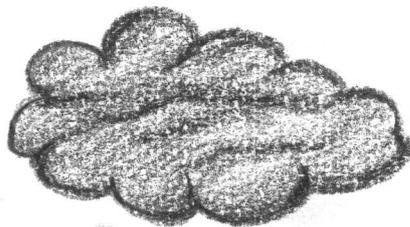
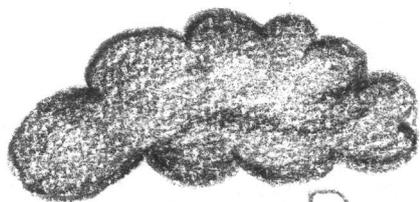


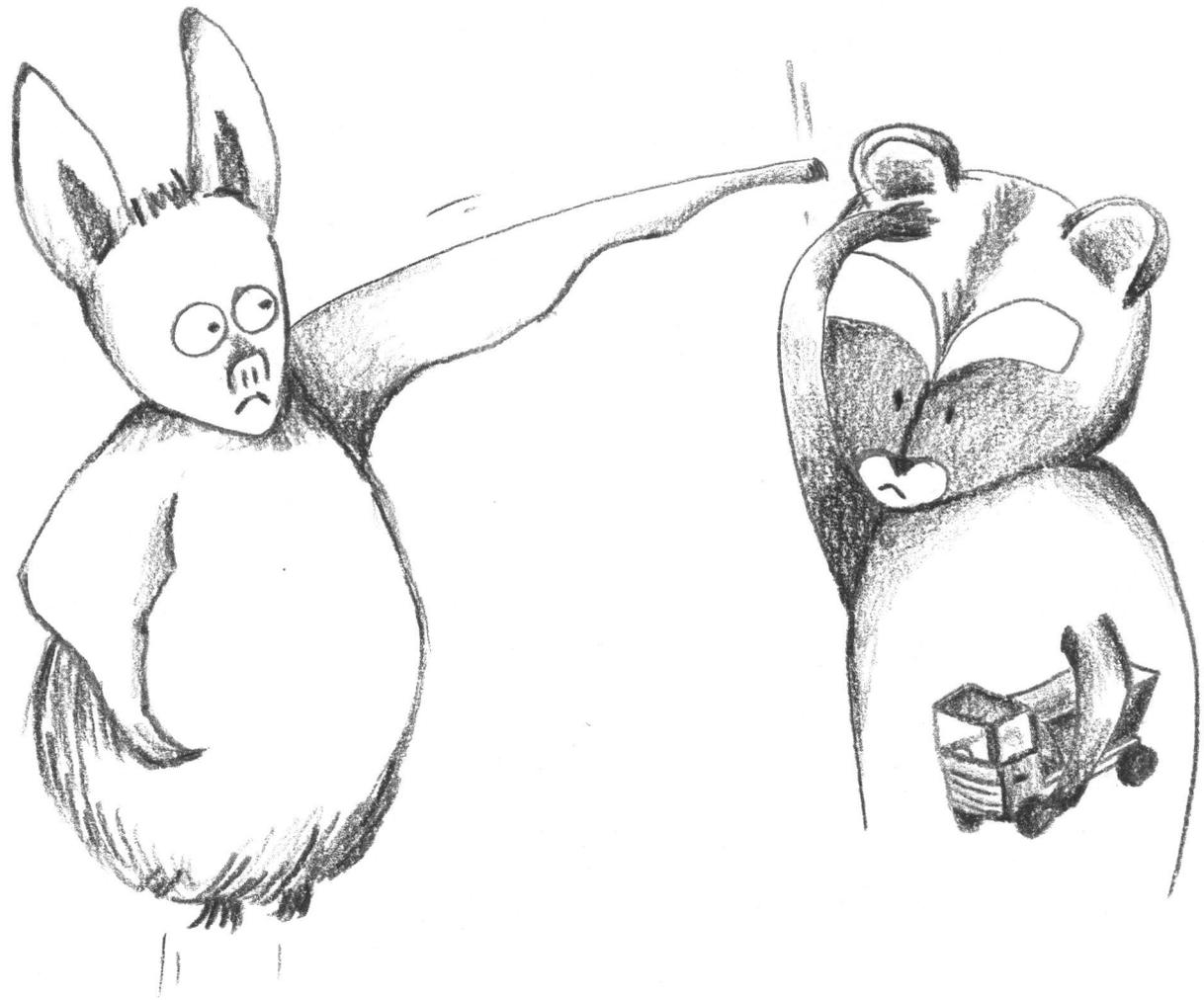
Boris and Sid are bad!

Story by Ruth Merttens
Illustrated by Anne Holm Petersen

Boris is cross.
Sid has his lorry.



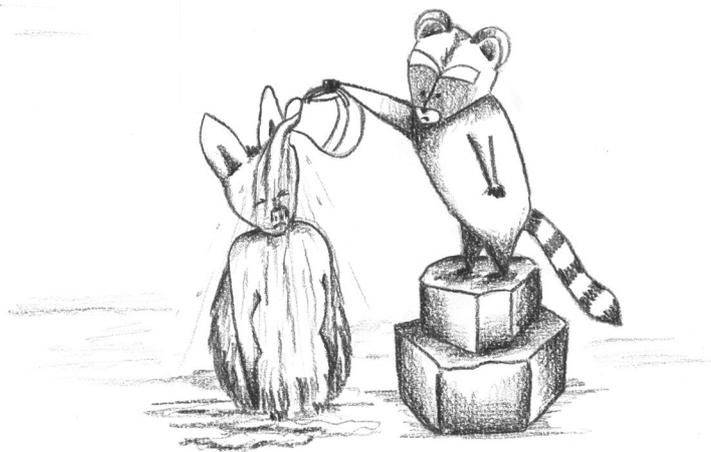
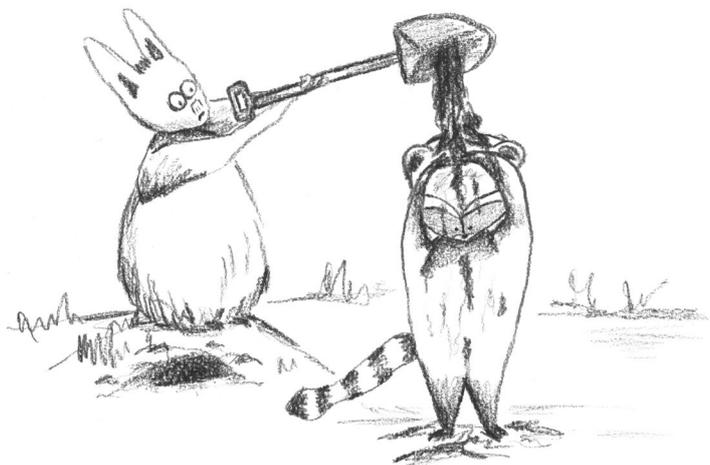
Boris hits Sid.
Sid hits Boris.



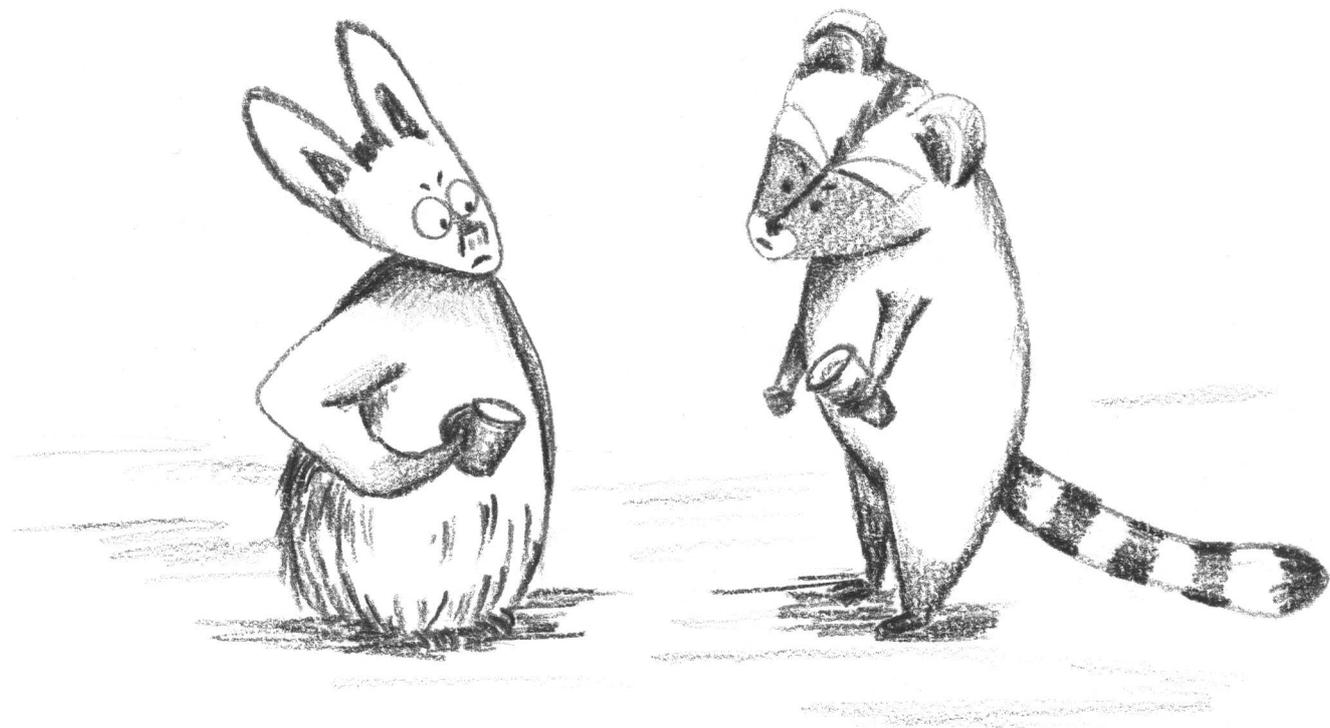
Boris tips socks on Sid.
Sid tips sand on Boris.



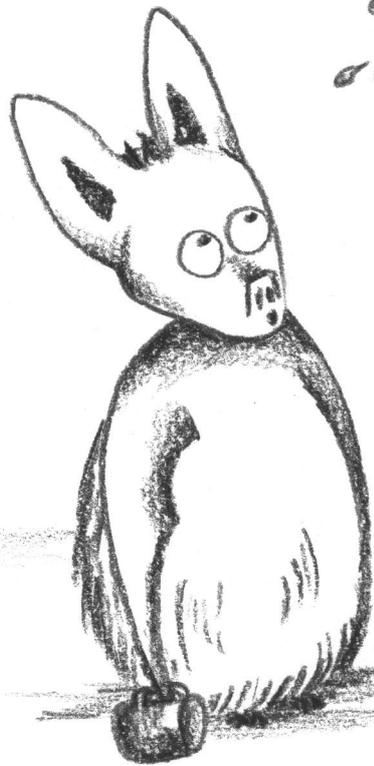
Boris tips mud on Sid.
Sid tips milk on Boris.



Boris grabs a mug.
Sid grabs a cup.



Boris chucks the mug at Sid.
Sid chucks the cup at Boris.



Boris is cross.

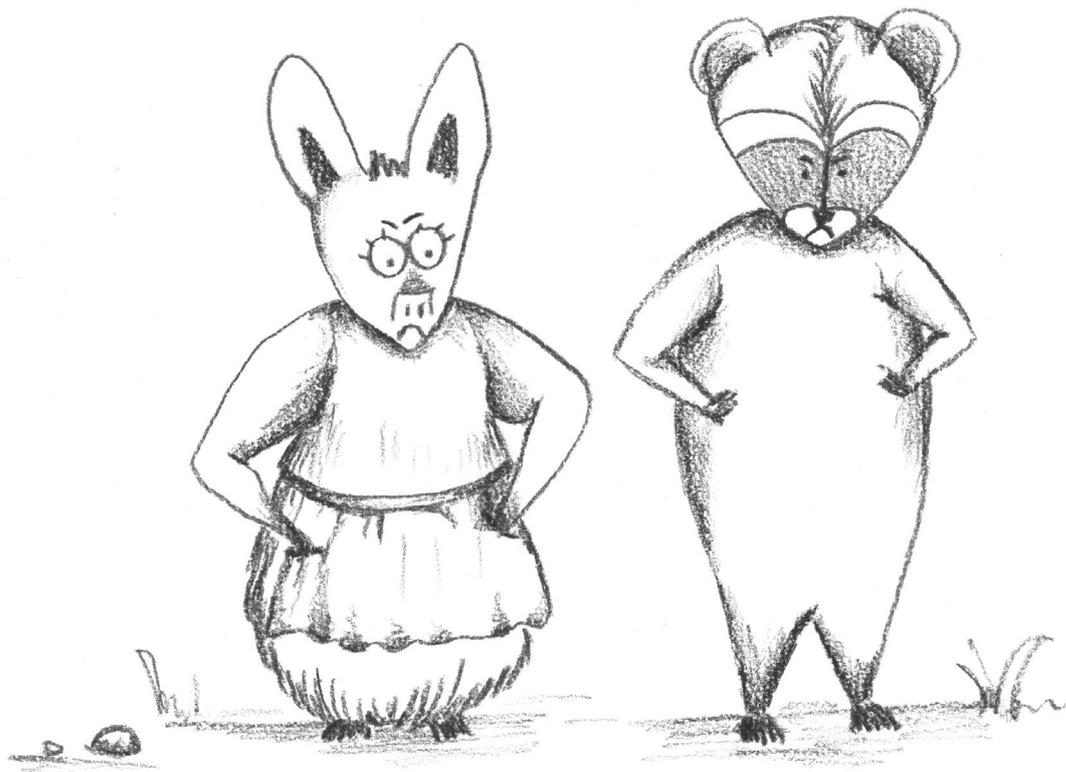
Sid is cross.



Boris and Sid are in the pond!



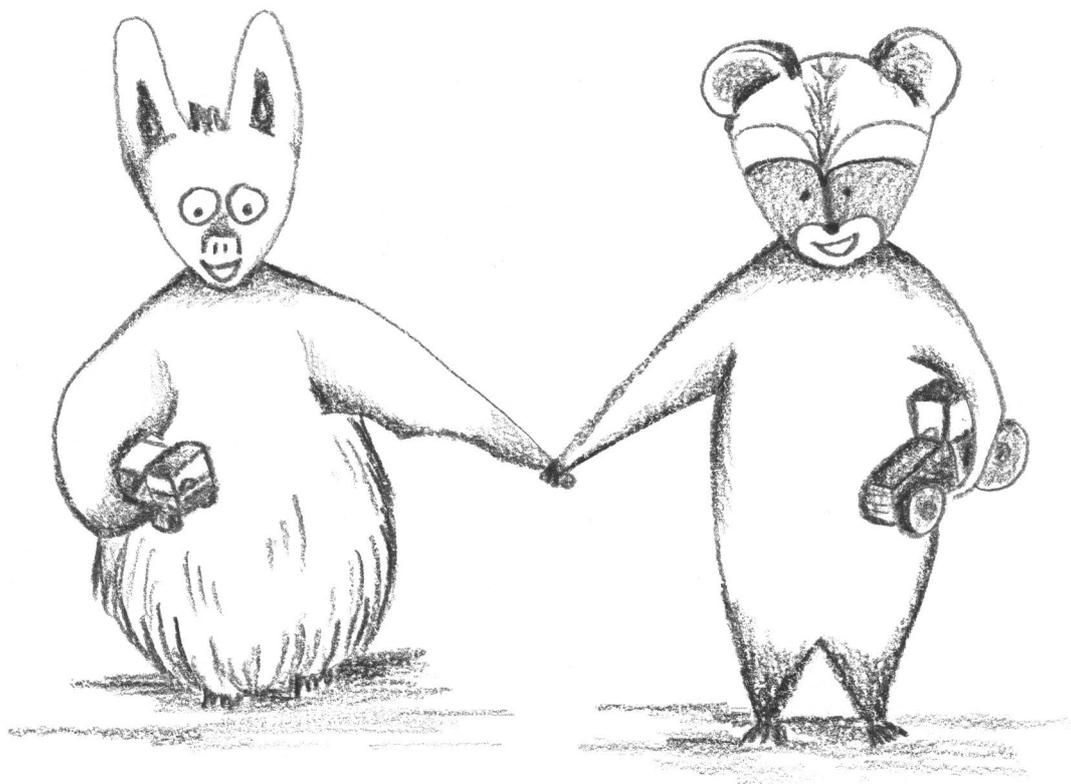
Mummy and Daddy are here.



