



Practise
Key Skills at Home:

English

Autumn Term 1 Year 2

(Ages 6 - 7)


For Parents

This year 2 activity booklet has been created to help your child practise some of the key skills that they have learnt in primary school. The national curriculum subjects of English and maths have been split among the different booklets. These booklets include clear explanations, examples and activities for your child to try at home in order to help them develop their confidence and understanding of each area.




Share the introduction and explanation for each topic with your child. Talk through it together.

Challenge your child to try the activities independently.




Use the answer pages to encourage your child to self-assess and mark their own activities.


The topics can be done in any order. Your child doesn't have to work through the booklet in order.



Keep the activities short and snappy - your child doesn't need to spend hours on each topic. They are designed to be quick practice activities.



Don't worry if your child is finding an activity too difficult: follow the hints and tips on each page to give them some extra support.



Remember to praise and encourage your child.

How to Use the Booklet

The title of the topic is at the top of each page. This tells your child what skill the activity is practising.

There is a handy space at the top of each topic to place a badge or tick when you have completed it!

First and Third Person

First person and third person are two different perspectives we can write from. We use different perspectives for different types of text.

First Person

This is where you (the writer or narrator) put yourself into the writing - perhaps in the role of a character - and you describe how you felt and what you were doing.

First person pronouns include **I, me, mine, myself, our, ours, ourselves, we** and **us**.

You might write a story in first person - telling the story from your point of view - but it can be useful in other text types too, like letters or diary entries.

Examples:

I heard the growl and I felt terrified.

She told me that I had given the best performance she'd seen in years.

I love to see you in person soon.

The first part of each activity gives your child an explanation of what the topic is about.

The next section gives your child some examples of how to use the skill.

How to Use the Booklet

Finally, there will be an activity for your child to practise applying the skill.

First and Third Person

Can you sort these sentences according to whether they are written in first or third person? Highlight them in two colours of your choice.

Key



= first person



= third person

1. I was walking down the street when I heard a strange noise.
2. They didn't give me dessert.
3. Lola the kitten could climb into tiny spaces.
4. It was a rainy Sunday but Bruno wanted to play outside.
5. We were shocked to find out that our friend had been stealing.
6. The team members have a great bond and have been very successful this season.

Parent Tip When reading at home, or even when watching television programmes or films, can you and your child identify examples of different perspectives being used?

twinkl

Page 6 of 57

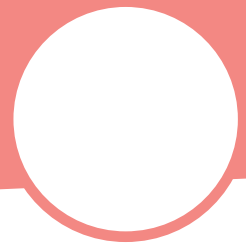
visit twinkl.com

If your child is finding an activity too difficult, use the parent tip box to give them some extra support.

Contents Page

Letters of the Alphabet	Pages 1 - 3
First and Third Person	Pages 4 - 6
Past and Present Tense	Pages 7 - 9
Remembering/Retrieval - When, Where and Who	
Was The Story About?	Pages 10 - 14
Remembering/Retrieval - 'What' Questions	Pages 15 - 20
Phonics	Pages 21 - 32
High Frequency and Common Exception Words	Pages 33 - 41
Full Stops	Pages 42 - 45
Capital Letters	Pages 46 - 57

Letters of the Alphabet



Our writing is made up of lowercase and uppercase versions of the 26 letters in the alphabet. We use lowercase letters for most of our writing, but uppercase (or capital) letters are important for certain jobs.

Here are some of the times we use capital letters:

- At the start of a sentence
- For the first letter of the name of a person (like Kira or Carlos)
- For the first letter of the name of a place (like Sheffield or India)
- For the first letter of other proper nouns, like the months of the year or days of the week
- For the pronoun 'I' (e.g. When I get home, I'll eat something.)
- We might also use capital letters to show someone SHOUTING LOUDLY!

Here are the lowercase and uppercase letters of the alphabet.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Mixed Up Sentences

These sentences are made up of a mixture of uppercase and lowercase letters. Can you rewrite them so they use capital letters correctly? The first one has been done for you as an example.

jeSsica Went to ireland duriNg thE HOLIDays.

Jessica went to Ireland during the holidays.

1. wE all watched a FiLm on tuEsday.

2. i read mY sTory to tHe class Yesterday.

3. it'S my Birthday in maRch.

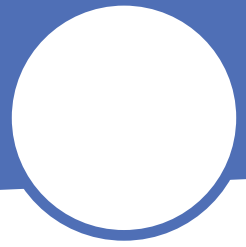
4. We Are Going on a schOOl trIp to lonDon.

5. i wanTeD to siT neXt to abby on the coACh.

6. theY did noT Know that i was boRn in brAzil.

Parent Tip When reading at home, see if your child can spot examples of where capital letters are used.

First and Third Person



First person and third person are two different perspectives we can write from. We use different perspectives for different types of text.

First Person

This is where you (the writer or narrator) put yourself into the writing - perhaps in the role of a character - and you describe how you felt and what you were doing.

First person pronouns include **I, me, mine, myself, our, ours, ourselves, we** and **us**.

You might write a story in first person - telling the story from your point of view - but it can be useful in other text types too, like letters or diary entries.

Examples:

- I heard the growl and I felt terrified.
- She told me that I had given the best performance she'd seen in years.
- I'd love to see you in person soon.

Third Person

This is where you (the writer or narrator) talk about other people, not yourself or the reader.

Third person pronouns include **he, she, they, him, her, them, their, themselves, herself, hers, himself** and **his**.

Stories can be told in third person - telling a story about a set of characters - and it crops up in lots of other text types, including:

- Newspaper reports
- Non-chronological reports
- Biographies

Examples:

- Patch was a small but brave puppy. He knew it was up to him to protect his owner.
- Police received reports of the crime around midday on the 23rd February. Many witnesses saw the thief wearing a pair of yellow boots.
- She walked through the forest quietly. She didn't want anyone to hear her.

First and Third Person

Can you sort these sentences according to whether they are written in first or third person? Highlight them in two colours of your choice.

Key



= first person



= third person

1. I was walking down the street when I heard a strange noise.
2. They didn't give me dessert.
3. Lola the kitten could climb into tiny spaces.
4. It was a rainy Sunday but Bruno wanted to play outside.
5. We were shocked to find out that our friend had been stealing.
6. The team members have a great bond and have been very successful this season.

Parent Tip When reading at home, or even when watching television programmes or films, can you and your child identify examples of different perspectives being used?

Past and Present Tense

When we write different texts, we need to consider whether events have already happened (**past tense**) or are happening now (**present tense**).

Here are some examples of sentences written in the present tense. They are talking about things that are happening now.

Examples

- Ollie is walking to school.
- Rahul jumps on the trampoline.
- Leah enters the room.

Past tense verbs tell us about something (an action or activity) that happened in the past. With lots of verbs, we can add the suffix -ed to change the tense.

Examples

- Ollie **walked** to school.
- Rahul **jumped** on the trampoline.
- Leah **entered** the room.

Adding -ed

Can you add -ed to these verbs to make them past tense? Use these past tense verbs to complete the sentences.

1. Tina _____ her hands. **wash**
2. Fatima _____ up the toys. **pick**
3. We _____ in the sand. **play**

Now, add -ed to these verbs and write your own past tense sentences.

4. _____ **clean**
5. _____ **brush**
6. _____ **watch**

Past Tense Verbs

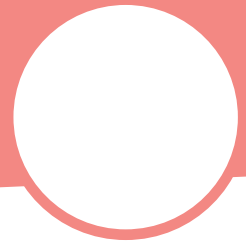
Sometimes, it's not as simple as just adding -ed. Can you write the past tense versions of these verbs? The first one has been done for you as an example.

Example

see → saw

Verb	Past Tense
swim	
drink	
sit	
write	
eat	
buy	
catch	
fly	
fall	
run	
sleep	
hear	
feed	
find	
drive	
shake	
hold	
give	
grow	

Remembering/Retrieval - When, Where and Who Was The Story About?



