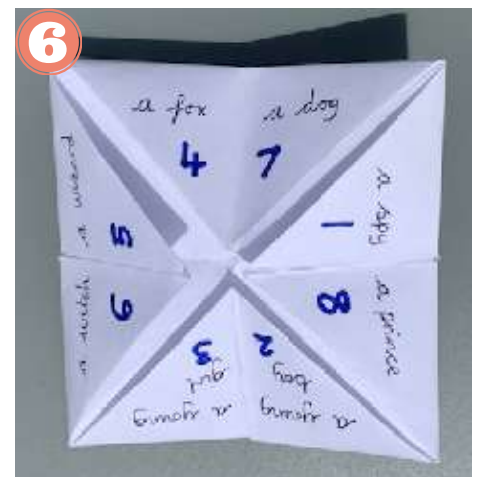
Origami Story Generator Instructions



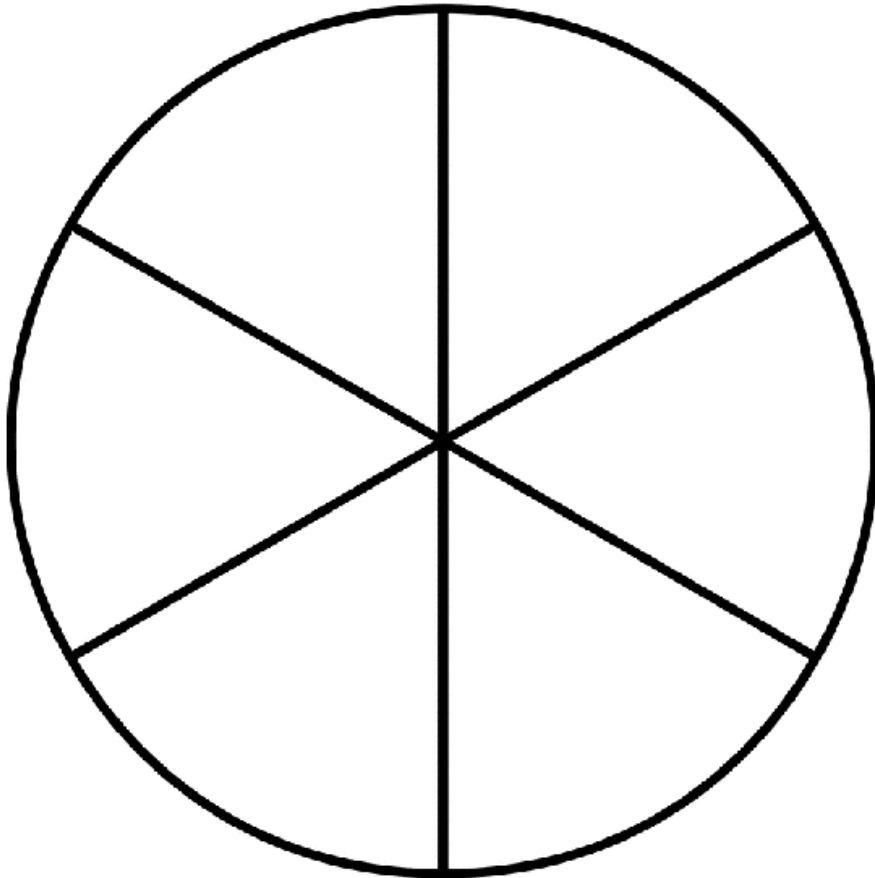
Source: https://en.wikipedia.org/wiki/Paper_fortune_teller

How to make an origami story generator (also known as a 'fortune teller'):