Boris is muddy and damp.
Sid is muddy and damp.



Boris is sorry.
Sid is sorry.



Sounds and letters

/c/ as c, /t/ as t, /a/ as a

/d/ as d, /g/ as g, /o/ as o

/m/ as m, /n/ as n

/i/ as i, /s/ as s and ss

/u/ as u, /r/ as r

/h/ as h, /l/ as l and ll

/e/ as e, /b/ as b

/f/ as f and ff, /sh/ as sh

/p/ as p, /c/ as k and ck

/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)

Code-Breakers

Extended Texts ~ Book 1

Hamilton Trust ~ www.hamilton-trust.org.uk

Registered Charity no. 1004205.

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.

1. Read and enjoy the story, *Boris and Sid Are Bad*

Use the *Reading Strategies* to help decode any new and tricky words and answer the *Questions* about the story.

2. Recognise single-sentence instructions

What might Sid and Boris have said to each other during their arguments?

- Read through the sentences on *What Sid and Boris Said* and identify these as instructions.
- Read the checklist of single-sentence instruction features.

3. Write instructions from Mum and Dad to Boris and Sid

Mum and Dad are cross with Boris and Sid.

On *Mum and Dad's Instructions*, write some instructions that Mum and Dad give to the naughty pair.

Now Try These Fun-Time Extras

- Read the *Jumbled Sentences*. Tick only the ones that are instructions.
- Can you find any examples of instructions around your house?
- Using *Falling Out and Making Up*, describe a time when you and a friend had an argument and what you did to make friends again.

Reading Strategies

When you come across a word you don't know, use these strategies to help you read it!

<u>Sound out</u> the word <i>This is the first strategy to use!</i>	
Break words into <u>syllables</u> e.g. <i>cat-er-piller</i>	Look for <u>smaller words</u> within words e.g. <i>c-at</i>
<u>Skip</u> the word and read the rest of the sentence to try and work out what it says	Did the sentence you read <u>make sense</u> ?
Use the <u>pictures</u>	<u>Remember</u> the text

Questions

What started
the argument?

What other
emotions do
you feel when
you are cross?

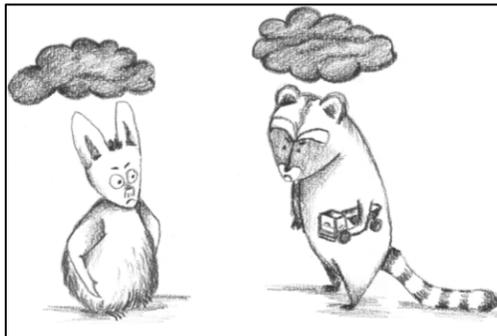
What do you
think mummy
and daddy said
to Boris and
Sid?

How do Boris
and Sid show
each other they
are friends
again?

Share a time
when you have
been very cross.

Share a time
you have fallen
out with a
friend, and how
you made up.

What Sid and Boris Said



Sid said...

Go away Boris.

Do not tip that mud on me!

Say sorry and keep out of my way.

Boris said...

Give me back my lorry!

Stay away from me.

Don't come round to my house.

Never speak to me again!

Sentences which are instructions...

- are usually quite short

- have a bossy doing word (a verb) at the start of the sentence

- sometimes have an exclamation mark (!) at the end of the sentence instead of a full stop

Mum and Dad's Instructions

In some sentences, use the word *and* to join two instructions together.

Check your sentences against the list on previous page.
Are yours proper instructions?



Mum's instructions to Sid and Boris

A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. Inside the border are six horizontal lines for writing.

Dad's instructions to Sid and Boris

A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. Inside the border are six horizontal lines for writing.

Jumbled Sentences



Sentence	Tick or cross?
It's a beautiful day today.	
Can I play with Sid?	
Go to the shops for me.	
Buy two packets of biscuits.	
I like biscuits.	
Why do we need two packets of biscuits?	
Give one to Sid!	
Do I have to?	
Yes, or he will be sad.	
Be quick and do not stay out too late.	

Try writing some more instruction of your own!

A time a friend and I had an argument

Describe a time that you and a friend had an argument.



A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. The interior of the box is white and contains seven horizontal lines for writing.

Now describe what you did to make friends again.



A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. The interior of the box is white and contains seven horizontal lines for writing.



Dear
Postman

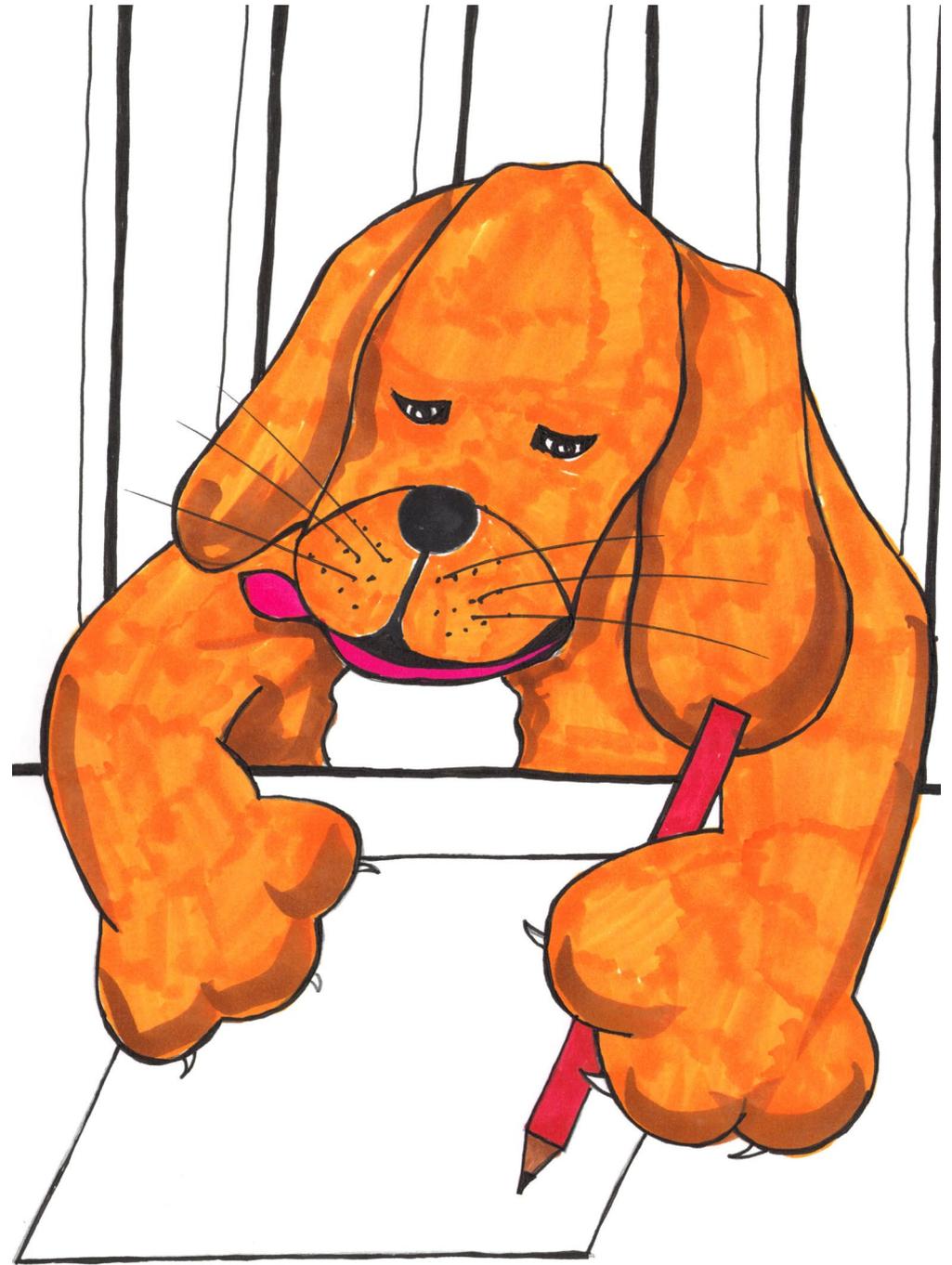
Written by Ruth Merttens,
illustrated by Jackie Abey

Dear Postman,

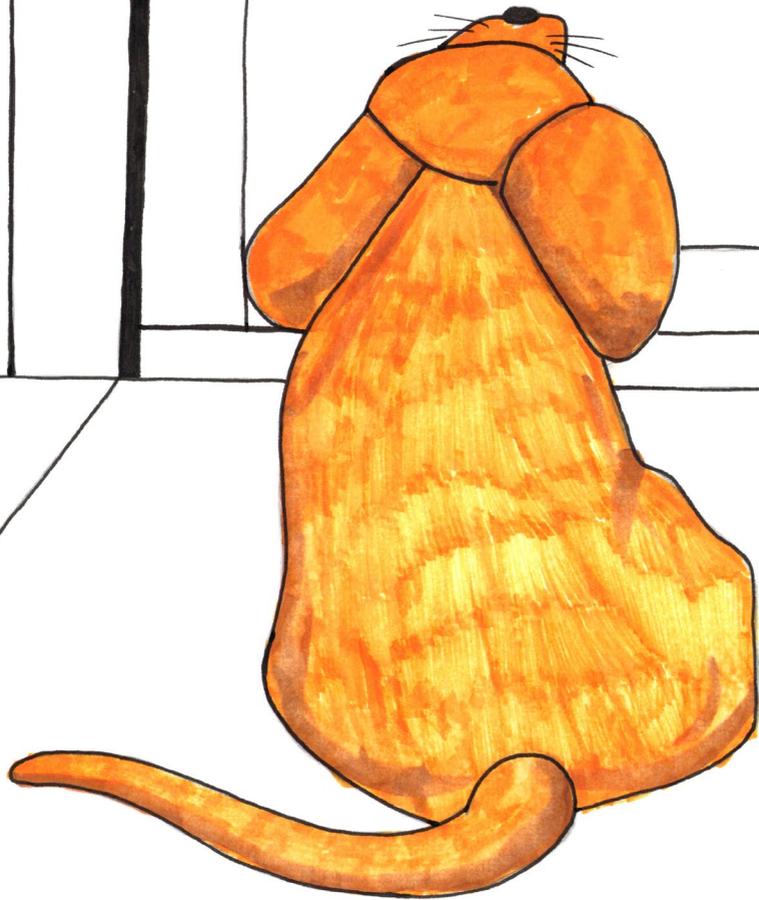
Please can you bring
me a bone?

Love,

Puppy



Puppy waited.



It is in the post!



Dear Postman,

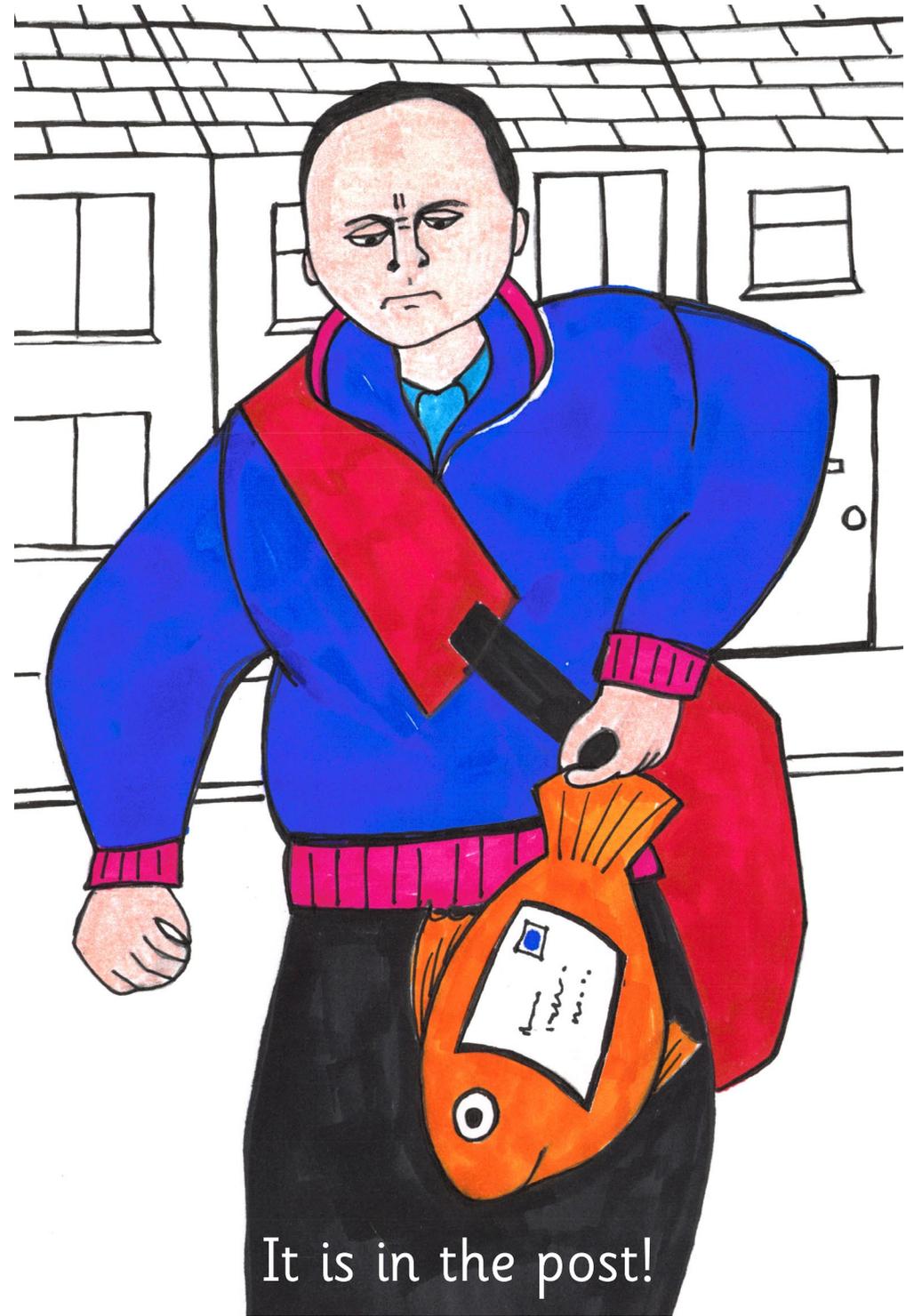
Please can you bring
me a fish?

Love,

Kitten



Kitten waited.



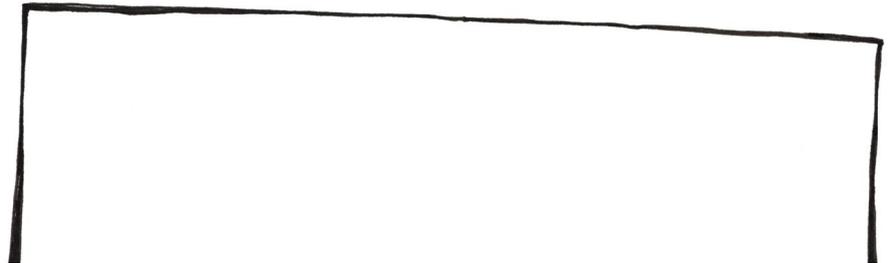
It is in the post!