Retrieval is all about finding answers that are there in the text. With retrieval, you will have to search the text you are reading for the exact answer you need. The answer won't generally be hidden - it will be there to see. Retrieval questions might ask you to find what the characters are called, what they do or are doing, what the name of a chapter is or what the book tells you about a subject.

They may also ask -

- **Where** is the story set?
- **Who** is the main character in a story?
- **How** is the problem solved?
- **When** is the story set?

Fishing Adventure

It was a beautiful morning and the sun was just coming up as the family arrived at the river. Molly and Ben were going fishing with their mum and dad for the first time. Dad started the motor and the boat was soon speeding along. After a while, they stopped the boat and started to fish. In no time at all, Ben had caught the first fish. Molly caught two a little while later and mum caught another one just before lunch.

It had become very hot and there were big, black clouds in the sky.

“I think we had better head home,” said Dad. “It looks like there is a storm coming.”

Dad tried to start the motor but nothing happened. He tried again and again.

“The battery must be flat,” he said. “I don’t have a spare with me and the storm is getting closer and closer.” Dad was getting angry.

The sky went very dark and there was a crash of thunder.

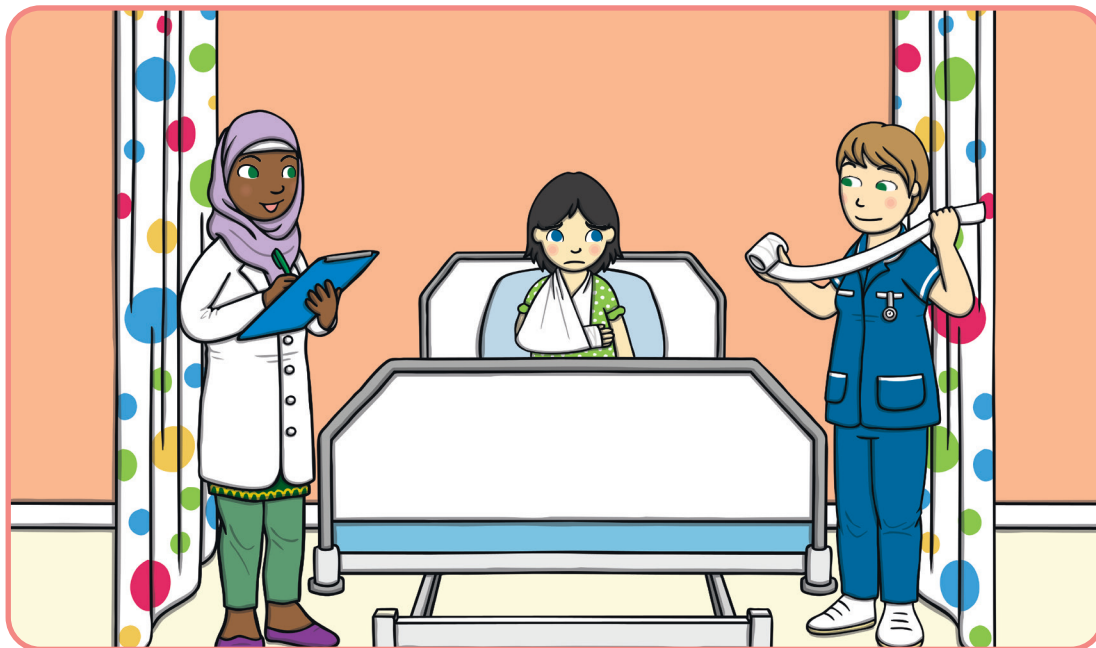
“What shall we do?” asked Molly. She was getting scared.

“Don’t panic,” replied Dad, reaching his hand into the bag and pulling out a mobile phone. “I’ll phone for help.”



A) Help Rex The Retriever

Rex is a clever canine who is great at finding things. Will you find the same things as Rex? **Can you circle the nurse with the bandage?**



What can you see on the curtains? Tick **one**.

- | | |
|----------------------------------|--------------------------------|
| <input type="checkbox"/> stripes | <input type="checkbox"/> stars |
| <input type="checkbox"/> zigzags | <input type="checkbox"/> spots |

Tick whether the statement is true or false.

	True	False
The doctor has a clipboard.		
The girl has hurt her leg.		
The girl is in a bed.		

B) Help Out Rex Part 2

Rex is a clever canine who is great at finding things. Will you find the same things as Rex? Can you **circle** the tent?



What can you see in the sky? Tick **one**.

a rainbow

a plane

stars

clouds

Tick whether the statement is true or false.

True

False

Mum is next to the fire.

The children are muddy.

The tent is purple.

C) The Best Dress Retrieval

Up in space, there was a planet called Doop. On Doop, there lived three aliens. They were called Zid, Yoff and Mab.

On Monday, Zid had an idea. "I am going to make the best dress ever," said Zid.

"Good idea," said Yoff.

"Come back and show us," suggested Mab.

Zid went off to make the best dress ever. Yoff and Mab waited.

1. What is the planet called? Tick one.

- Beep
- Doop
- Laap

2. On which day did Zid have the idea for the dress? Tick one.

- Friday
- Wednesday
- Monday

Parent Tip To help your child to get used to retrieving information, you can ask them plenty of questions about the world around them. Take it in turns to ask each other what, when, where and how questions about what is going on around you.

Remembering/Retrieval - 'What' Questions and Common Exception Words

Retrieval is a comprehension skill that requires you to locate and find answers in the text you are reading. 'What' questions are a common type of retrieval question. When answering a 'what' question, the first thing you need to do is read the question carefully.

"What is Dad cooking?"

When you read the question you look for the subject of the question. In this example, the subject is Dad. So you know to look for information about Dad.

The question is asking what is Dad cooking, so you need to find the subject and look for what the specific action of cooking is.

You know he is drinking, but that isn't the action in question.

He is cooking sausages.



- What is Dad cooking?
- What is Dad wearing?
- What is the little boy doing?
- What is Dad drinking?
- What colour are the flowers?

Have a try at this example. Remember the following steps:

- Read the question carefully.
- Look for the subject of the question.
- Search for the information needed in the text.
- Record the answer based on what you read.

The Egg

A butterfly will lay its eggs on a leaf.

The Caterpillar

A tiny caterpillar eats its way out of the egg. They eat lots of leaves and grow very quickly.

The Chrysalis

The caterpillar turns itself into a chrysalis. The chrysalis turns hard over time.

The Butterfly

A butterfly comes out of the chrysalis. It waits until its wings have dried before it can fly.



Fun Facts!

- A caterpillar will shed its skin four or five times before it changes into a chrysalis.
- Caterpillars have 6 eyes.
- Butterflies actually have four wings!

1. What does a caterpillar eat lots of? Tick one.

- leaves
- flowers
- wood

2. What do caterpillars turn themselves into? Tick one.

- a leaf
- a chrysalis
- an egg

3. What creature comes out of a chrysalis? Tick one.

- a fly
- a caterpillar
- a butterfly

A) Picture Retrieval

Use the information found in the image to answer the 'what' retrieval questions.



- What is the lady with the blue T-shirt carrying?
- What colour is the watering can?
- What is the weather like?
- What is the man in the blue hat holding?

B) Rex Retriever Asks What

Rex needs your help to retrieve the answers from the photograph.
What can you see happening in the background of this picture?



C) The Tooth Fairy Retrieval

Use the information in the story to answer the **'what'** questions.

Tomorrow was the school trip to the chocolate factory and Lilly was trying to get to sleep. Her tooth was wobbly and she really wanted it to fall out. If it did, the tooth fairy could leave her some money to buy a scrumptious Choccy-Choc-Choc bar!

But the tooth would not come out! Lilly tried to put it out of her mind and fall asleep.

"Lilly..."

Lilly thought she heard someone, so she opened her eyes.

"Hello, Lilly," said a glowing little creature.

"Oh-my-goodness!" Lilly shrieked.

"I didn't mean to scare you," the little creature said. "My name is Pixie-Dust and I am here for your tooth."