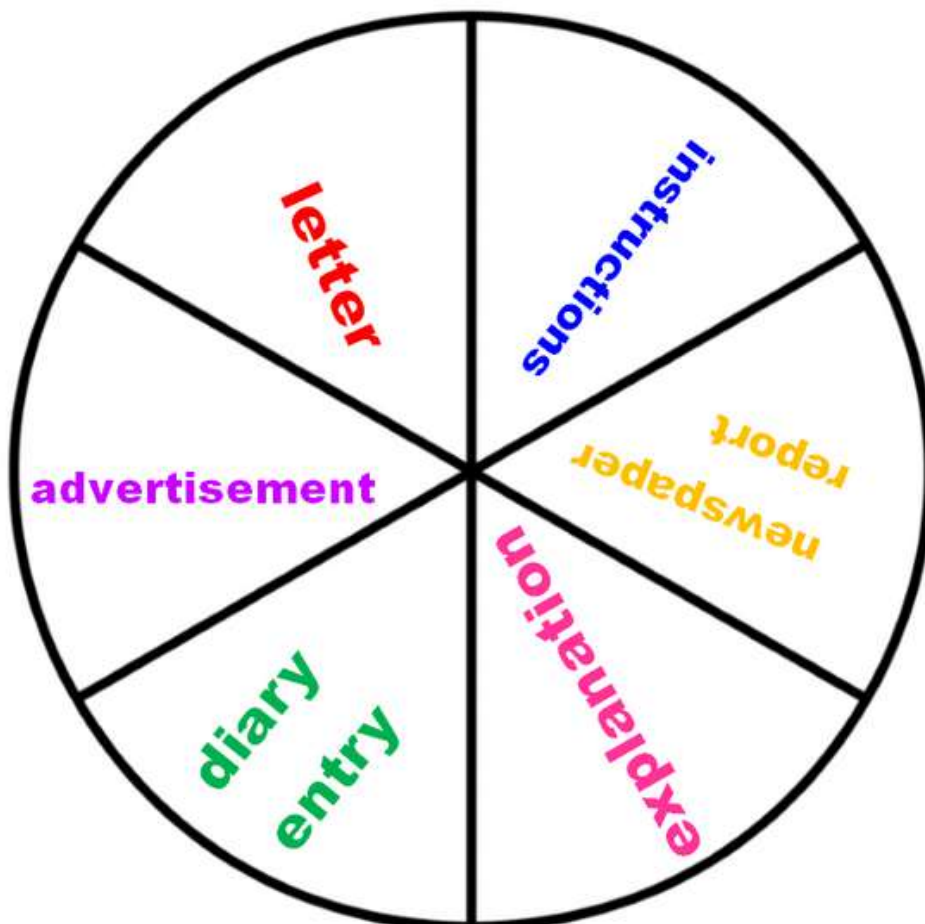
1. Start off with a squared piece of paper and fold it diagonally into four quarters.
2. Fold the four corners of the square into the centre to make a smaller square.
3. Turn the resulting smaller square over and fold the four corners into the centre again.
4. Fold up the four corners so that the points meet in the middle. Work your fingers into the pockets of paper in each of the four corners.
5. Choose four settings to write on the squares that are positioned on the outside of your fortune teller.
6. Then decide on eight characters to write on the triangles that are inside the fortune teller. Randomly write the numerals 1-8 on the triangles.
7. Open up the fortune teller and write down eight different plots. Top tip: use 'who...!'



Non-fiction Spinner Templates



Choose 6 topics that interest you and write one in each section.



The text-types have already been chosen for you.