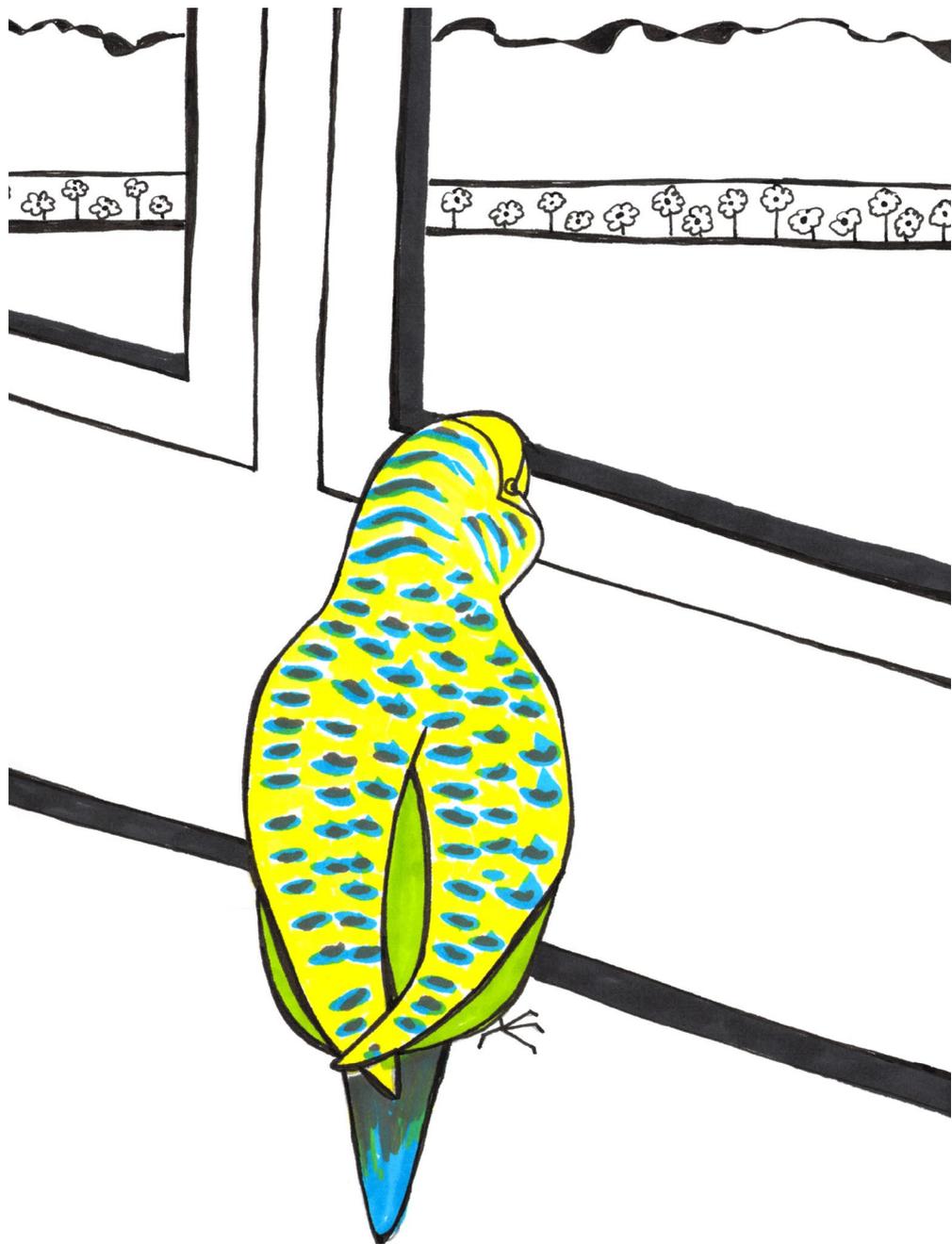
Dear Postman,

Please can you bring me
some millet?

Love,

Budgie





Budgie waited.

It is in the post!



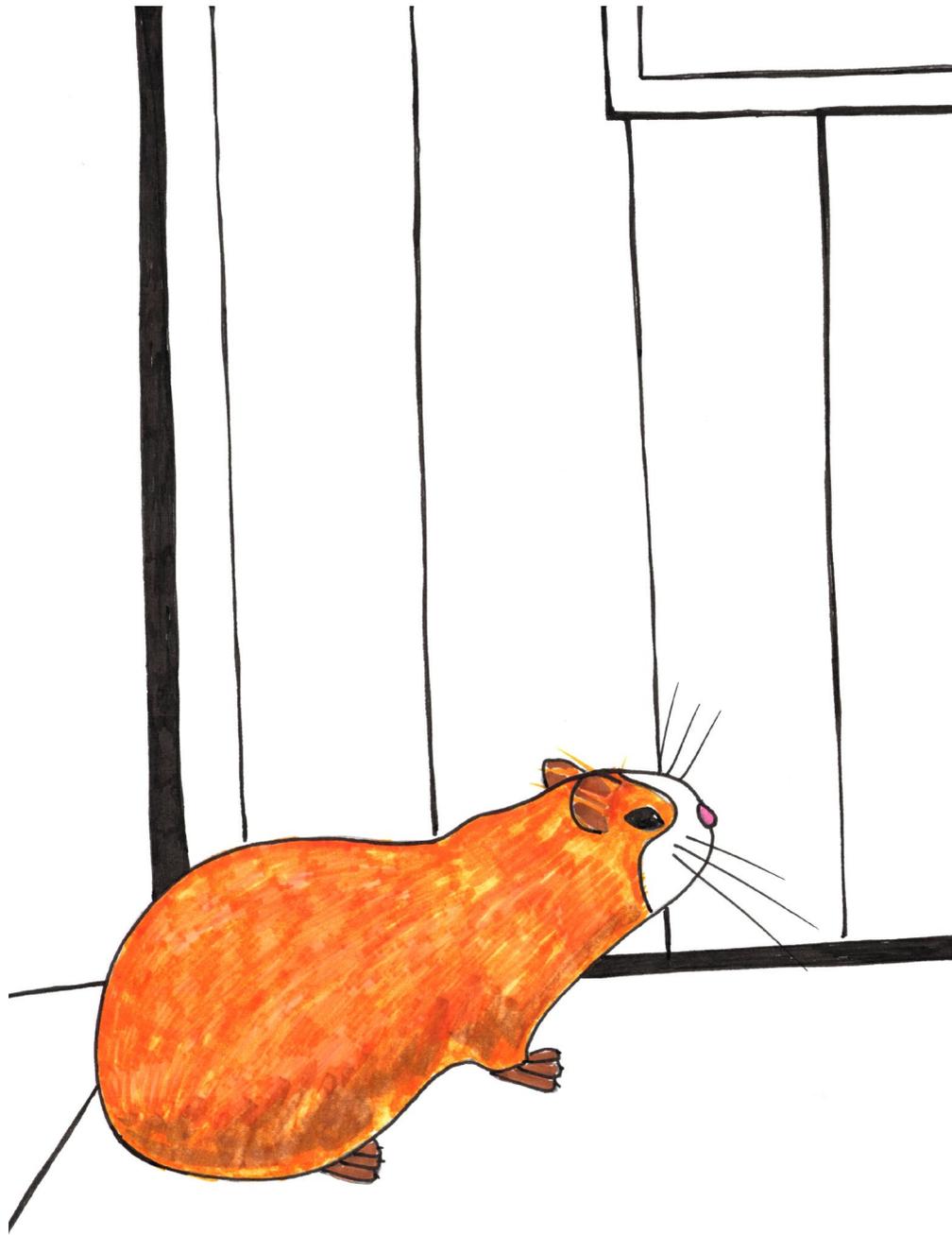
Dear Postman,

Please can you bring me a nut?

Love,

Hamster



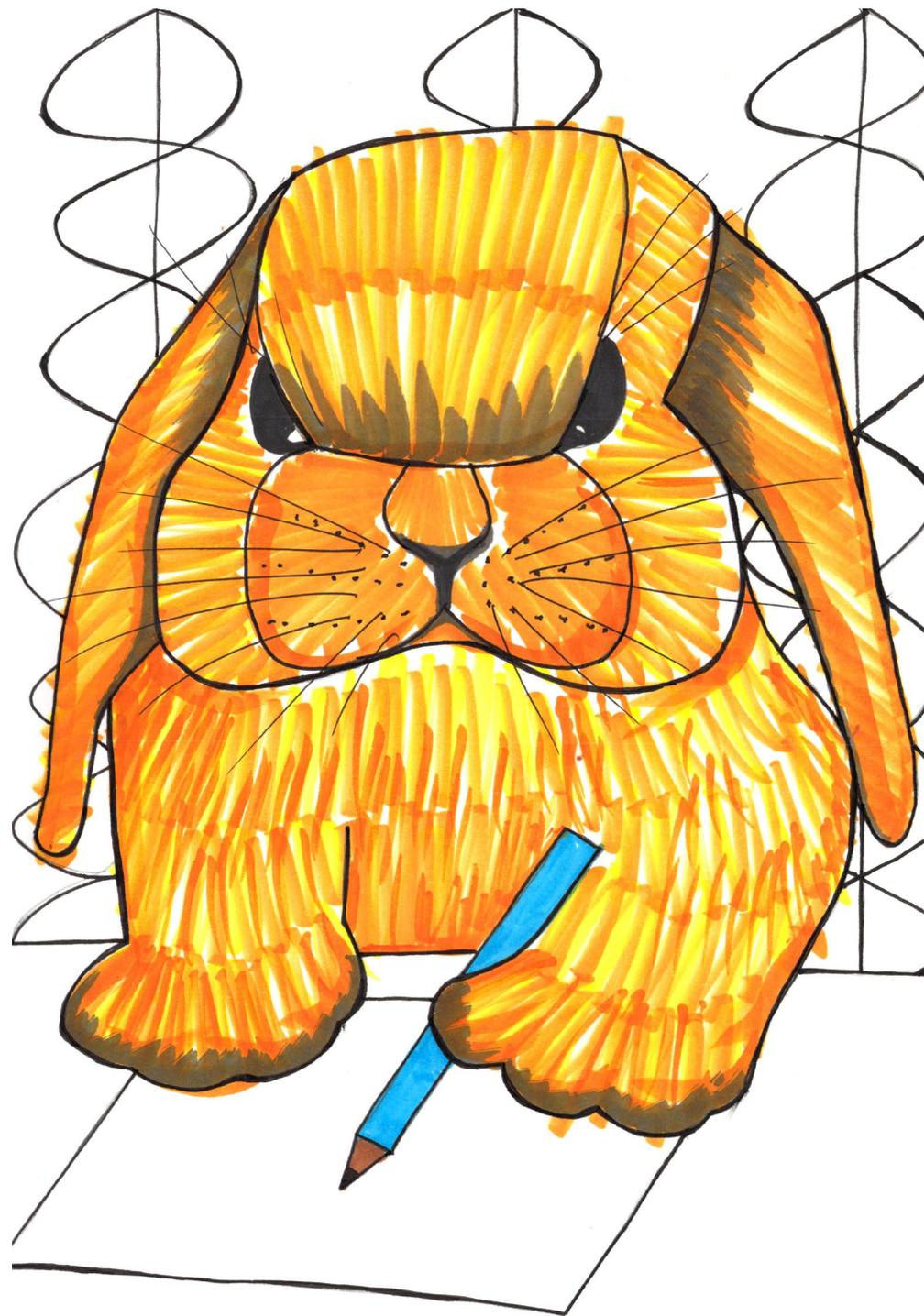


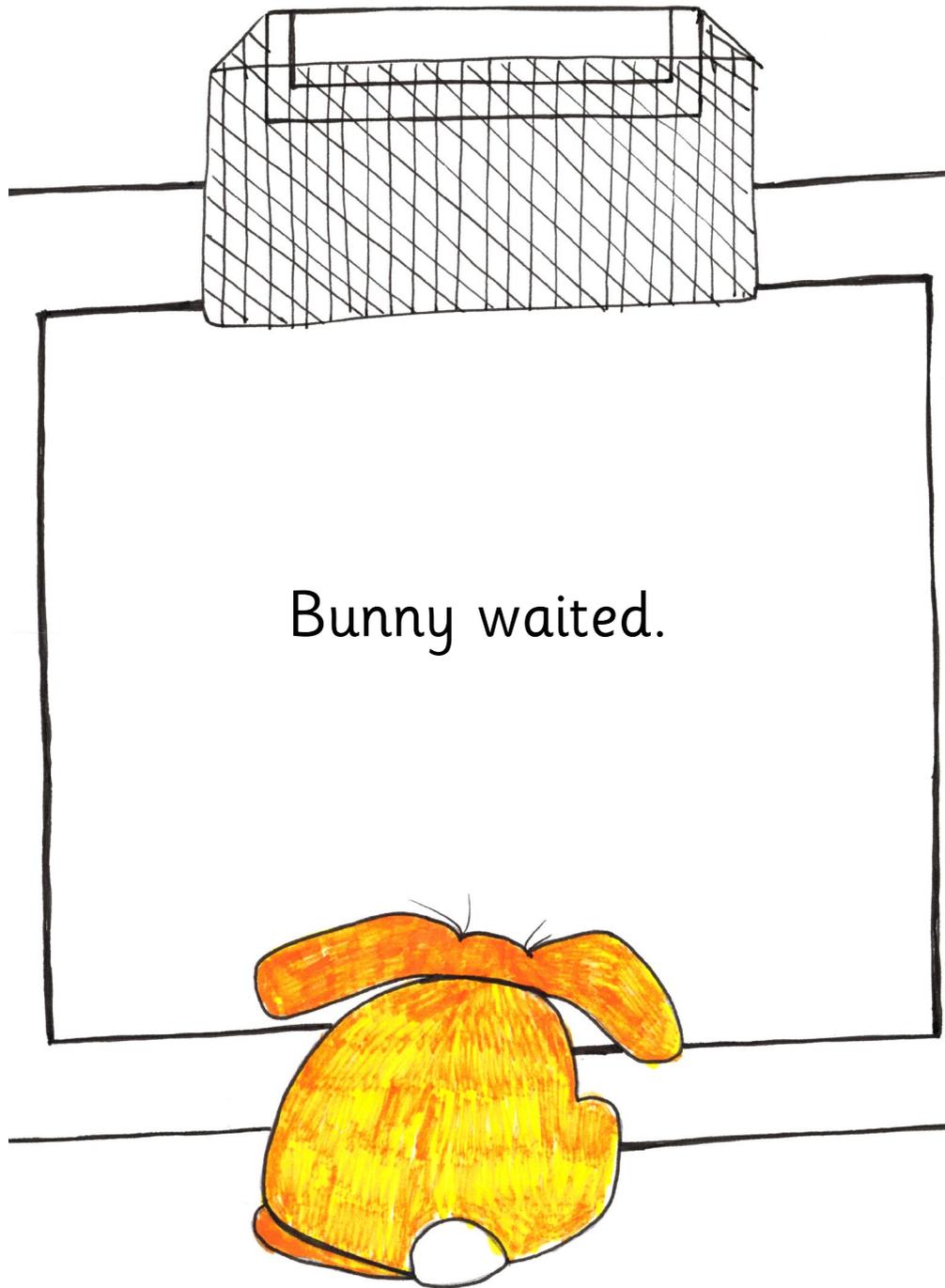
Hamster waited.

It is in the post!



Dear Postman,
Please can you bring me a carrot?
Love,
Bunny





Bunny waited.



It is
in the
post!