The little creature looked like a tiny princess. She had small wings, a wand and she was wearing a twinkly green dress.

"I am sorry," Lilly said, "but my tooth hasn't come out!" As she was talking, her tongue rolled across her wobbly tooth... but it wasn't there! Lilly felt her pillow. There was something small and hard! "My tooth!" she squealed. "It did come out!"

Pixie-Dust flew over and took the tooth. "Thank you," she said. Then she waved her glittering wand.

When Lilly woke up, she felt her wobbly tooth. It was missing! She remembered an unusual dream about a little tooth fairy. "How strange," she said with a yawn. Then she felt something hard under her pillow.

It was a coin!

Lilly quickly got dressed. She couldn't wait for the school trip to the chocolate factory. Now she could buy a delicious Choccy-Choc-Choc bar!

"Thank you," Lilly whispered, and somewhere in a far-off land, a little fairy smiled.

1. What is the name of the tooth fairy in this story?

2. What did Lilly want to buy with the money?

3. Where was Lilly going on her school trip? Tick **one**.

To the zoo

To a chocolate factory

To a cotton mill

To the local park

4. Which of these did the tooth fairy have? Tick **two**.

Pointy, silver shoes

A twinkly, green dress

Small wings

A tall, golden hat

Parent Tip A good way to help your child with retrieval is to practise their memory skills. Memory is useful when answering retrieval questions, so try playing memory games like recalling the objects. In this game, choose some objects from around the house and show them to your child. Cover them over and see how many of them they can remember.

Phonics



Phonics is made up of a series of letters that form the many different sounds in the English language. When learning phonics, you will learn how the different combinations of letters look and sound, blend them together to read words and recognise the letters that look different but have the same sound.

All this makes phonics really useful, not only for learning how to read fluently, but also how to spell words.

My Phase 2 Sound Mat

s



a



t



p



i



g



o



c



k



ck



h



b



f



ff



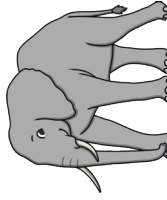
l



ll



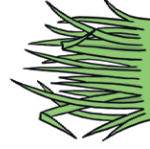
e



u



ss



m



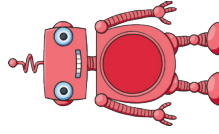
n



d



r



My Phase 3 Sound Mat



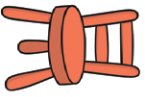
j



ch



oo



air



v



sh



oo



ure



w



th



ar



er



x



ng



or



y



ai



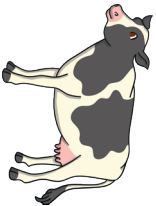
ur



z



ee



ow



zz



igh



oi



qu



oa



ear

My Phase 5 Sound Mat



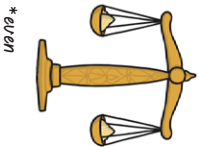
a-e



aw



ay



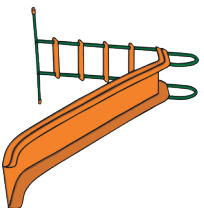
e-e



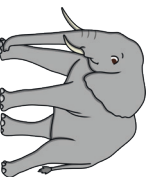
wh



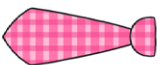
ou



i-e



ph



ie



o-e



ew



ea



u-e



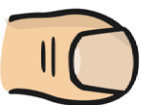
ew



oy



u-e



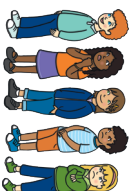
oe



ir



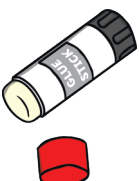
au



ue



ey



ue

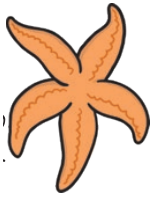
My Phase 4 Adjacent Consonants Mat



cr



lp



st



br



lf



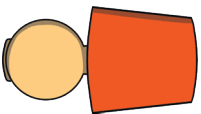
nd



fr



lk



mp



bl



pt



nt



fl



xt



ft



gl



tr



sk



pl



dr



lt



cl



gr

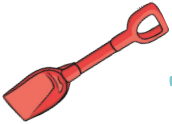
Phase 4 Examples of Adjacent Consonants

sl



sleep

sp



spade

tw



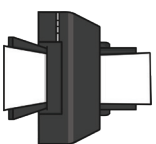
twins

sm



small

pr



printer

sc



scarf

sk



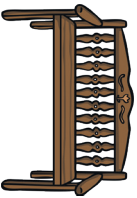
skunk

sn



sniff

nch



bench

scr



screw

shr



shrew

thr



thread

str



string

You can use phonics as a way of spelling some words.

By understanding what the different sounds (phonemes) look like (graphemes), you can use this information to work out how words are spelt.

For example, the word beard is formed of the sounds

b - ear - d

By knowing that the sounds appear as they do, you can combine them to spell the word - beard.

twinkl.com
beard



twinkl.com
fair



twinkl.com
sure



twinkl.com
rocker



went



sport



brown



bleed



slide



chimney





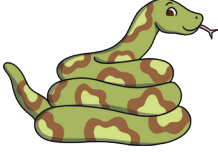
haunted



nephew



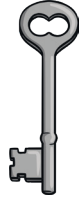




When you use phonics to help you spell words, you have to be careful...
Some sounds have numerous ways of spelling them!

ai		ay		a-e	
					

In these examples, all the words contain the same sound, but that sound is spelt in a different way for each word.

rain **play** **snake**

ee		ea		ey		e-e		y	
									

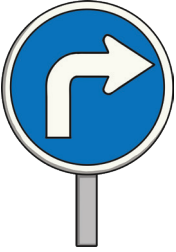



In these examples, the same sound is spelt in 5 different ways.





leek **read** **key** **theme park** **happy**

You have to think carefully about the alternative spellings of sounds when using phonics to help you spell words.

A) Alternative Spellings

Use the picture and grapheme to decide what the word may be. Use the information to attempt to spell each word.

igh		ie	
			
			

i-e		y	
			
			

B) Phonics Word Search

Use your understanding of spelling with graphemes to find the words in this word search.

e l e p h a n t f t u i
h g l p q w e d a f t g
k i y u m p t o e k i h
b r l j o w e r d f e u
z l b c n a q d g c j h
w m l p k c s q e r t a
e j k v e s t o s a j u
t b o y y m l p a y s n
r q k l p i y b c o s t
j e r g l u e b n n j e
k e r y g h k m v x a d
m c l o u d a q w y i n

cloud

girl

monkey

haunted

tie

elephant

glue

boy

toe

crayon

C) Phonics Picture Word Hunt

In this image, the pictures give you a clue as to what word you need to spell. Use the sound to help spell the word.

ey

wh

ir

oy

ue

ou

ay

au

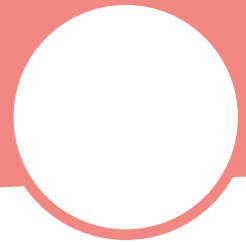
oe

ph

e-e

Parent Tip Help your child to practise recognising sounds in words all around them. Give them a sound (e.g. the long 'a' sound) then see if they can spot any words in the room that contain that sound (e.g. if they are in the garden - snail, acorn, basin, gate, spade).

High Frequency and Common Exception Words



High frequency words are the words that appear the most in our writing.

They are often words that don't really have much meaning on their own, but add flow and meaning to the sentences they are used in.

As these words are the most common you will use in writing, it is important to learn how to spell these words and be able to write them fluently and accurately.

100 High Frequency Words



the	his	be	big	now	if
and	but	like	when	came	
a	that	some	it's	oh	help
to	with	so	see	about	Mrs
said	all	not	looked	got	
in	we	then	very	their	called
he	can	were	look	people	
I	are	go	don't	your	here
of	up	little	come	put	
it	had	as	will	could	off
was	my	no	into	house	
you	her	mum	back	old	asked
they	what	one	from	too	saw
on	there	them	children	by	
she	out	do	him	day	make
is	this	me	Mr	made	
for	have	down	get	time	
at	went	dad	just	I'm	an

Common exception words are words that do not follow the common phonetic spelling rules you will learn in year 1 and 2.