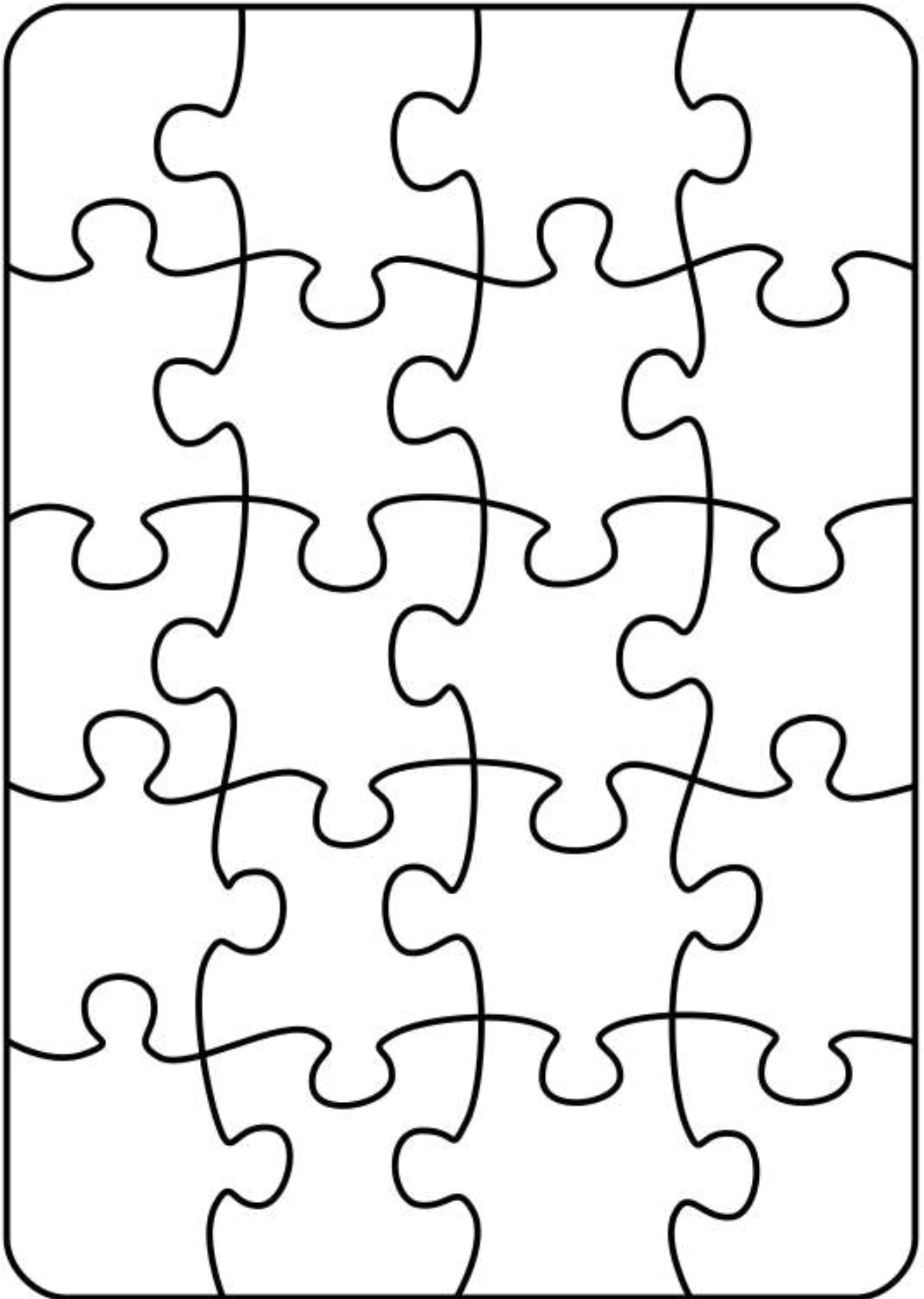
Statutory Spellings

| List 1 | ✓ | List 2 | ✓ | List 3 | ✓ | List 4 | ✓ | List 5 | ✓ |
|-----------------------|---|-----------------------|---|----------------------|---|--------------------|---|-------------------|---|
| accident/accidentally | | build | | continue | | exercise | | group | |
| actual / actually | | busy / business | | decide | | experience | | guard | |
| address | | calendar | | describe | | experiment | | guide | |
| answer | | caught | | different | | extreme | | heard | |
| appear | | centre | | difficult | | famous | | heart | |
| arrive | | century | | disappear | | favourite | | height | |
| believe | | certain | | early | | February | | history | |
| bicycle | | circle | | earth | | forward / forwards | | imagine | |
| breath | | complete | | eight / eighth | | fruit | | increase | |
| breathe | | consider | | enough | | grammar | | important | |
| List 6 | ✓ | List 7 | ✓ | List 8 | ✓ | List 9 | ✓ | List 10 | ✓ |
| interest | | natural | | popular | | question | | strength | |
| island | | naughty | | position | | recent | | suppose | |
| knowledge | | notice | | possess / possession | | regular | | surprise | |
| learn | | occasion/occasionally | | possible | | reign | | therefore | |
| length | | often | | potatoes | | remember | | though / although | |
| library | | opposite | | pressure | | sentence | | thought | |
| material | | ordinary | | probably | | separate | | through | |
| medicine | | particular | | promise | | special | | various | |
| mention | | peculiar | | purpose | | straight | | weight | |
| minute | | perhaps | | quarter | | strange | | woman / women | |

Do your crossword here

This image shows a full page of blank graph paper. The grid consists of small, uniform squares formed by thin, light blue horizontal and vertical lines. There are no margins, text, or other markings on the page.

Make your jigsaw using this template



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