Dear Postman,

Please can you bring
me a worm?

Love,

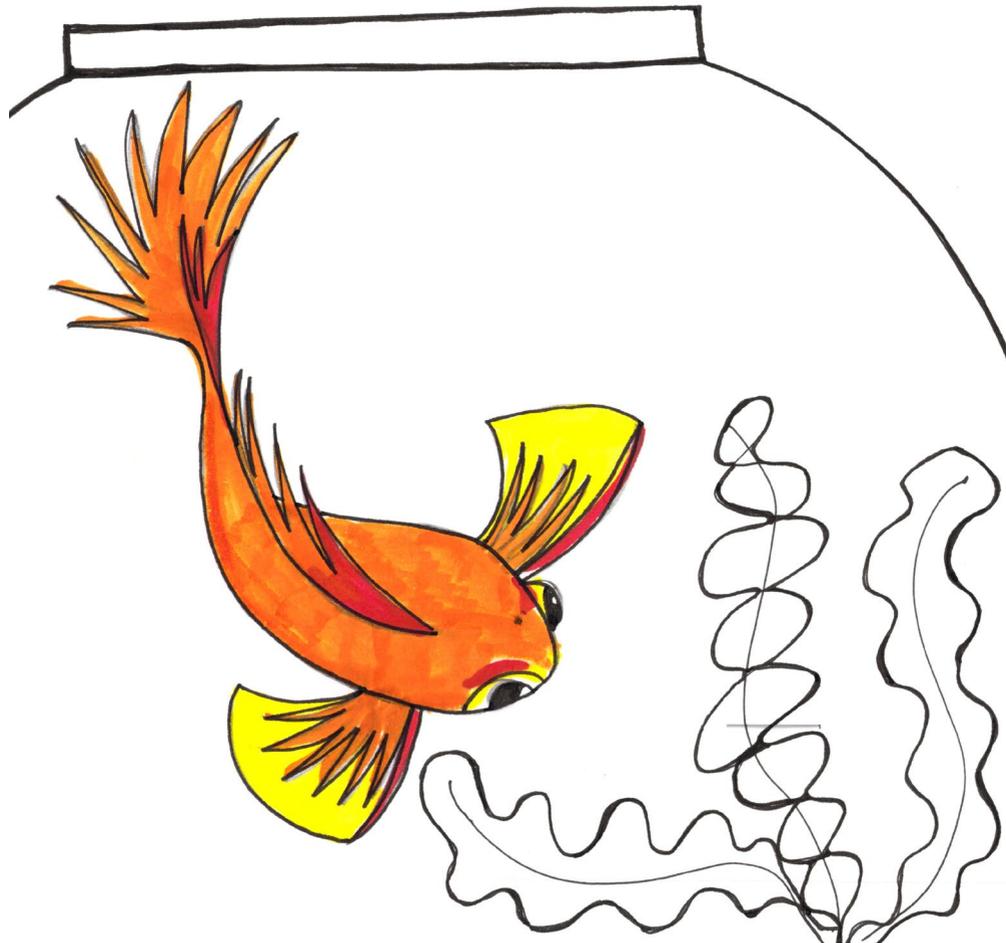
Goldfish



It is in the post!



Fish waited.

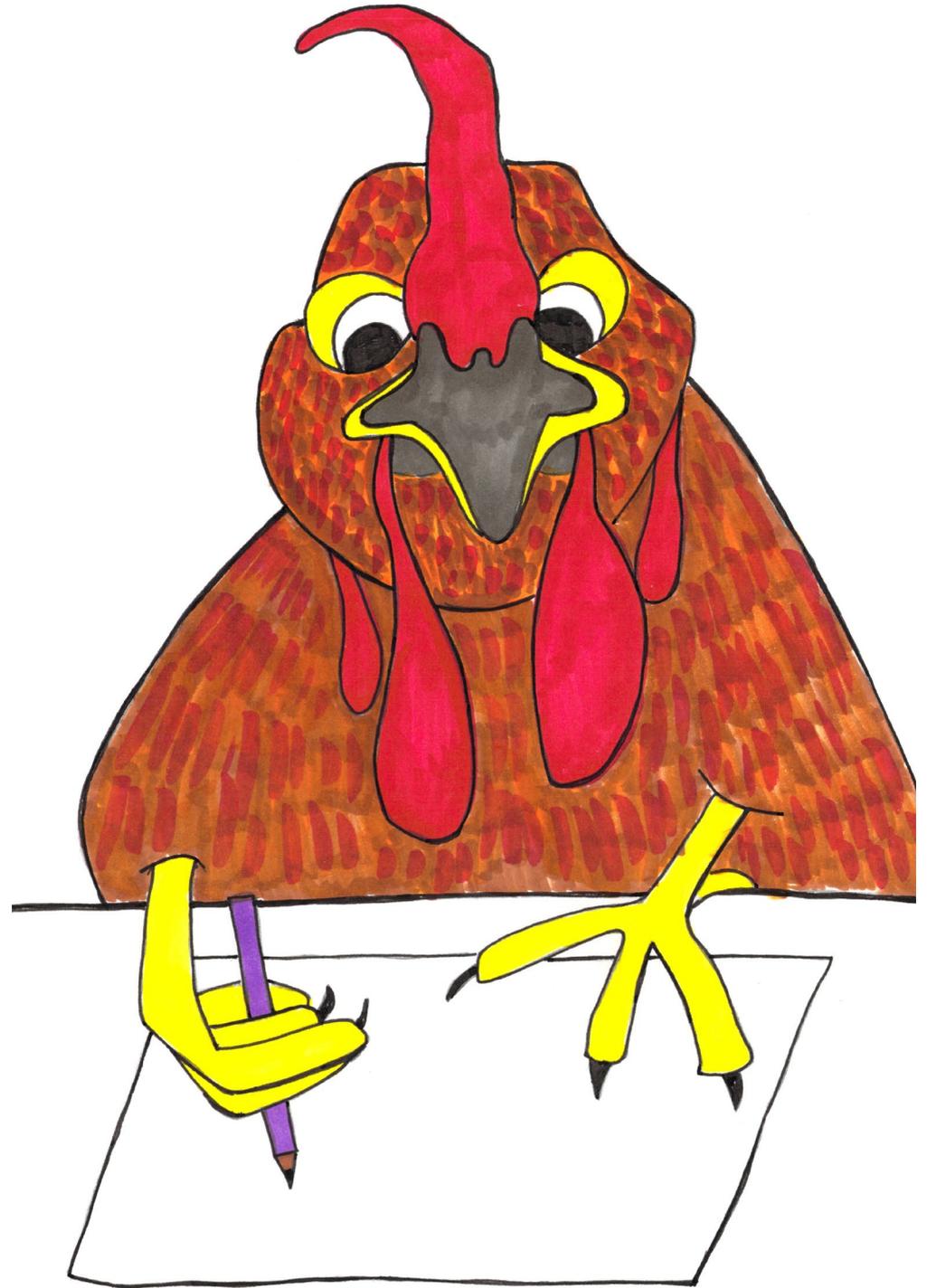


Dear Postman,

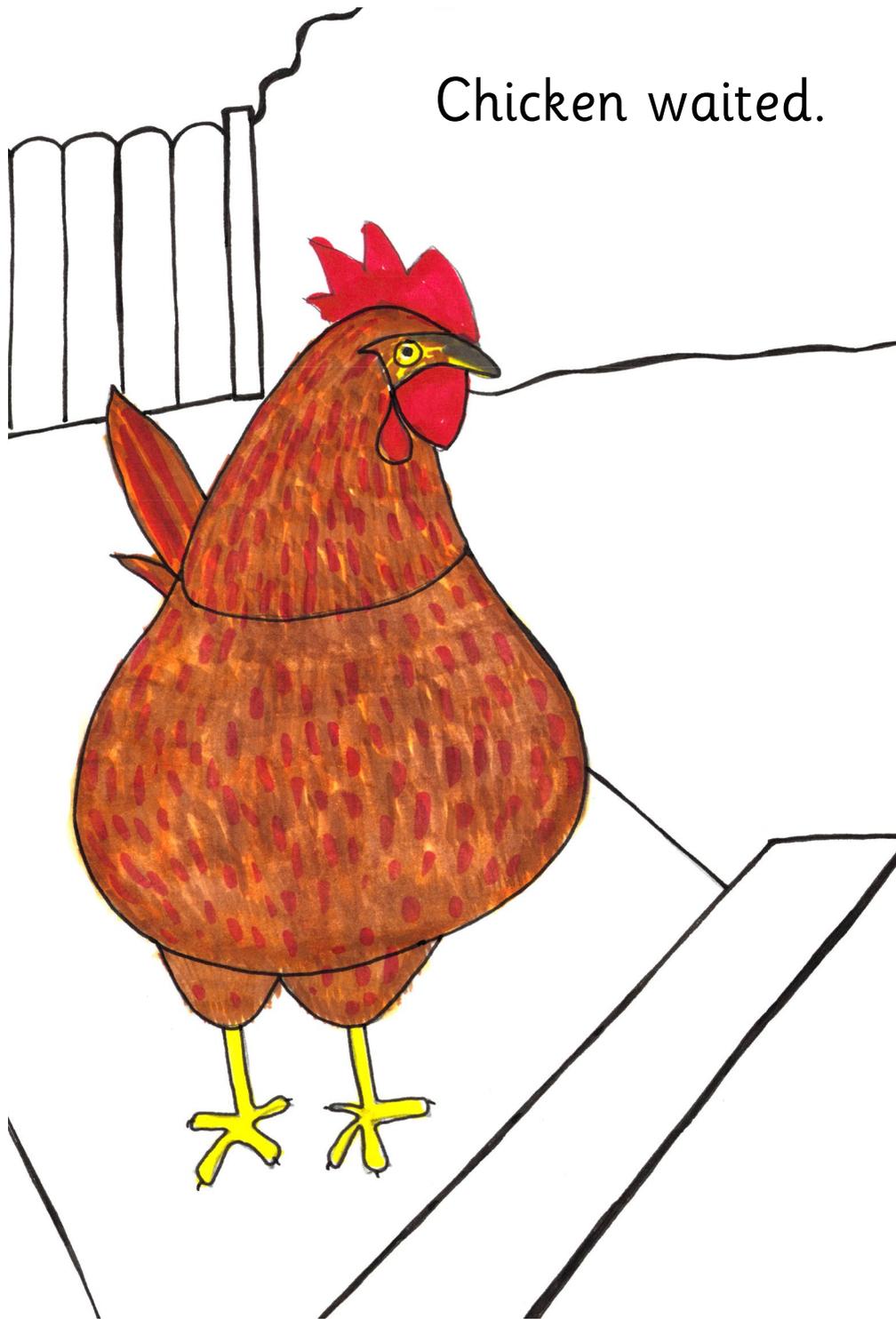
Please can you bring me
some corn?

Love,

Chicken



Chicken waited.



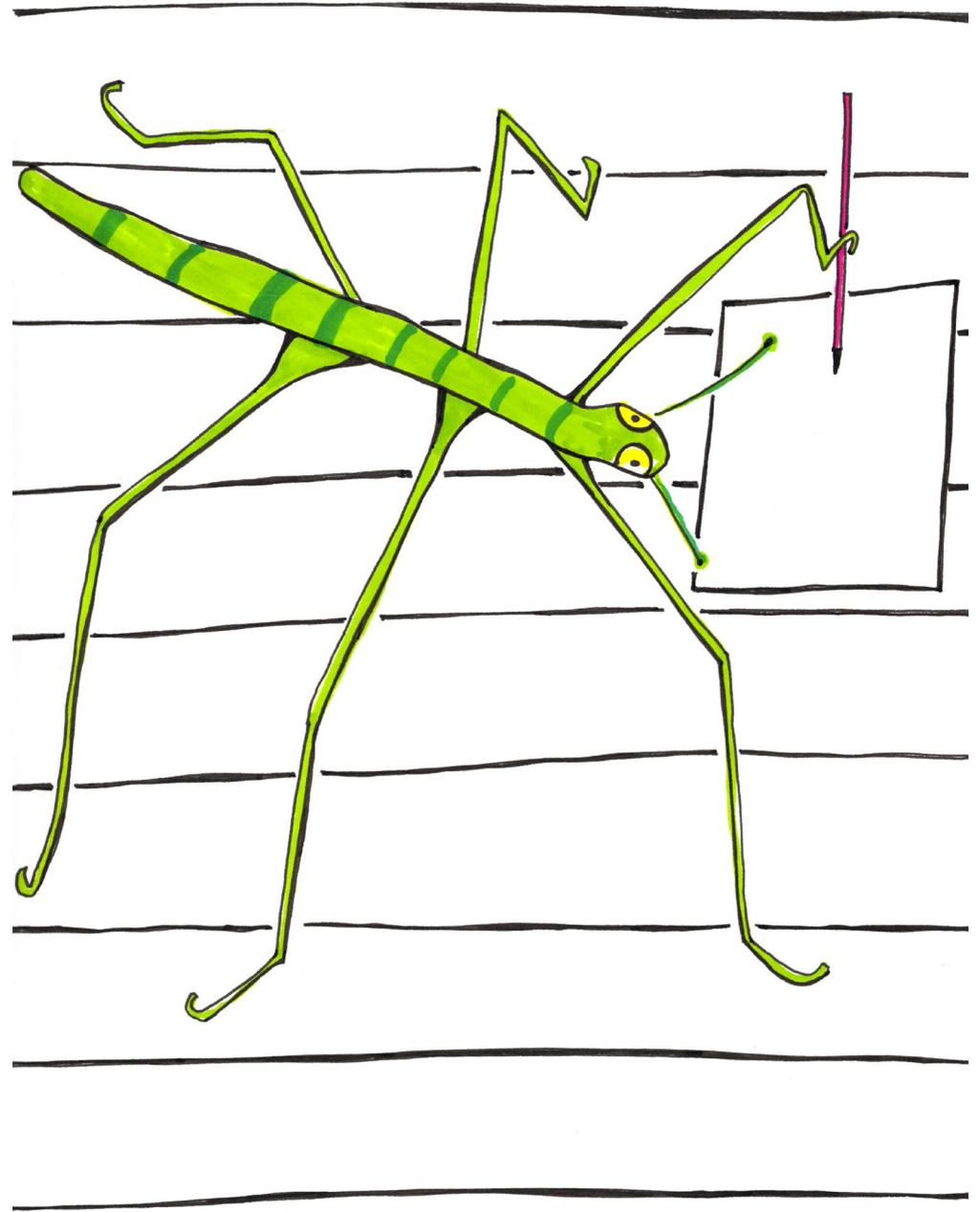
It is in the post!