They are words that occur regularly in writing that you will use quite often, meaning learning to spell them is very important.

Year 2 Common Exception Words

after	cold	improve	plant
again	door	kind	pretty
any	even	last	prove
bath	every	many	should
beautiful	everybody	mind	steak
because	eye	most	sugar
behind	fast	move	sure
both	father	Mr	told
break	find	Mrs	water
busy	floor	old	whole
child	gold	only	who
children	grass	parents	wild
Christmas	great	pass	would
class	half	past	
clothes	hold	path	
could	hour	people	

A) High Frequency Words Practice

Below are ten high frequency words. Practise reading, writing and spelling the words, then use them in the sentence activities.

Look and Say	Look, Say and Write	Cover and Write	Check and Write Again
ran			
dog			
right			
still			
many			

Fill in the missing word.

1. The _____ wagged its tail.
2. I _____ really fast.
3. I write with my _____ hand.
4. How _____ children are lined up?
5. I can _____ see you!

Write your own sentences using:

1. ran 2. dog 3. right 4. still 5. many

Look and Say	Look, Say and Write	Cover and Write	Check and Write Again
told			
sat			
snow			
across			
horse			

Fill in the missing word.

1. My friend lives _____ the street.
2. I have never ridden a _____ .
3. Will it _____ today?
4. I _____ my mum about the school trip.
5. I was _____ next to my sister in the cinema.

Write your own sentences using:

1. told 2. sat 3. snow 4. across 5. horse

B) Common Exception Words Practice

Below are ten common exception words. Practise reading, writing and spelling the words, then use them to solve the puzzles.

Look and Say	Look, Say and Write	Cover and Write	Check and Write Again
kind			
mind			
behind			
child			
children			

Fill in the missing words to find the code word (you may need to re-order the letters!).

1. The play in the playground.
2. I hide the tree.
3. I don't what we have for dinner.
4. He is a very helpful and boy.

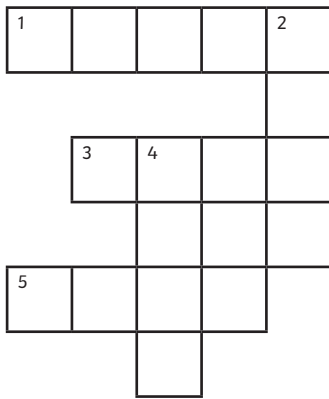
Put the highlighted letters together to make the code word.

The code word is _____

Write a sentence using the code word.

Look and Say	Look, Say and Write	Cover and Write	Check and Write Again
wild			
climb			
most			
only			
both			

Fill in the missing words and complete the crossword.



Across

- 1. I _____ up to the top of the mountain.
- 3. She had the _____ cake.
- 5. The _____ tiger roared.

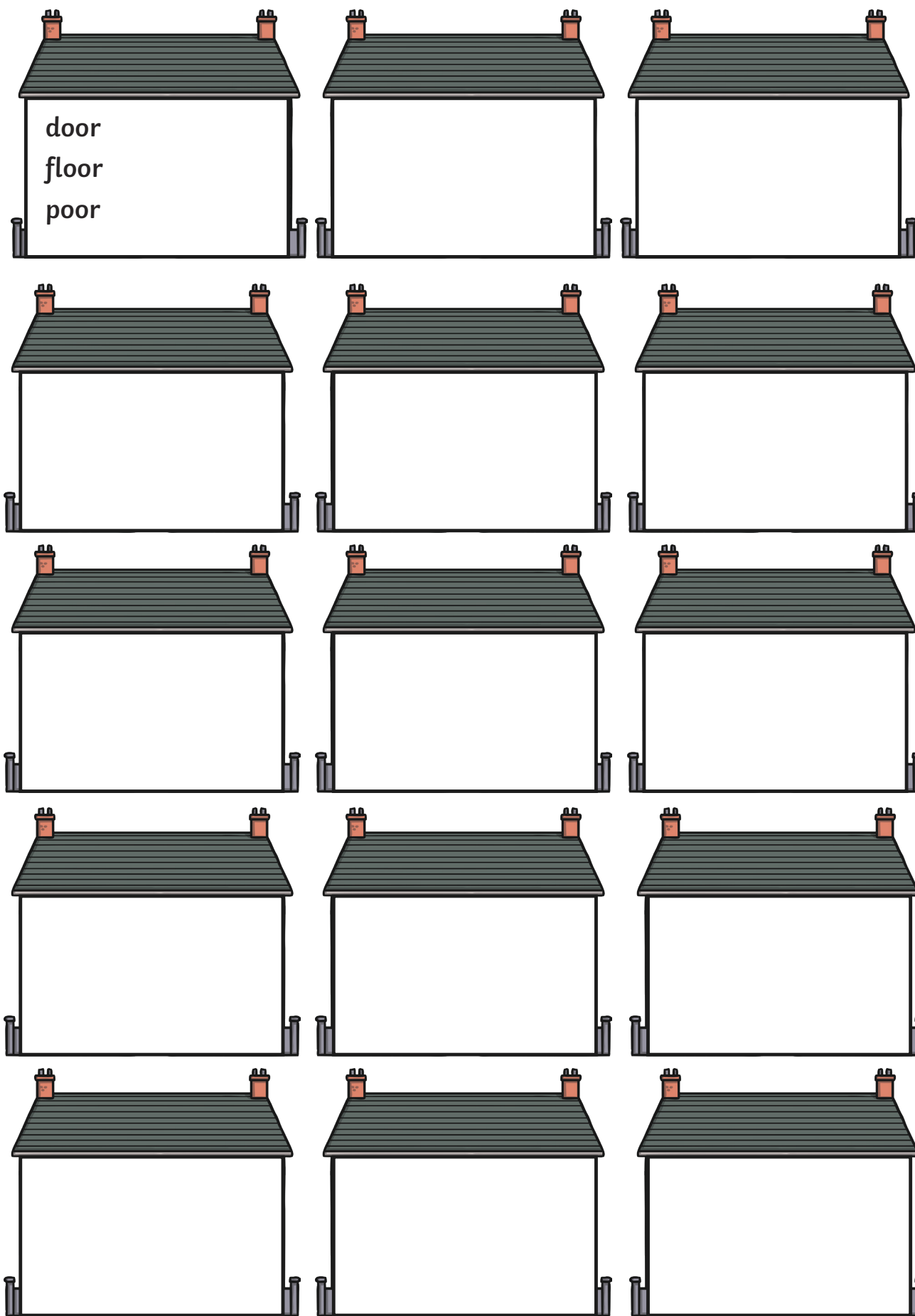
Down

- 2. They _____ had short hair.
- 4. He was the _____ one left at school.

C) Spelling Common Exception Words

Look at the common exception word list. Some of the words contain the same strings of letters (door, floor, poor). Group the words into families with the same letter strings and put them into the houses.

door	should	old	father
floor	would	cold	class
poor	who	gold	grass
because	whole	hold	pass
find	any	told	plant
kind	many	every	path
mind	clothes	great	bath
behind	busy	break	hour
child	people	steak	move
children	water	pretty	prove
wild	again	beautiful	improve
climb	half	after	sure
most	even	fast	sugar
only	money	last	eye
Mrs	Christmas	even	everybody
both	Mr	past	could



Parent Tip As common exception words don't follow the usual phonetic spelling rules, your child will need to practise them regularly in order to learn what they look like on sight.

Full Stops

Full stops can be used in a variety of different ways in writing. You will most often use full stops to end a sentence. They are used to show the reader when a sentence has finished and the next one will begin.

Without full stops to end sentences, writing often doesn't make sense.

I went to the rugby on Saturday the weather was sunny

Without using full stops, it is difficult to get the proper meaning from this text. Did the person go to the rugby on Saturday? Or was the weather sunny on Saturday? Or was it both?