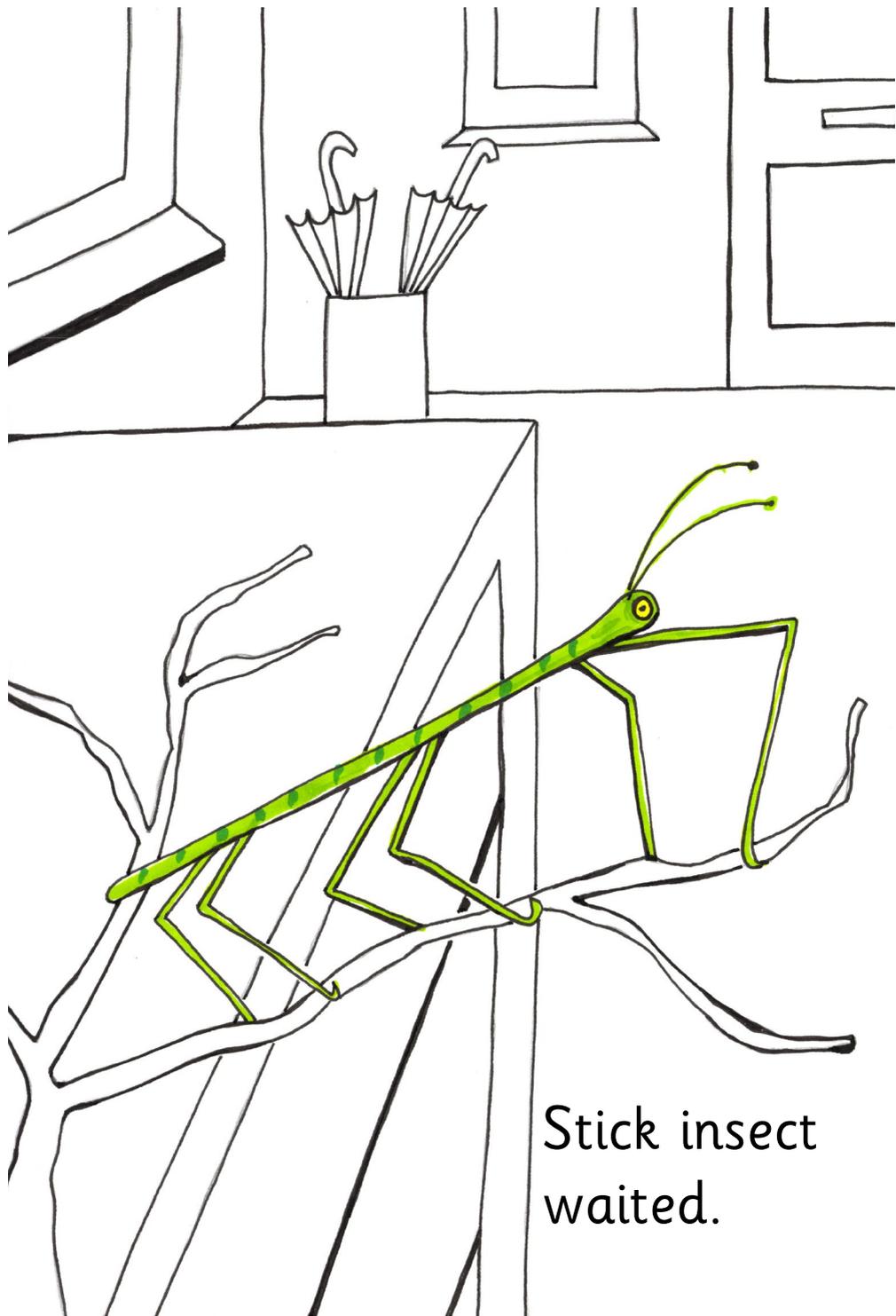
Dear Postman,

*Please can you bring
me a leaf?*

Love,

Stick Insect





Stick insect
waited.



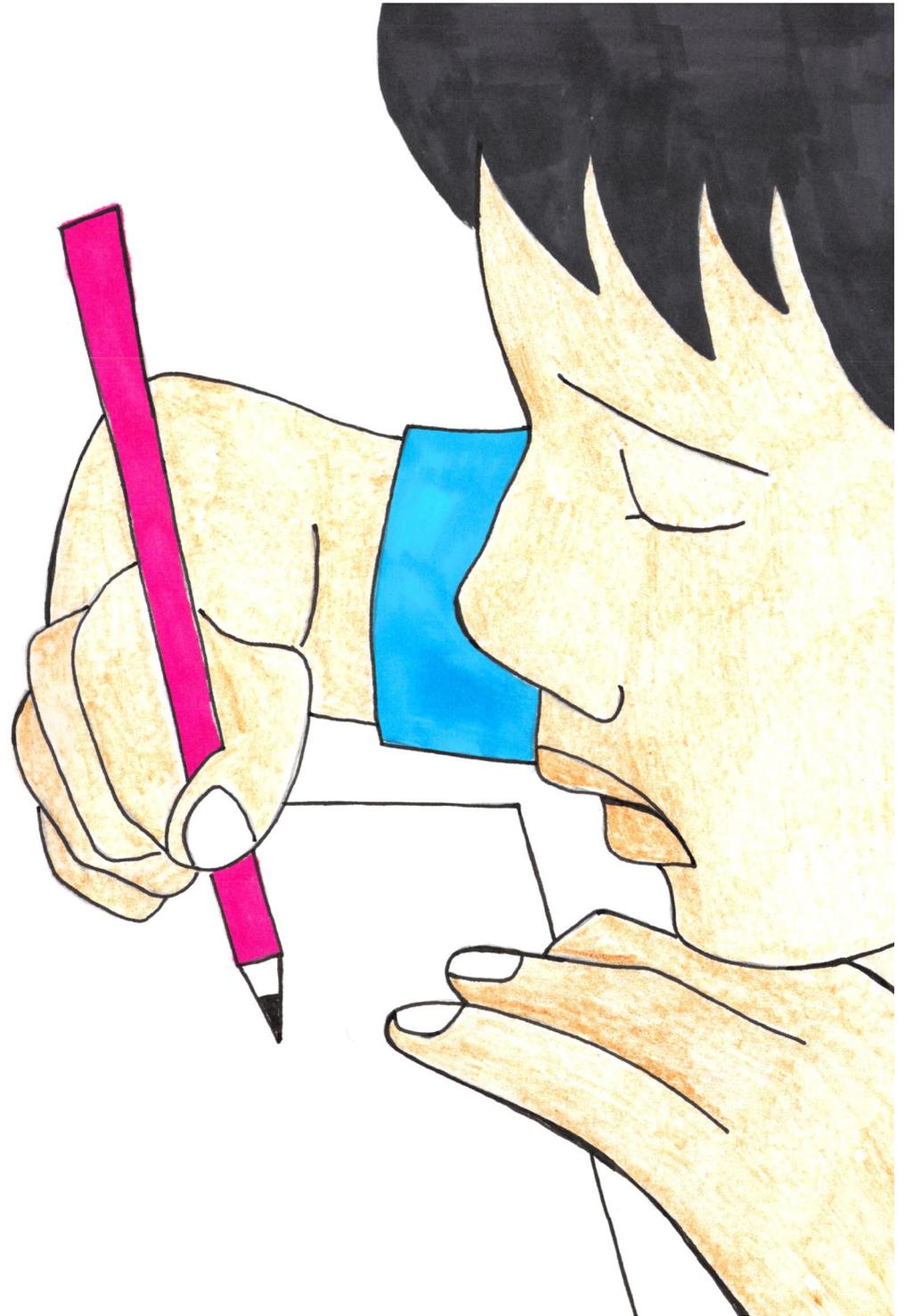
It is in the post!

Dear Postman,

Please can you bring
me a tiger?

Love,

Sam



Sam waited.



A letter
arrived.



Dear Sam,

Sorry, no!

I cannot bring you a
tiger.

Have this instead!

Love,

Postman



Ticket

for a trip to the Zoo.

Sounds and Letters

/c/ as c, /t/ as t, /a/ as a

/d/ as d, /g/ as g, /o/ as o

/m/ as m, /n/ as n

/i/ as i, /s/ as s and ss

/u/ as u, /r/ as r

/h/ as h, /l/ as l and ll

/e/ as e, /b/ as b

/f/ as f and ff, /sh/ as sh

/p/ as p, /c/ as k and ck

/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)

/ee/ as ee, ea, e

/w/ as w and wh*, /ch/ as ch

/th/ as th, /ng/ as ng

/tth/ as th, /v/ as v and ve

/oo/ as oo, u and oul

/j/ as j, /ar/ as ar and a*

/ou/ as ou, ow and ough

/or/ as or, ore, aw and a

/ay/ as ay, a-e, ai

Code-Breakers

Extended Texts ~ Book 2

©2017 William Rowan Hamilton Trust www.hamilton-trust.org.uk

Registered Charity no. 1150524.

What to do today

IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.

1. Read *Dear Postman* and enjoy it together

- Use the *Reading Strategies* to help with new and tricky words.

2. Look at sentence punctuation

- Study the letter using *Looking at Sentences*. Focus on sentence endings. Use *Punctuation* to explore why they are there.
- Write a sentence of your own that uses a question mark. Repeat for a sentence with an exclamation mark.

3. Write two short letters

- Using the *Letter Template*, write a letter asking the postman to bring you something a bit strange!
- Write a letter back from the postman, explaining that he couldn't get it, but that he has got you something else instead.

Now try these Fun-Time Extras

- On *Please, Mr Postman* draw and label further animals and the things you think *they* would have asked for.
- Write a letter to your postman or woman thanking them for all their hard work delivering your family's letters and parcels.
- Would you like to be a postman or woman? Give your answers on *Being a Postman or Postwoman*

Reading Strategies

When you come across a word you don't know, use these strategies to help you read it!

<u>Sound out</u> the word <i>This is the first strategy to use!</i>	
Break words into <u>syllables</u> e.g. <i>cat-er-piller</i>	Look for <u>smaller words</u> within words e.g. <i>c-at</i>
<u>Skip</u> the word and read the rest of the sentence to try and work out what it says	Did the sentence you read <u>make sense</u> ?
Use the <u>pictures</u>	<u>Remember</u> the text

Punctuation

Full stop	.	We always put a full stop at the end of a normal sentence.	Sam wrote a letter.
Comma	,	We use commas to put a little pause in a sentence and to put a gap between things that are in a list	Sam, feeling excited, waited for the postman. Sam used a pen, two pencils, a rubber and a crayon.
Question mark	?	We put a question mark at the end of a question instead of a full stop.	Are you OK?
Exclamation mark	!	We use an exclamation mark to show something is written with emphasis or extra strength.	That's amazing! Come over here, Sam!

Looking at Sentences

1. Look at sentence punctuation

- In the first letter, point out these:
 - full stop,
 - comma,
 - question mark
 - exclamation mark.
- Use *Punctuation* above ↑ to explore why they are there.
- Find further examples of these punctuation marks in the letters.
- Practise forming them on scrap paper.
- Write a sentence of your own that uses a question mark.
- Repeat for a sentence with an exclamation mark.

2. Write two short letters

Using the *Letter Template* below, write a letter asking the postman to bring you something a bit strange!

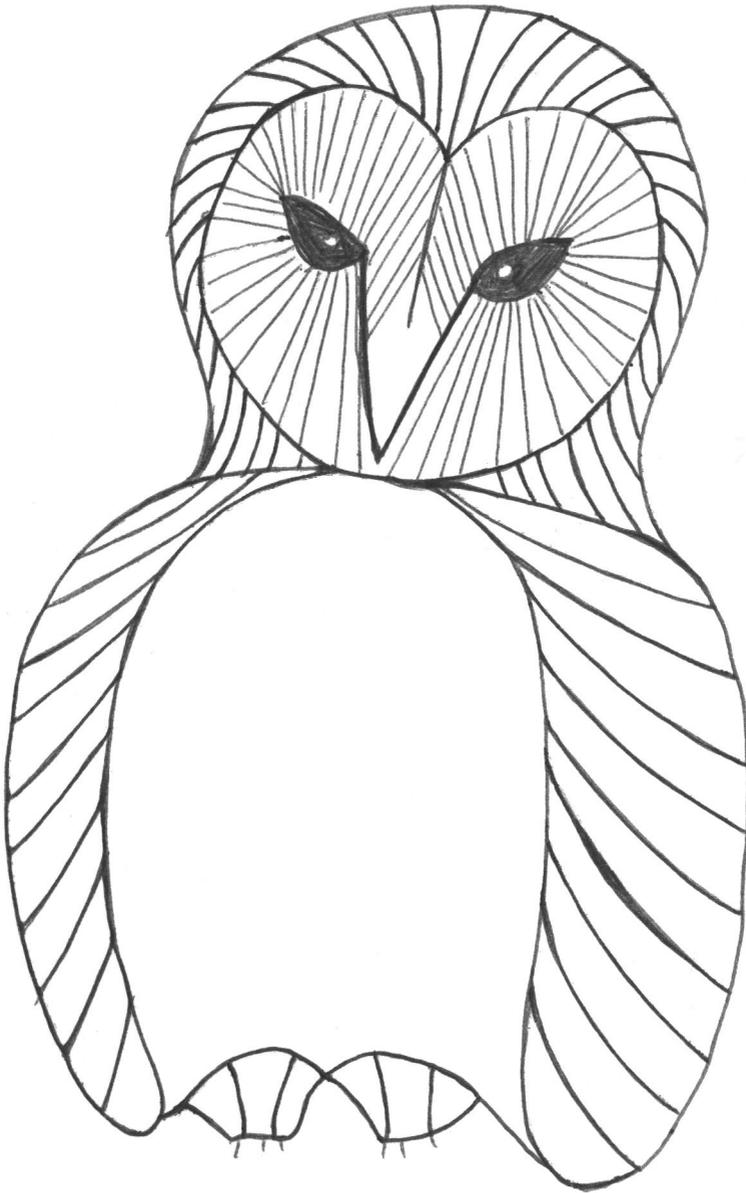
- Try to use a comma, a question mark and an exclamation mark as well as full stops in your letter.
- Write a letter back from the postman explaining he couldn't get it but he has got you something else instead.





Please, Mr Postman!

Animal	What might they have asked for?
<hr/>	<hr/>



The Owl and the moon

Story by Ruth Merttens
Illustrated by Jackie Abey

It is night time.

Most animals are asleep.

A screech owl sits in her nest in the
tree. She is looking out
for the moon to rise.

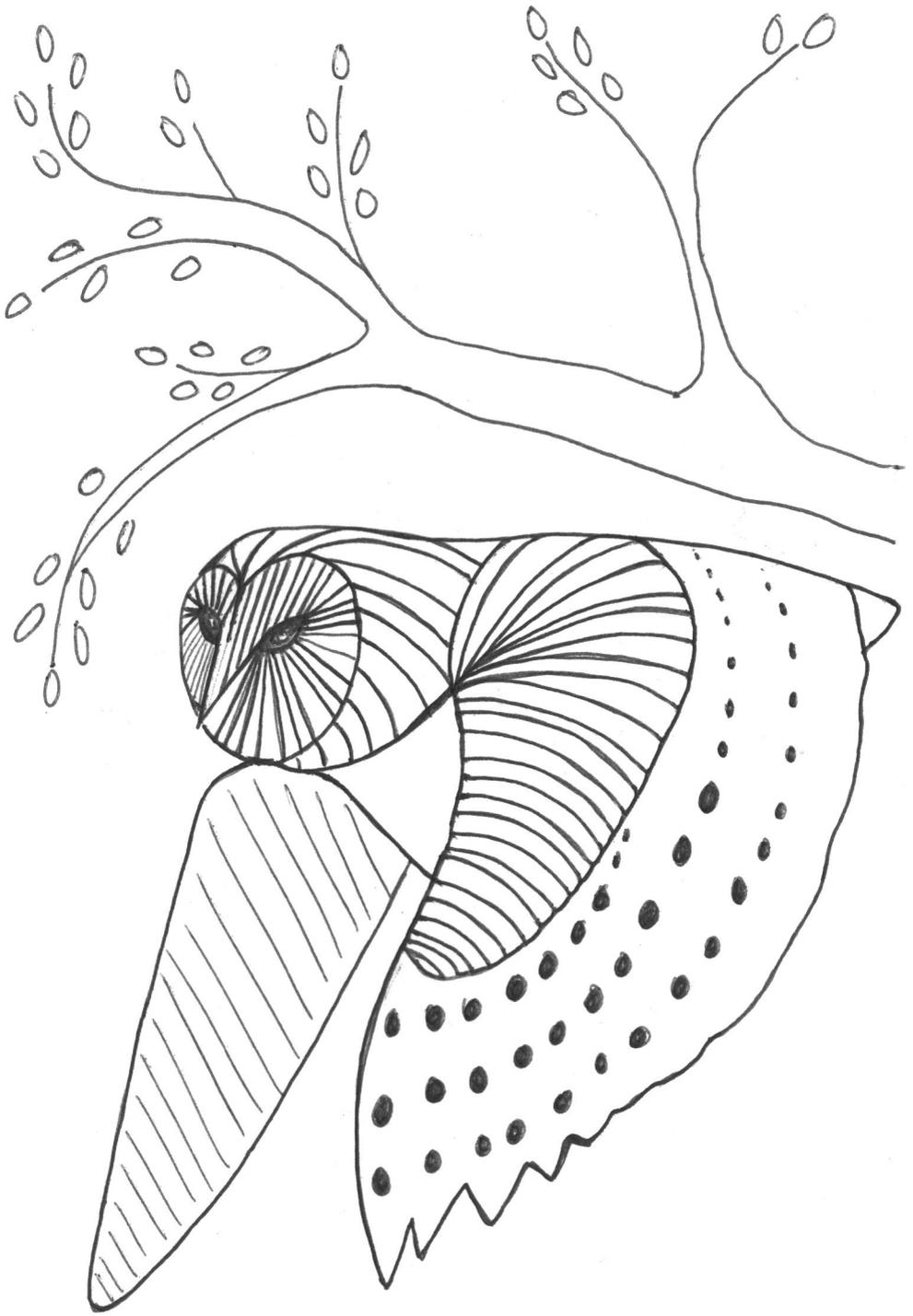
She hopes it will come soon.



Owl is very happy when
the moon comes up.
Then she can catch mice
beside the house, voles
under the hedge and
moles in the garden.

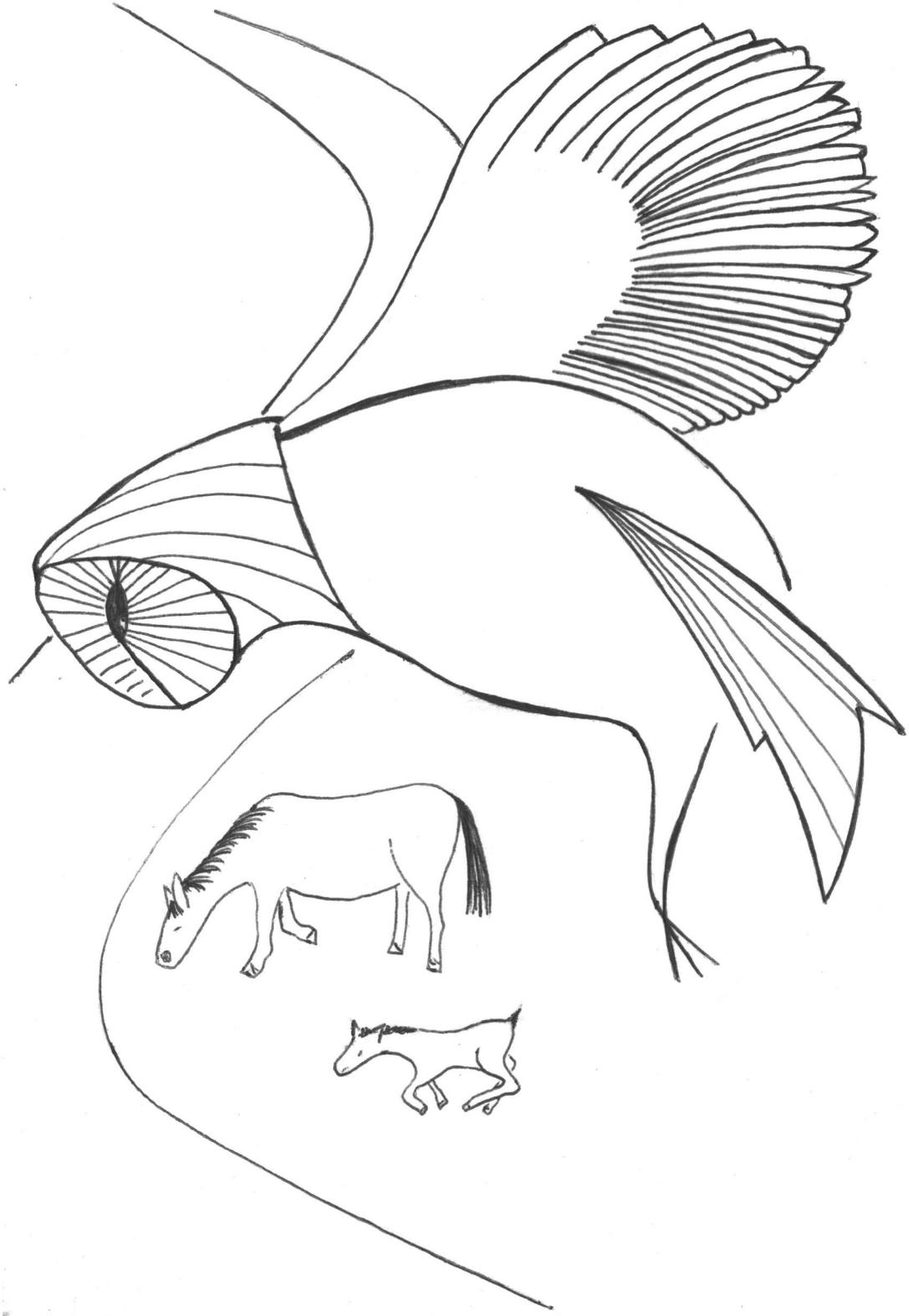


Owl is still looking,
waiting for the moon.
It has not yet come up.
It is late at night,
so she flies off to find it.



Owl goes past a horse
with her foal.

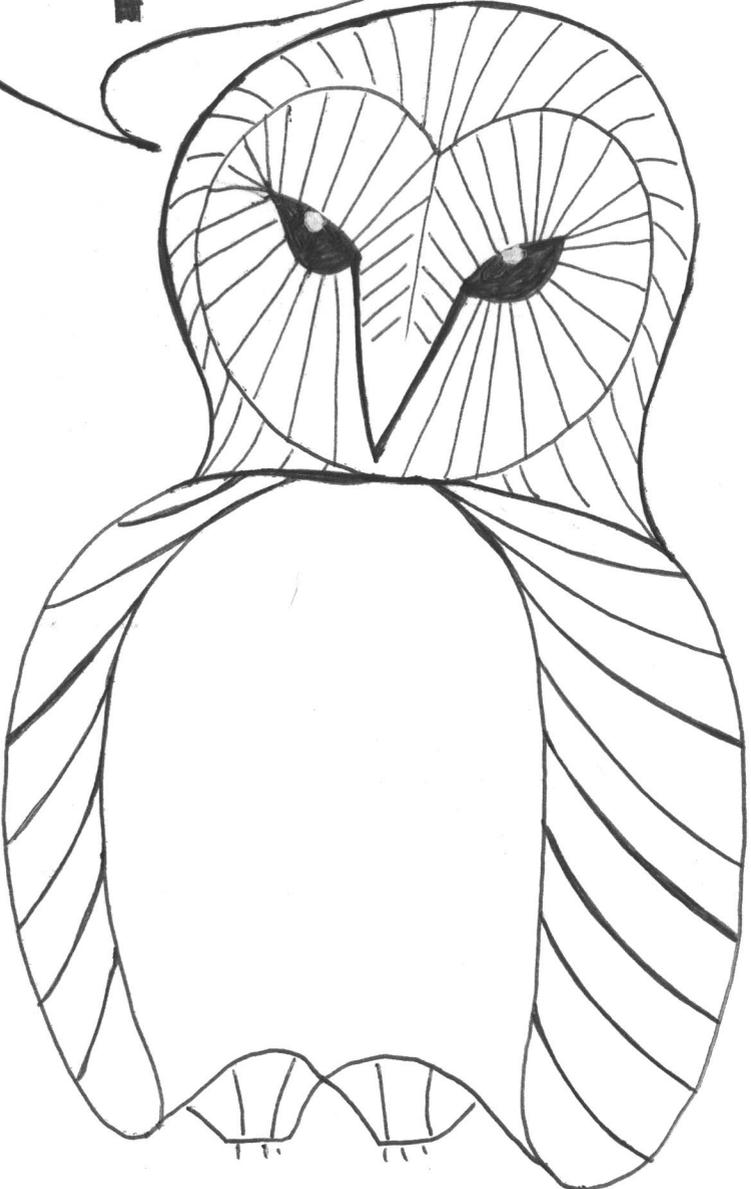
She is standing beside
the river, eating some grain.



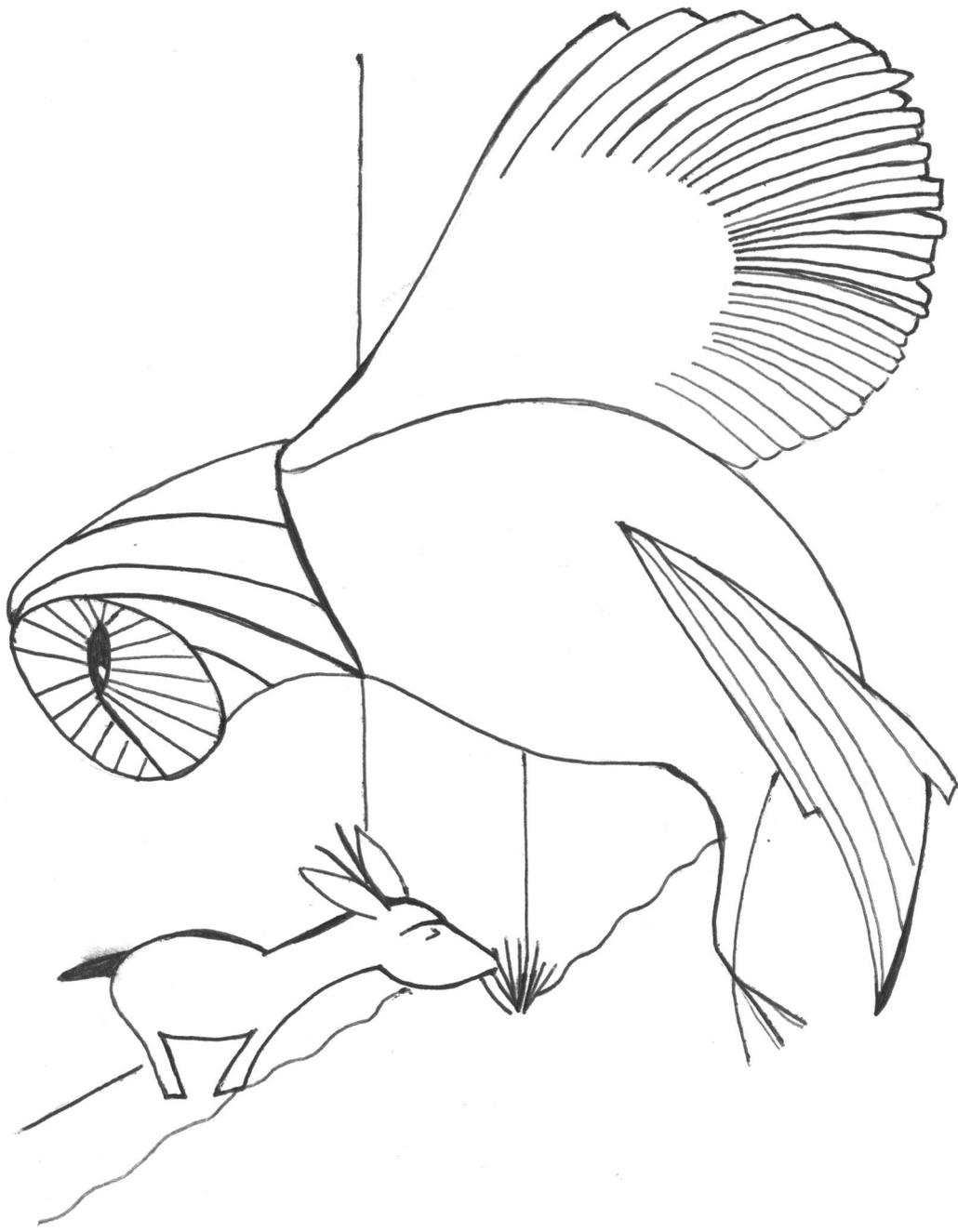
Owl lands on a
fence beside them.
“Have you seen the
moon tonight?”

The horse goes on chewing
the grain in her mouth.

Then she says,
“No. I have not seen the moon.”
Perhaps it is still in bed!”



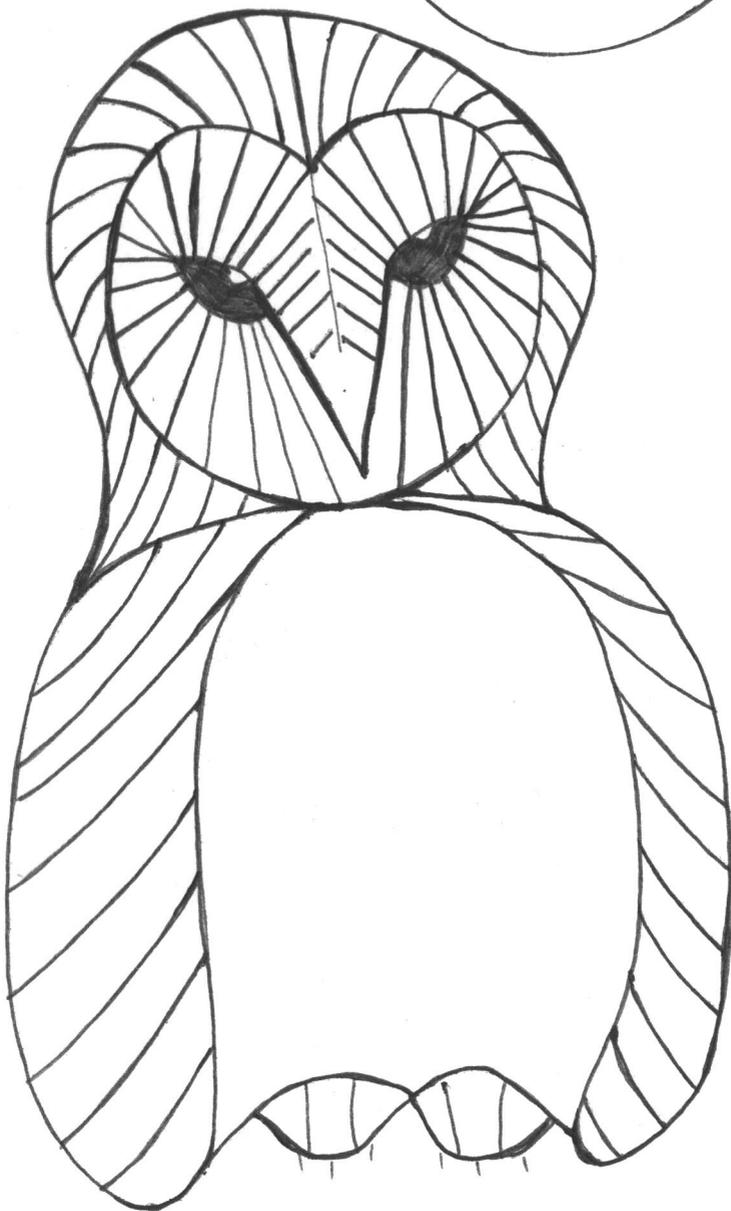
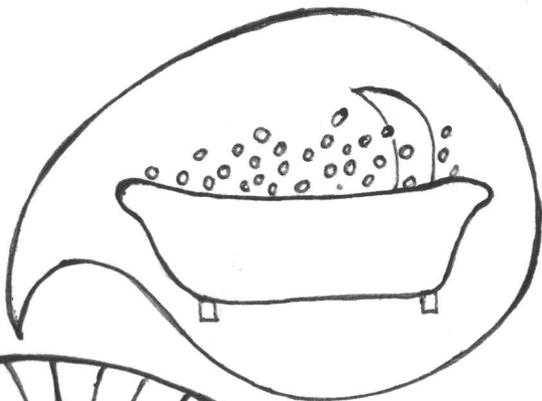
Owl loops round the
river and spots a goat.
He is standing on a ledge
on the side of the bridge.
He is leaning over to
eat a small bush growing
out of the wall.