I went to the rugby on Saturday. The weather was sunny.

I went to the rugby. On Saturday, the weather was sunny.

Full stops can also be used in abbreviations (shortened forms of words or phrases).

Sun. = Sunday

e.g. = for example

Another place you will see full stops will be on the Internet, in website addresses and in email addresses.

www.twinkl.co.uk

Full Stops

Full stops are used to end a sentence.

My name
is Ahmed.



Full stops are used when an abbreviation does not include the last letters of the full word.

'Sunday'
becomes 'Sun.'

Full stops are used for abbreviations.

E.g.

Full stops are used in email addresses.

info@twinkl.co.uk

Full stops are used in Internet addresses.

www.twinkl.co.uk



A) Spot the Full Stops

Can you spot where the full stops should be in these sentences?

My favourite food is cheese I love it melted


My room was a mess My mum told me to tidy it up

I fed my dog after school He had chicken

B) Full Stop Alien Postcard

Luvakass the alien has visited Earth. He is writing a postcard to his family at home on the planet Inko. He needs your help to check his postcard for missing capital letters and full stops.

dear mum and dad
i have now been on earth for two weeks
it is very different to inko
people drive around in metal boxes
food is eaten by putting it in your face
water falls out of the sky a lot
i miss you all
love from luvakass

Mum and Dad	
Inko	
Milky Way West	
Local Cluster	



C) Identify the Full Stop Errors

Read the sentences below. Can you spot the full stops and capital letters that are in the wrong places? Rewrite the sentences with the capital letters and full stops in the correct places.

1. chris Found his Wallet in. the drawer

2. soup is A. healthy Kind of food

3. grown-ups Teach us at. school

4. snow and Rain are part of. our winter weather

The most common way your child will use full stops is to end a sentence. Get your child to act out sentences, using actions and hand movements, then do a fist action to show a full stop at the end.

Capital Letters

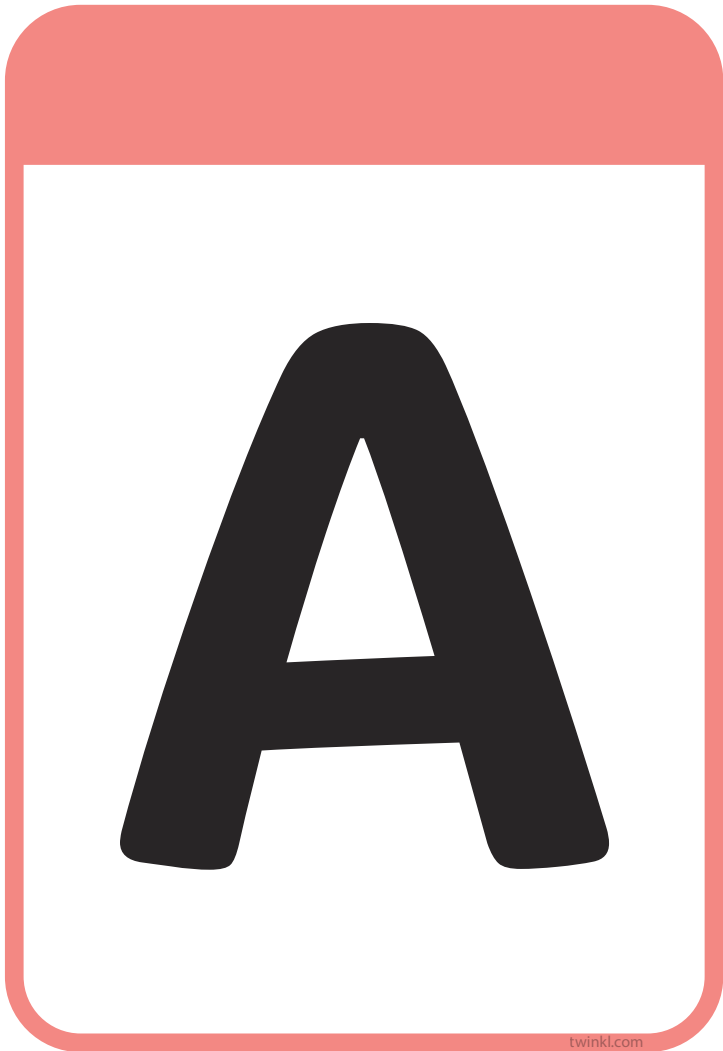


Capital letters are upper-case letters. They are larger than lower-case letters and are only used at certain times in sentences.

You need to use capital letters at the beginning of sentences. Full stops tell the reader when a sentence ends and capital letters start the next sentence.

Not only can capital letters be used at the beginning of sentences, but they can also be used for proper nouns. This includes the names of people, places, companies, days of the week and months of the year.

Capital letters are also used for the pronoun I (e.g. I went to the shops).