Owl drops down to the bridge.

“Have you seen the
moon tonight?”

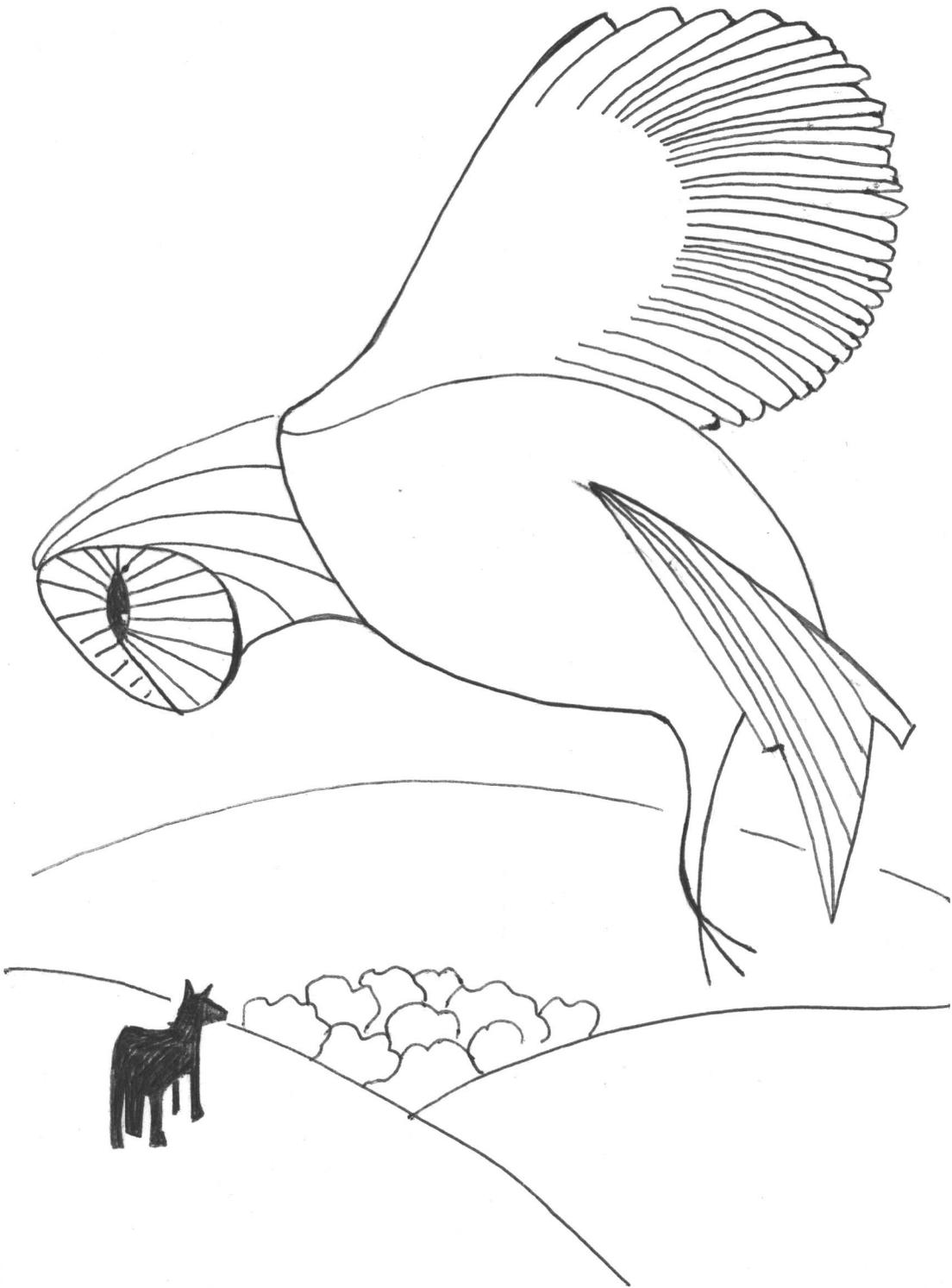
The goat goes on trying to
eat the bush. Then he says,
“No. I have not seen the moon.
Perhaps it is in the bath!”



Owl flies high along the
edge of the moor.

There is a pony standing
on the side of the gorge.

He is gazing out over the
sleeping trees.



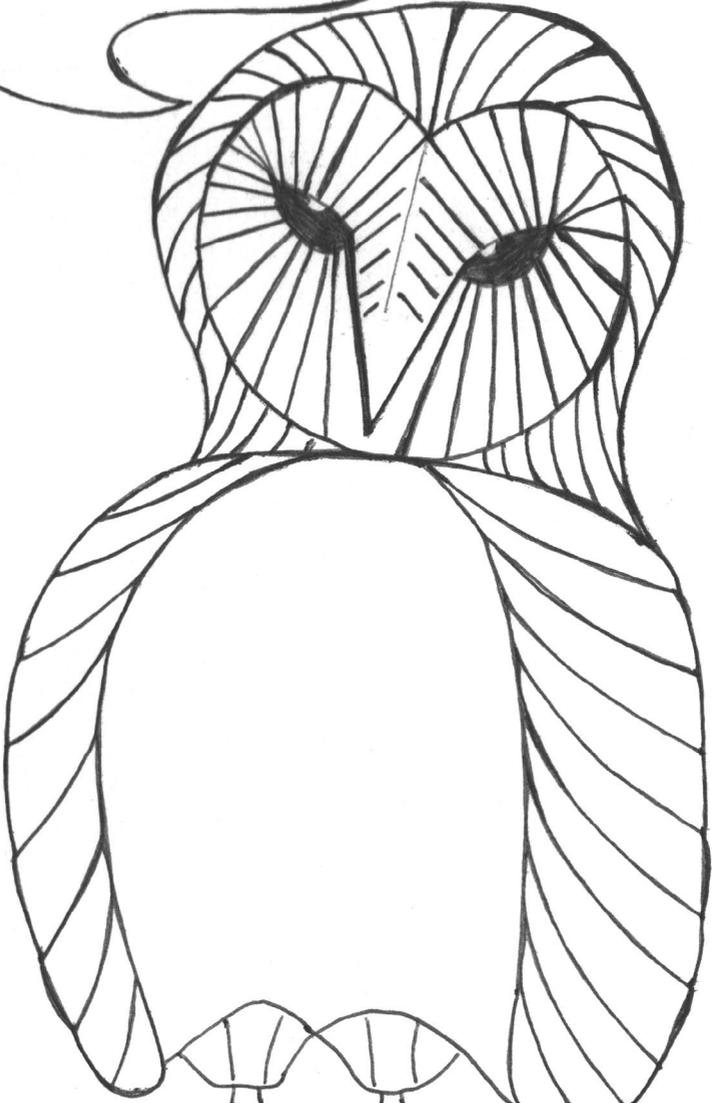
Owl alights on the top
of the ridge.

“Have you seen the
moon tonight?”

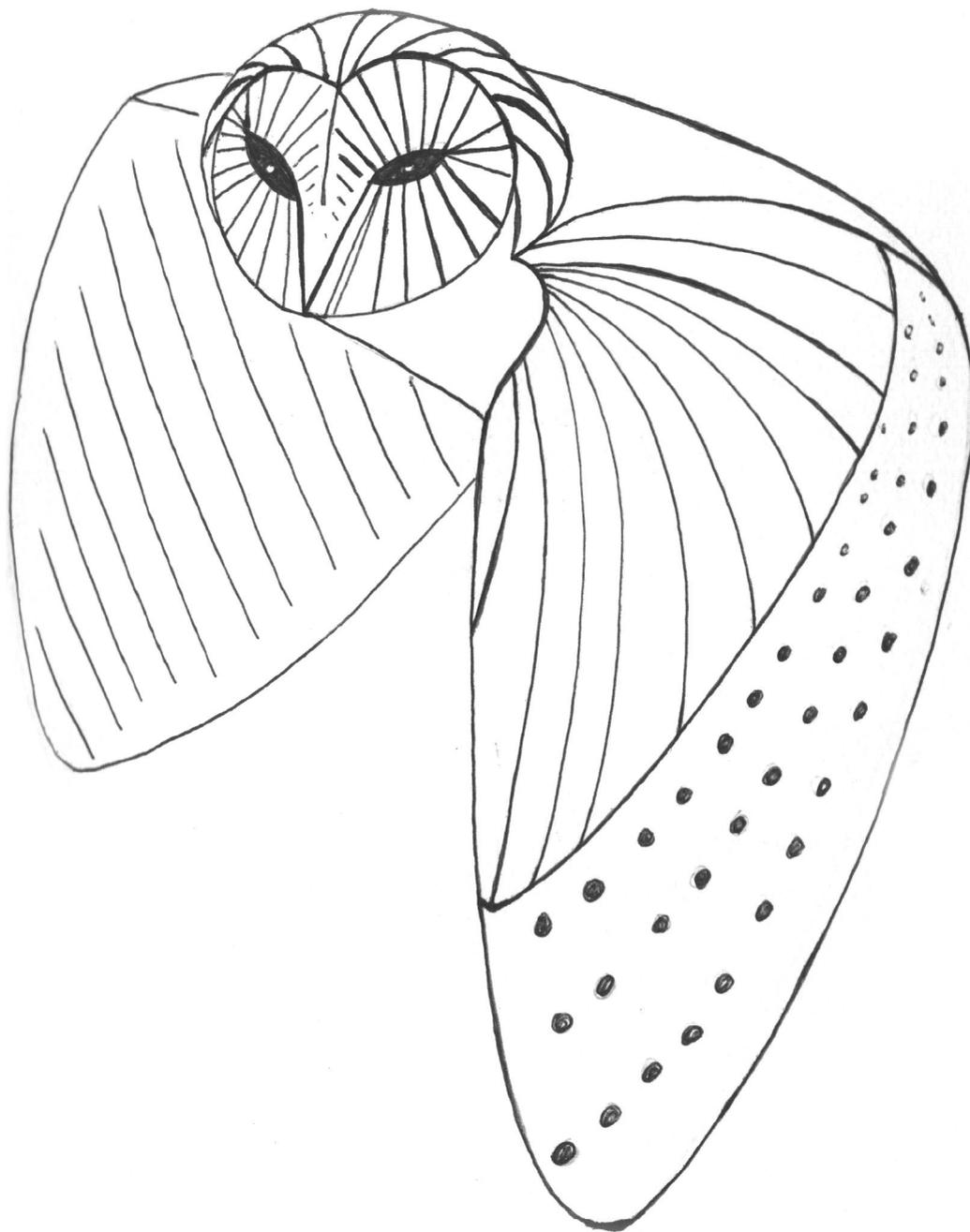
The pony thinks about this.

“No. I have not seen the moon.

Perhaps it is going down
the river and out over the sea.”



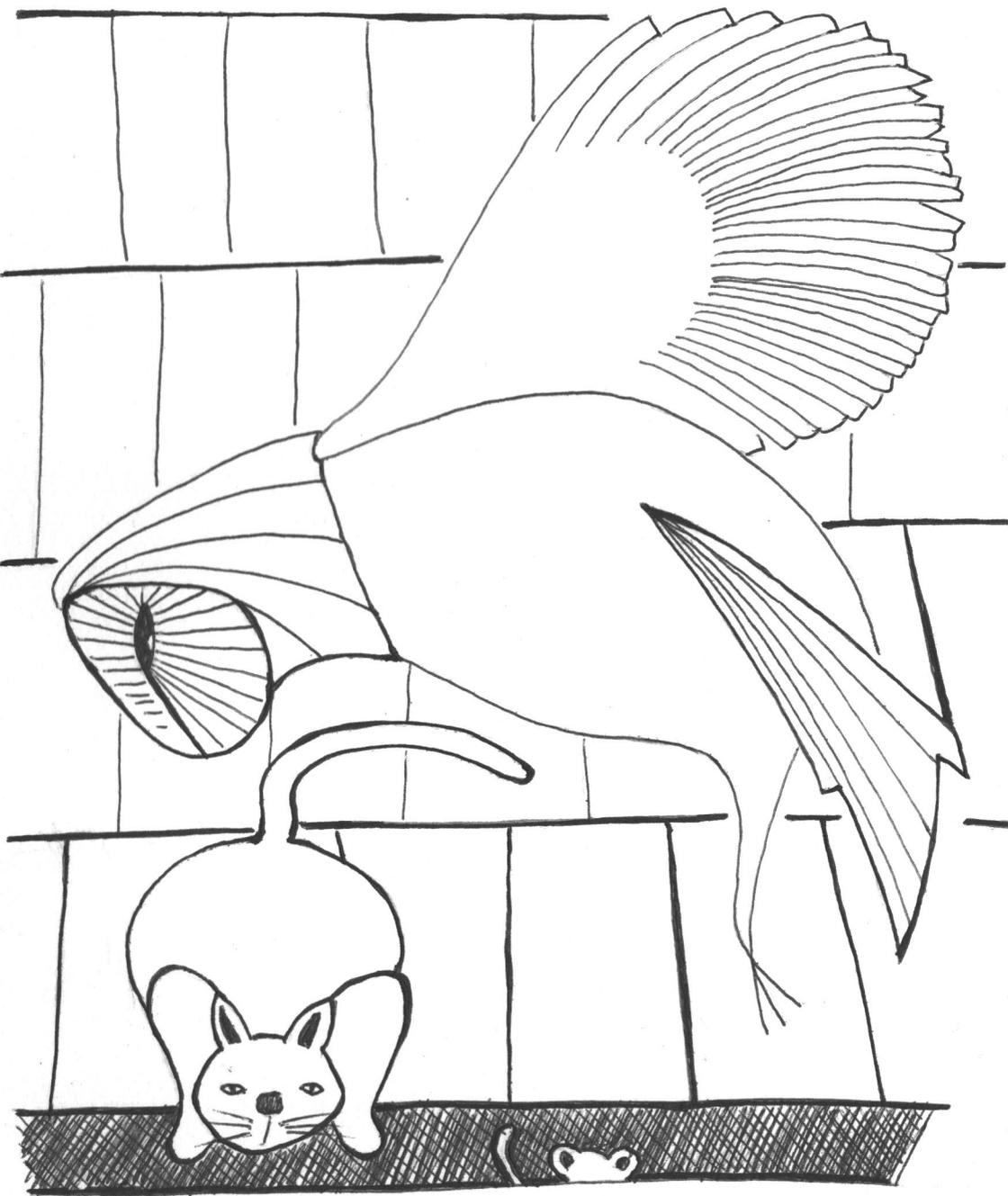
Owl flies on.
She is getting very hungry.
She really needs the moon
so that she can see to
catch her food.
Sadly she starts to
fly back home.



Owl swoops low over a house.

She sees a cat sneaking
along the edge of the roof.

He looks as if he is chasing a
mouse down a drain pipe!



Owl circles down and lands
on the gutter.