A

twinkl.com



B

twinkl.com



C

twinkl.com



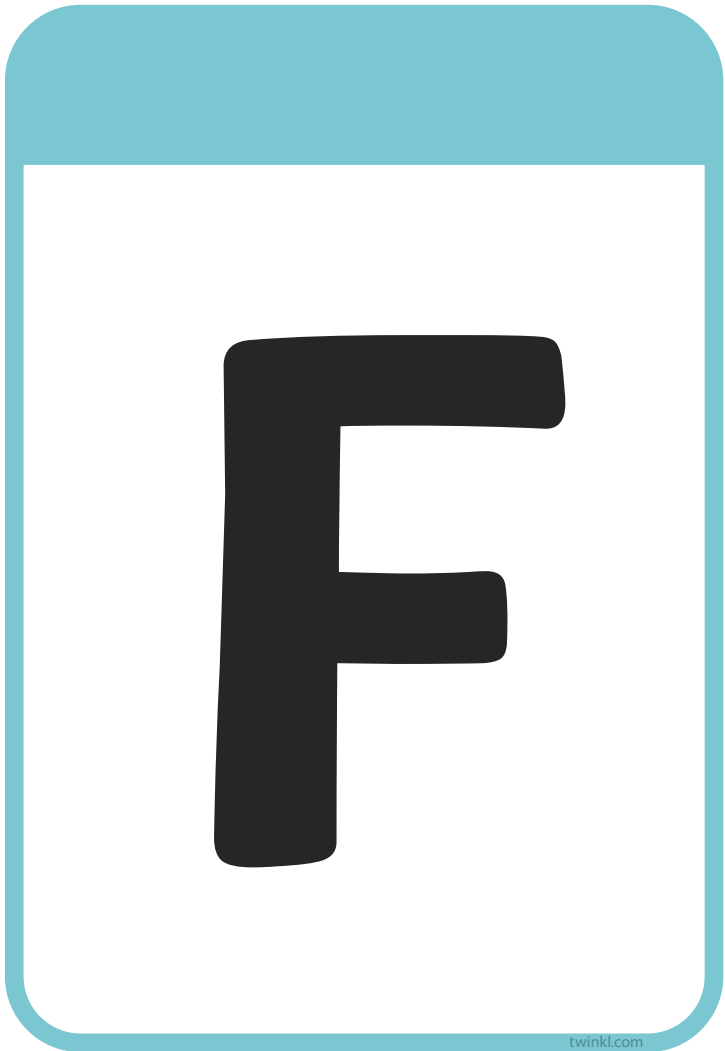
D

twinkl.com



E

twinkl.com



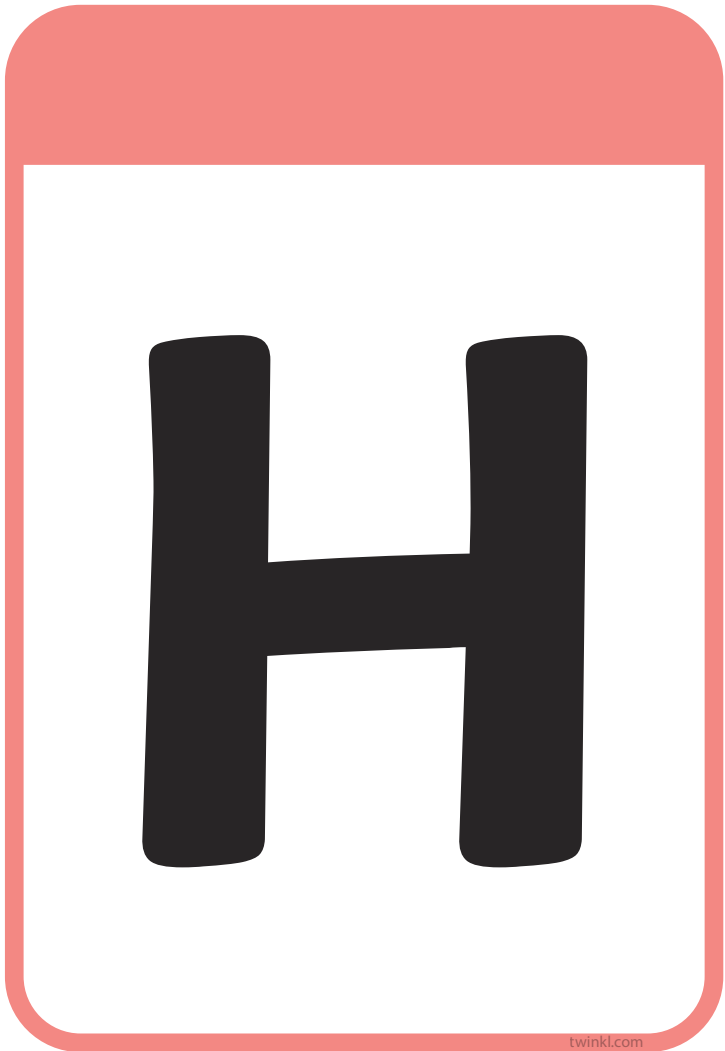
F

twinkl.com



G

twinkl.com



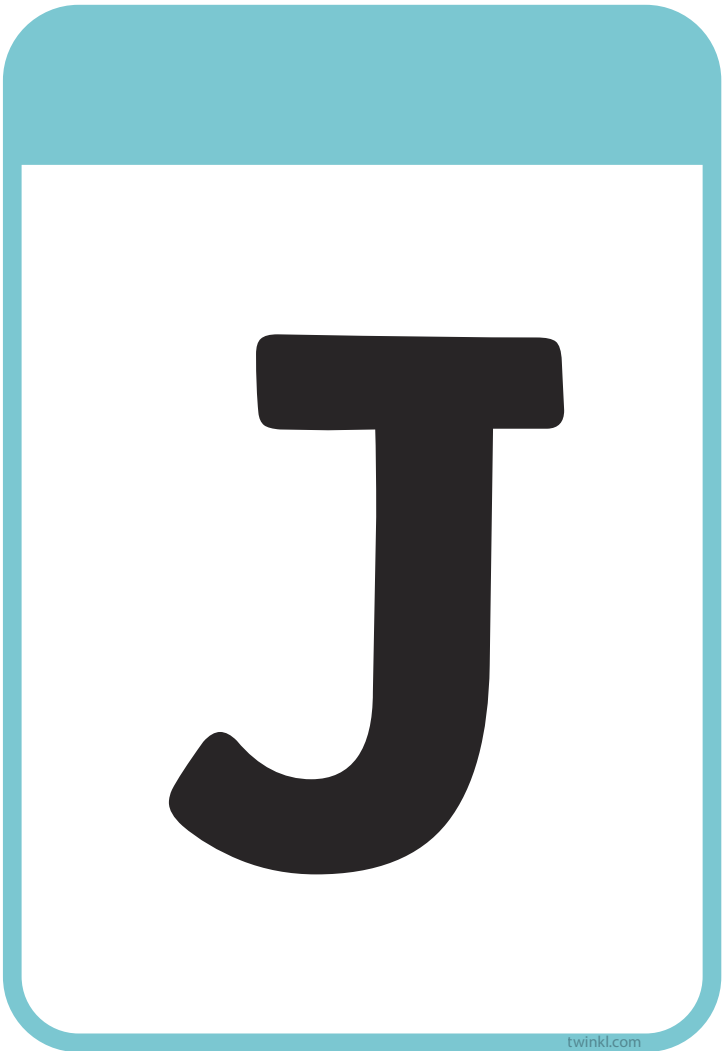
H

twinkl.com



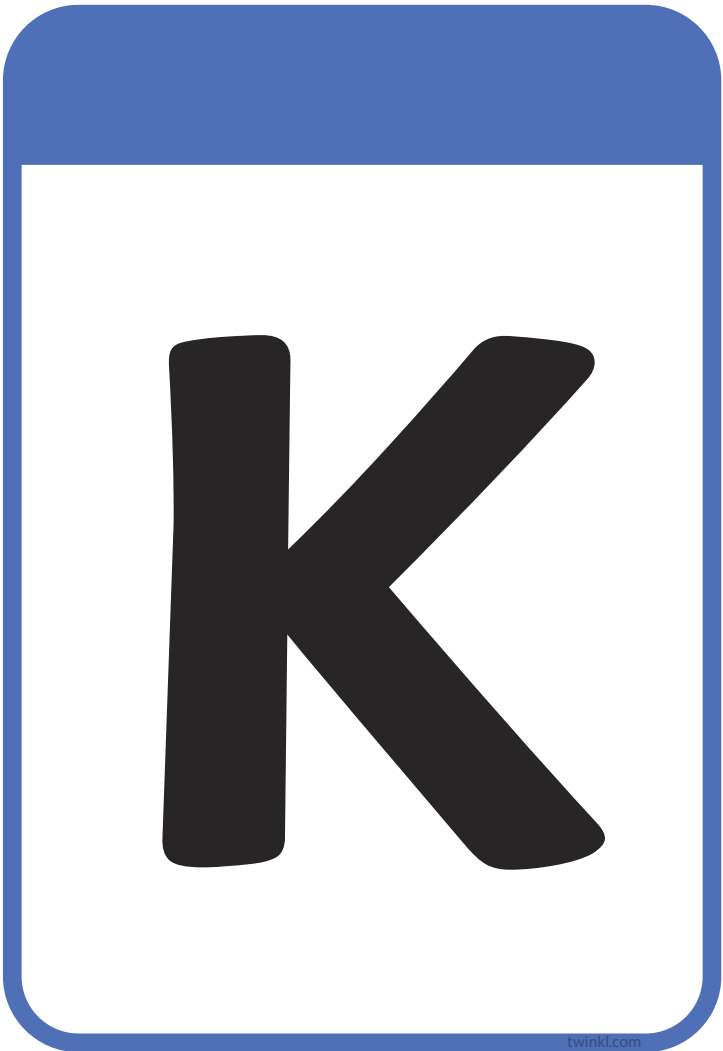
I

twinkl.com



J

twinkl.com



K

twinkl.com



L

twinkl.com

M

twinkl.com

N

twinkl.com

O

twinkl.com

P

twinkl.com

Q

twinkl.com

R

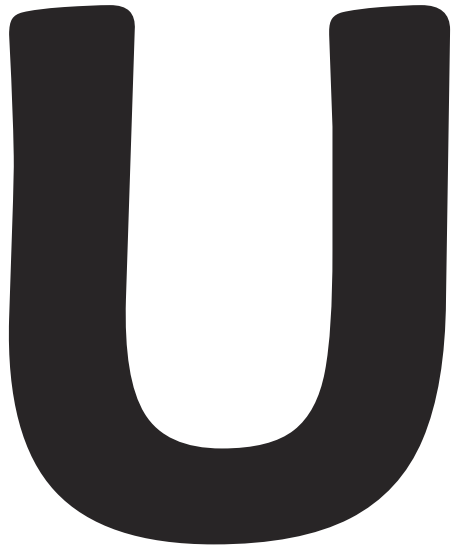
twinkl.com

S

twinkl.com

T

twinkl.com



U

A large, bold, black uppercase letter 'U' is centered within a white rounded square. The square has a red border and a red header bar at the top. A small 'twinkl.com' watermark is visible at the bottom right of the white area.