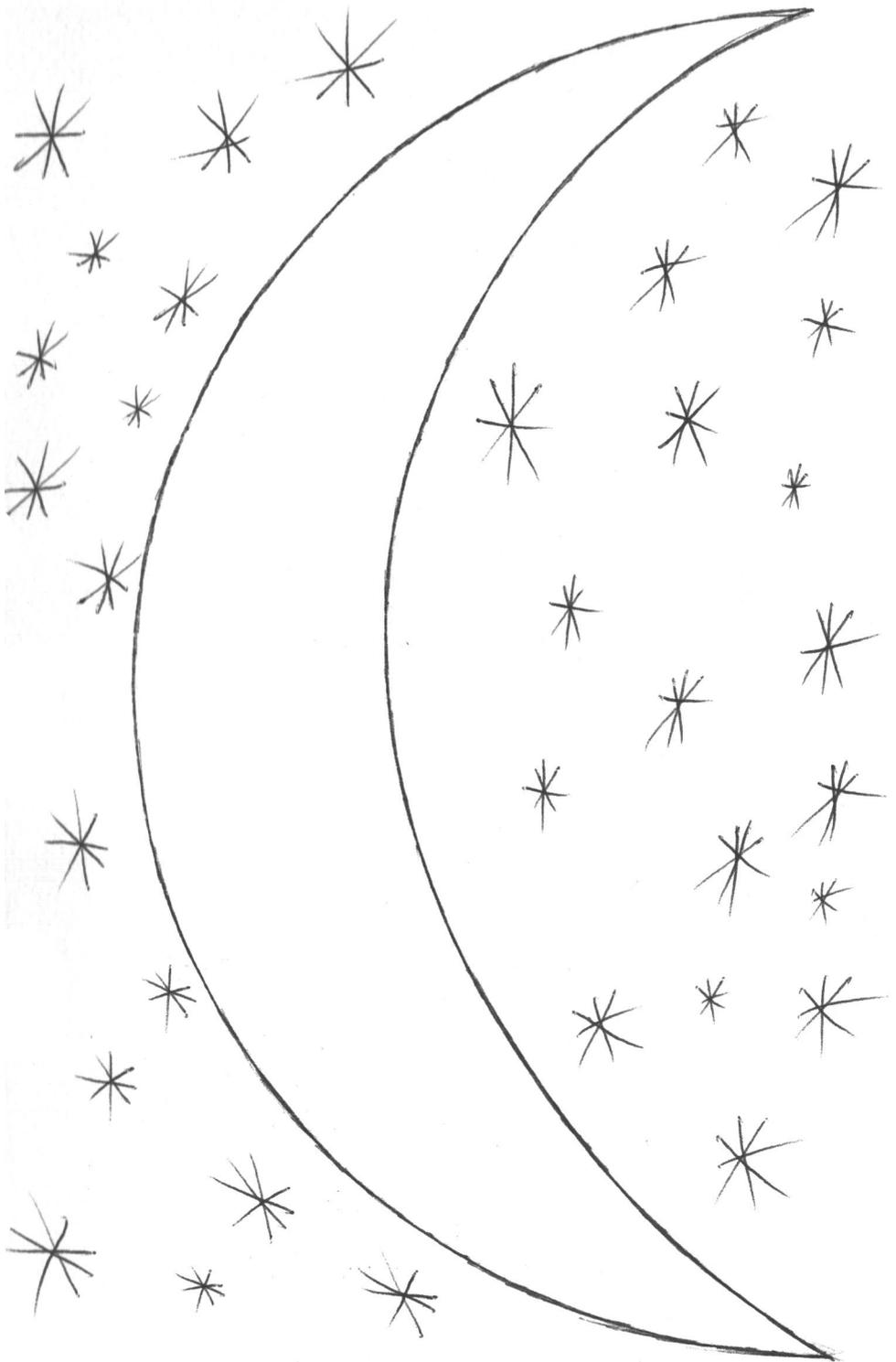
She speaks to the cat.

“Have you seen the
moon tonight?”

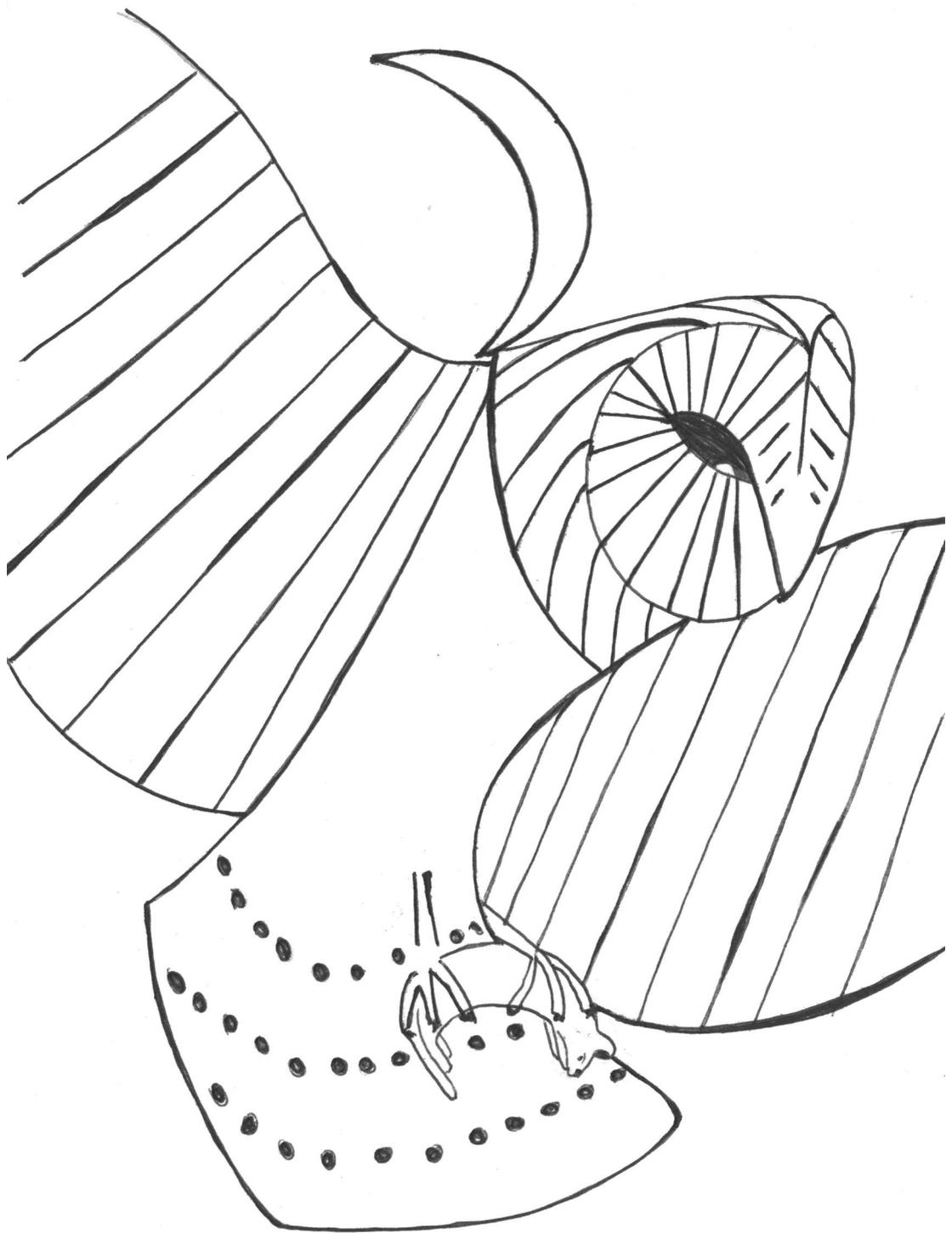
“Why, yes!” Cat shows a
paw and waves it at the sky.

“The moon is up there.

That’s how I can
see the mouse!”



Owl gazes up.
She sees a thin banana moon
hanging in the night sky.
“Thank goodness you are here!”
she hoots softly. “Now I can go
hunting too!”



Sounds and letters

/c/ as c, /t/ as t, /a/ as a

/d/ as d, /g/ as g, /o/ as o

/m/ as m, /n/ as n

/i/ as i, /s/ as s and ss

/u/ as u, /r/ as r

/h/ as h, /l/ as l and ll

/e/ as e, /b/ as b

/f/ as f and ff, /sh/ as sh

/p/ as p, /c/ as k and ck

/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)

/ee/ as ee, ea, e

/w/ as w and wh*, /ch/ as ch

/th/ as th, /ng/ as ng

/tth/ as th, /v/ as v and ve

/oo/ as oo, u and oul

/j/ as j, /ar/ as ar and a*

/ou/ as ou, ow and ough

/or/ as or, ore, aw and a

/ay/ as ay, a-e, ai

/ie/ as y, ie, i-e, i and igh

/cw/ as qu/, /cs/ as x, /y/ as y

/oa/ as ow, o, oa, oe and o-e

/ooh/ as oo, ew, o

/z/ as z, zz and s, /g/ as, gu and gh

/er/ as er, ur, ir, ear and or

/s/ as c, se and ce

/j/ as g, ge and dge

/l/ as le + tt, gg, bb

/ue/ as ew, u-e and u

/ch/ as tch, /oy/ as oi, oy

Code-Breakers

Extended Texts ~ Book 3

Hamilton Trust ~ www.hamilton-trust.org.uk

Registered Charity no. 1004205.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.

1. Read *The Owl and the Moon* by Sinead Gaffney and Jackie Abey.

- Would you like to be out in the middle of the night like the owl and the mouse? What would you do?

2. What kind of writing is *The Owl and the Moon*?

Use the poster, *Fiction or Non-Fiction?*, to decide whether *The Owl and the Moon* is fiction or non-fiction.

3. It's writing time!

Write full sentences on *Night Time* to record all the facts you know about night time.

- Use the words and ideas in the *Hints* box to get you started.
- Remember to use capital letters, full stops and good word spaces for all your sentences.
- Read out loud the facts you have written.

Now try these Fun-Time Extras

- Find all the *igh* words in *The Owl and the Moon* and write them out carefully in the *Spelling Box*.
- Find books, magazines, comics and newspapers from around your house. Divide them up into piles of fiction and non-fiction titles. Which do you have more of? Are there some that are both?
- Learn the nighttime rhymes, *Star Light, Star Bright* or (for a challenge!) the complete version of *Twinkle, Twinkle Little Star*!

Fiction or Non-Fiction?



Fiction texts...	Non-Fiction texts...
Contain stories about made up people or animals (characters), events or places	Are about real people, things, events or places
Have to be read in order, starting at the beginning	Can be read in any order
Sometimes have illustrations and pictures	Often contain lots of photographs, diagrams and charts. These images usually have labels and captions with them
Are sometimes divided up into chapters	Are sometimes divided up into chapters but also have other sections, like an index, a glossary, headings and subheadings
Often contain speech and talking	Tell you facts and information
<u>Examples of fiction texts include:</u> story books, novels, poems, plays and film scripts	<u>Examples of non fiction texts include:</u> encyclopaedias, magazine and newspaper articles, biographies and autobiographies, instructions and explanations

Night Time

Hints

stars

moon

dark

sleep

quiet

animals

owls

mice

A large rectangular area with a decorative border of colorful puzzle pieces (red, blue, yellow, and grey). The interior is divided into eight horizontal writing lines, providing space for a student to write a story or poem based on the hints provided above.

Spelling Box

*How many different words with **igh** in them can you find in the story?*

Write them in the box below.

A large rectangular box with a decorative orange zigzag border. Inside the box, there are ten horizontal lines spaced evenly down the page, providing a space for writing the words found in the story.

Star Light, Star Bright



Star light, star bright,
From first star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Traditional

Twinkle Twinkle Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are.
When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are.
Then the traveller in the dark,
Thanks you for your tiny spark;
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are.

Traditional

Name: _____

Class: _____

Date: _____

1. Write in the missing day of the week.

Saturday	Sunday	Monday	
----------	--------	--------	--

2. Underline the correct word to use in this sentence.

We went to the (fare / fair).

3. Underline the correct word to use in this sentence.

Please don't (stair / stare) at me.

4. Write the plural of this singular noun.

one cup

two _____

5. Write the plural of this singular noun.

one splash

three _____

6. Underline the word which means the same as the word given in bold.

unsafe

clean

short

dangerous

7. Underline the correct word missing from this sentence.

Ben put the soup on the _____.

cooker

cooked

cooking

8 and 9. Add 'er' or 'est' to complete the sentences.

Fred's is tall.

Bill's is even tall ____.

Dan's is tall _____ of all.

10. Circle the word with the correct spelling.

made

mayd

meyd

11. Circle the word with the correct spelling.

sweit

sweyt

sweet

12. Circle the word with the correct spelling.

gro

groa

grow

13. Circle the word with the correct spelling.

troo

true

trew

14. Underline the number which does not belong to this 'letter family'.

i

e

u

l

t

15. Underline the best word to join these sentences.

He got in his car.

(and / but)

He drove away.

16. Underline the best word to join these sentences.

She put on her coat.

(and / but)

She didn't put her hat on.

17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences.

Sit down

When are we having tea

19. Underline any letters which should be in capitals.

it is tuesday.

20. Underline any letters which should be in capitals.

i play with adam and laura.

Total:

Red (0 - 7)

Yellow (8 - 15)

Green (16 - 20)

1. (W1:3) Visual check on spelling the day in bold.			
Saturday	Sunday	Monday	<u>Tuesday</u>
2-3. (W1:4, Sp 1:11, 1:26, 2:17) When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound. Magic (or silent) 'e' also makes the vowel 'a' say its name (long vowel sound) e.g. mad/made.			
We went to the (fare / <u>fair</u>).		Please don't (stair / <u>stare</u>) at me.	
4. (W1:5, Sp 1:27) For most nouns (naming words): just add 's' to make the plural.		5. (W1:5, Sp 1:27) Nouns ending in a hiss sound 'sh': add 'es' for the plural to make an extra syllable and make it easier to say.	
one cup	two cups <u>s</u>	one splash	three splashes <u>es</u>
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
unsafe	clean	short	<u>dangerous</u>
7. (W1:7, Sp 1:28) Adding 'er' to a verb can turn it into a noun (object) e.g. cook-cooker, walk-walker, sprint-sprinter			
Ben put the soup on the _____.	<u>cooker</u>	cooked	cooking
8-9. (W1:7, Sp 1:29) The suffix 'er' forms the comparative (comparing 2 things). The suffix 'est' forms the superlative (comparing 3 or more things).			
Fred's is tall.	Bill's is even taller<u>.</u>	Dan's is tallest<u>est</u> of all.	

10. (W1:8, Sp 1:11, 1:17) Magic (or silent) 'e' makes the vowel 'a' say its name (long 'a' sound) e.g. mad-made, hat-hate.			11. (W1:8, Sp 1:12, 1:18) Double 'e' gives the long 'ee' sound (sleep, deep, keep)		
<u>made</u>	<u>mayd</u>	mejd	sweit	sweyt	<u>sweet</u>
12. (W1:8, Sp 0:13, 1:14, 1:18, 1:21) 'ow' together at the end of a word make the long 'o' sound (grow, slow, throw)			13. (W1:8, Sp 1:15, 1:16) When two vowels go out walking the first one does the talking, so 'ue' can make the long 'u' sound (blue, true)		
gro	groa	<u>grow</u>	troo	<u>true</u>	trew

14. (W1:13) Letters formed in similar ways are called 'families'. There are 'long ladders' (down and off: i, j, l, t, u, y), 'one armed robots' (down and retrace up: b, h, k, m, n, p, r), 'curly caterpillars' (anti-clockwise curl: c, a, d, e, f, g, o, q, s) and 'zig zag' (v, w, x, z).				
c	e	<u>u</u>	f	s

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
He got in his car	(<u>and</u> / but)	he drove away.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
She put on her coat	(and / <u>but</u>)	she didn't put her hat on.
17. (W1:21) An exclamation mark is used at the end of a word, phrase or sentence to show strong feelings, surprise or high volume.		18. (W1:21) A question mark is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.
Sit down!		When are we having tea?
19-20. (W1:21,22) A capital letter is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun) and the personal pronoun 'I' meaning 'me'.		
It is Tuesday.		I play with Adam and Laura.