V

A large, bold, black uppercase letter 'V' is centered within a white rounded square. The square has a teal border and a teal header bar at the top. A small 'twinkl.com' watermark is visible at the bottom right of the white area.



w

A large, bold, black lowercase letter 'w' is centered within a white rounded square. The square has a blue border and a blue header bar at the top. A small 'twinkl.com' watermark is visible at the bottom right of the white area.



x

A large, bold, black lowercase letter 'x' is centered within a white rounded square. The square has a red border and a red header bar at the top. A small 'twinkl.com' watermark is visible at the bottom right of the white area.



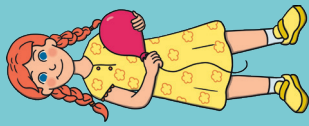
When to Use a Capital Letter

A B C

twinkl

Names of people and pets

Katie



James



Tom

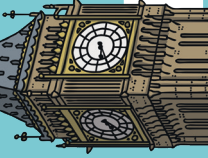


Names of Places

Africa



Big Ben



At the Beginning of a Sentence

We went on a trip to the supermarket.



Titles

The Jolly Frog



Days of the Week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Months of the Year

January

August

February

September

March

October

April

November

May

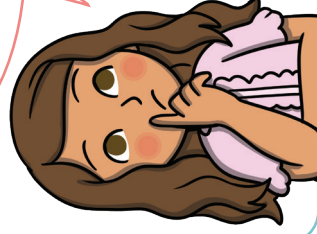
December

June

July

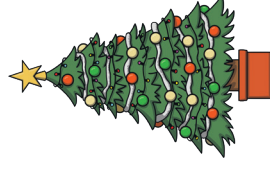
The Word 'I'

"Please can **I** have an apple?"



Names of Religious Festivals

Christmas



Diwali



A) Capital Letters for Names

Use your understanding of capital letters to answer the questions.

1. Use the pictures to help create your own sentence.



_____ and _____ have a cat called _____

2. Use the pictures to help create your own sentence.



The _____ lives in a big city called _____.

Challenge!

Finish this sentence. **Remember: Capital letters for names.**

My teacher is called _____

B) Spot the Capital Letter Mistakes

The following sentences are missing any capital letters or full stops. Can you rewrite the sentence and add the correct punctuation?

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

To help your child get used to recognising which capital letters correspond to which lower-case letters, try playing flashcard style games, where you show your child an upper-case letter, then they write the matching lower-case letter.

C) Capital Letter and Full Stop Rewrite

On the Farm

Read the piece of writing below. Think about when a sentence ends and when a new one begins. Write the sentences out yourself, adding in any full stops and capital letters.

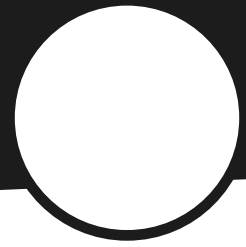
I will soon visit my nan at her farm nell and her sister may join me she will let us feed the hens she has goats and cows as well as hens it is fun on the farm

At the River

Read the piece of writing below. Think about when a sentence ends and when a new one begins. Write the sentences out yourself, adding in any full stops and capital letters that are needed. Can you add your own sentences about something else that is happening at the river?

max and vikram sail a wooden boat jeff chucks bits of a bun in the river for the ducks yasmin sits on a rock and looks for fish bill and bob see an eel ken the dog sits down in the mud and gets in a mess.

Answers



Mixed Up Sentences - Answers

wE all watched a FiLm on tuEsdAy.

We all watched a film on Tuesday.

i read mY sTory to tHe class YesterdAy.

I read my story to the class yesterday.

it'S my Birthday in maRch.

It's my birthday in March.

We Are Going on a schOOl trIp to lonDon.

We are going on a school trip to London.

i wanTeD to siT neXt to abby on the coACh.

I wanted to sit next to Abby on the coach.

theY did noT Know that i was boRn in brAziL.

They did not know that I was born in Brazil.

First and Third Person - Answers

Key

first person

third person

I was walking down the street when I heard a strange noise.

They didn't give me dessert.

Lola the kitten could climb into tiny spaces.

It was a rainy Sunday but Bruno wanted to play outside.

We were shocked to find out that our friend had been stealing.

The team members have a great bond and have been very successful this season.

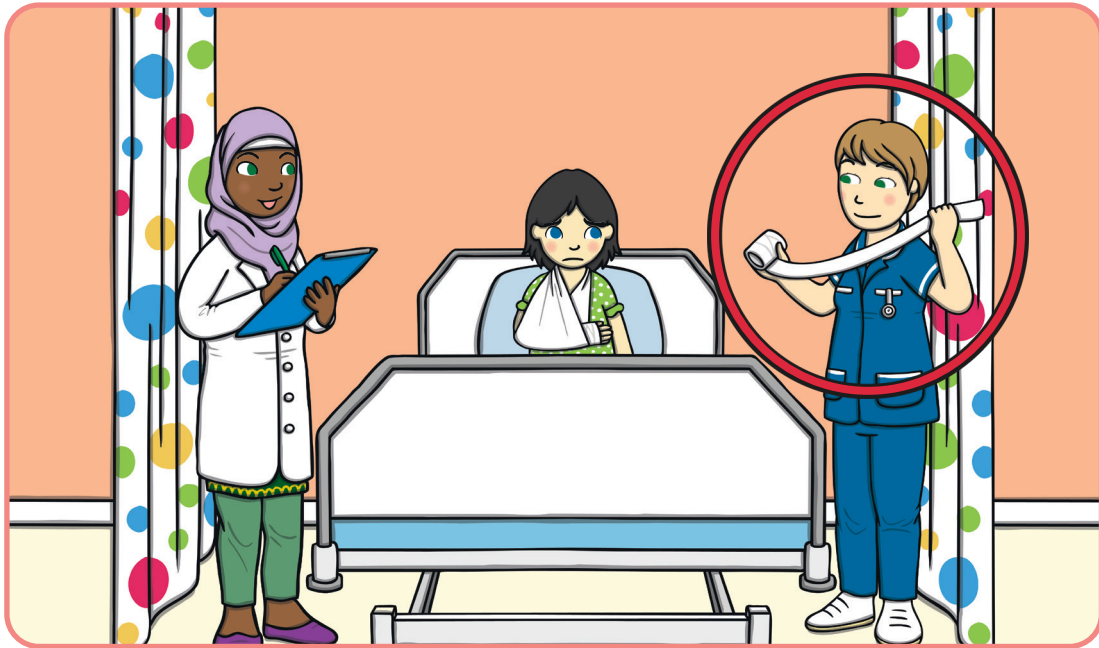
Adding -ed - Answers

1. Tina **washed** her hands.
2. Fatima **picked** up the toys.
3. We **played** in the sand.
4. Any sentence containing '**cleaned**'.
5. Any sentence containing '**brushed**'.
6. Any sentence containing '**watched**'.

Past Tense Verbs - Answers

Verb	Past Tense
swim	swam
drink	drank
sit	sat
write	wrote
eat	ate
buy	bought
catch	caught
fly	flew
fall	fell
run	ran
sleep	slept
hear	heard
feed	fed
find	found
drive	drove
shake	shook
hold	held
give	gave
grow	grew

Remembering/Retrieval - When, Where and Who Was The Story About?



What can you see on the curtains?

Spots

The doctor has a clipboard. **True**

The girl has hurt her leg. **False**

The girl is in a bed. **True**



What can you see in the sky?

Stars

Mum is next to the fire. **False**

The children are muddy. **True**

The tent is purple. **False**

Best Dress Retrieval

What is the planet called?

Doop

On which day did Zid have the idea for the dress?

Monday

Remembering/Retrieval - 'What' Questions

A) Picture Retrieval

What is the lady with the blue T-shirt carrying? **Flowers, scissors**
and a basket

What colour is the watering can? **Yellow**

What is the weather like? **Sunny**

What is the man in the blue hat holding? **A spade**

B) Rex Retriever Asks What

Answers may vary -

Children ice skating / A child learning to skate with a lady / Someone sitting on a bench

C) The Tooth Fairy Retrieval

What is the name of the tooth fairy in this story? **Pixie-Dust**

What did Lilly want to buy with the money? **A Choccy-**

Choc-Choc Bar

What did Lilly find on her pillow? **Her tooth**

What did Lilly find under her pillow? **A coin**

Phonics

A) right light pie lie time bike dry cry

B)

e l e p h a n t f t u i
h g l p q w e d a f t g
k i y u m p t o e k i h
b r l j o w e r d f e u
z l b c n a q d g c j h
w m l p k c s q e r t a
e j k v e s t o s a j u
t b o y y m l p a y s n
r q k l p i y b c o s t
j e r g l u e b n n j e
k e r y g h k m v x a d
m c l o u d a q w y i n

c)

ou

cloud

oy

ay

ph

ey

monkey

girl

boy

queue

haunted

even

elephant

wh

whistle

ue

toe

ir

High Frequency and Common Exception Words

A) The dog wagged its tail. I ran really fast. I write with my right hand.
How many children are lined up? I can still see you!

B) I **climb** up to the top of the mountain. She had the **most** cake. The **wild** tiger roared. They **both** had short hair. He was the **only** one left at school.

The **children** play in the playground. I hide **behind** the tree. I don't **mind** what we have for dinner. He is a very helpful and **kind** boy.

Code word = **child**

C) door floor poor

find kind mind behind

child children wild

should would could

who whole

any many

old cold gold hold told

great break steak

fast last past

class grass pass

path bath father

move prove improve

clothes both

sure sugar

even everybody

Full Stops

A) My favourite food is cheese. I love it melted.

My room was a mess. My mum told me to tidy it up.

I fed my dog after school. He had chicken.

B) Dear Mum and Dad,

I have been on Earth for two weeks. It is very different to Inko. People drive around in metal boxes. Food is eaten by putting it in your face. Water falls out of the sky a lot. I miss you all.

Love from Luvakass.

C) Chris found his wallet in the drawer.

Soup is a healthy kind of food.

Grown-ups teach us at school.

Snow and rain are part of our winter weather

Capital Letters

A) Sentences will vary depending on name choices. Names used need to have capital letters.

The Queen lives in a big city called London.

Sentences will vary depending on the name of your teacher. The name of the teacher must have a capital letter.

B) My brother's dog is called Tess.

On Sunday, she went to the park.

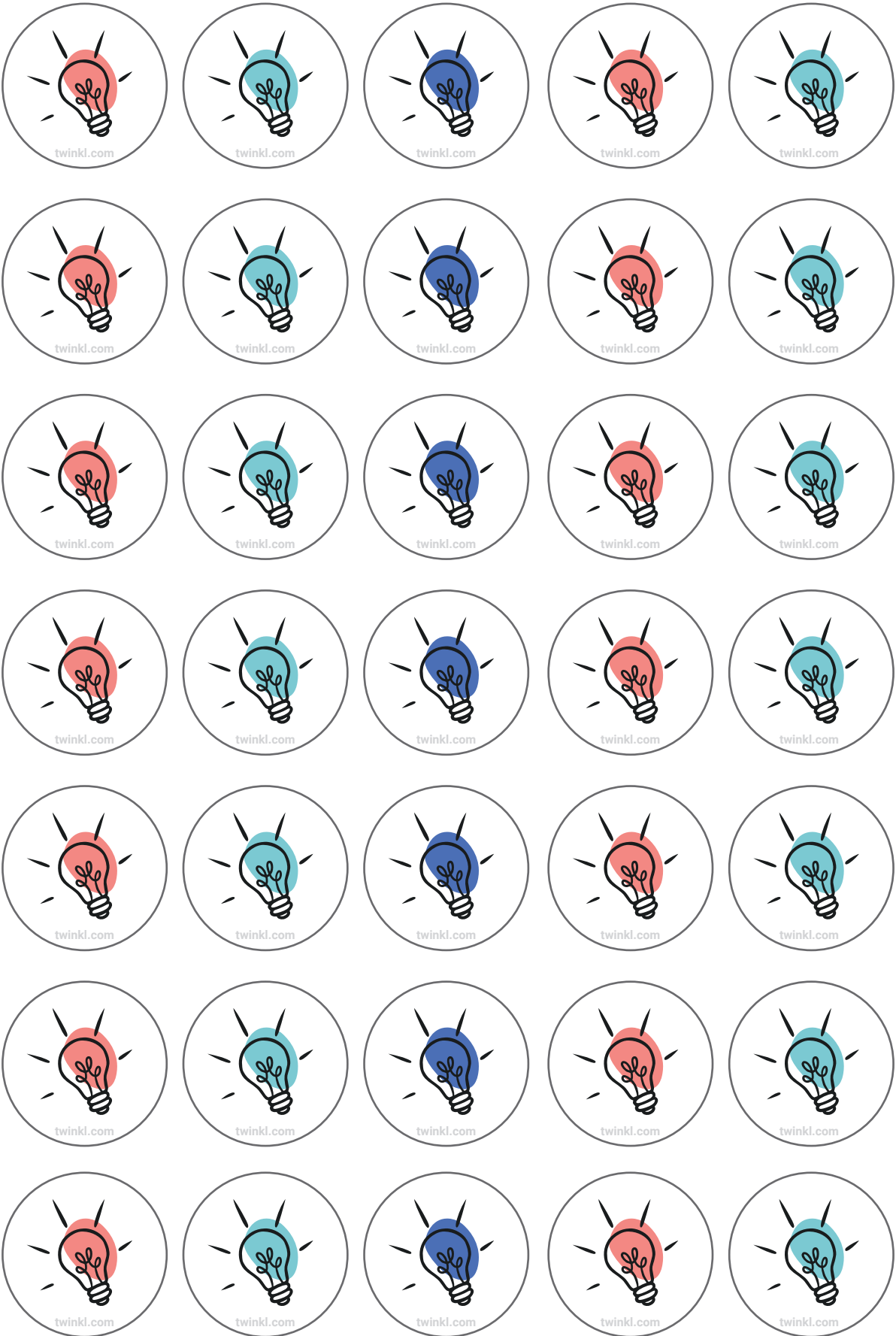
The Titanic sank in 1912.

Toby and Mark are going to Spain in March.

Martha took her children to the zoo yesterday.

C) I will soon visit my Nan at her farm. Nell and her sister may join me. She will let us feed the hens. She has goats and cows as well as hens. It is fun on the farm.

Max and Vikram sail a wooden boat. Jeff chucks bits of bun in the river for the ducks. Yasmin sits on a rock and looks for fish. Bill and Bob see an eel. Ken the dog sits down in the mud and gets in a mess.



Explore and Discover More

Twinkl Go! is a digital platform, hosting interactive content such as videos, games, audiobooks and more. Twinkl Go! enables digital content to be streamed to your computer or mobile device.



twinkl
Go!



twinkl
Book Club

Twinkl Book Club is our book subscription service. Enjoy our original works of fiction in beautiful printed form, delivered to you each half-term and yours to keep!

Twinkl Boost is a range of intervention resources, created to support and lift learning with children at every level. These include our easy-to-use SATs and Phonics Screening resources.



twinkl
Boost



twinkl
imagine

Imagine resources are designed to help your children to think creatively, question and imagine. Every week, a new topic consisting of five photos, each with related activities, is created.

Twinkl Originals are engaging stories written to inspire children from EYFS to KS2. Designed to encourage a love of reading and help curriculum-wide learning through accompanying resources.



twinkl
ORIGINALS



twinkl
Kids' TV

Twinkl Kids' TV is our wonderful YouTube channel dedicated to fun and informative video-style resources full of new and creative activities you can try at home!