



Name: _____

Read the words

Read the words and look at the pictures.

 Draw a line to match each word to the correct picture.



1. cup

2. bug

3. Mel

4. log

Bees and ants are bugs. What sound does each word begin with?
Add the correct initial letter sound to the words below to spell them.

___ee

___nt

Can you name
the bugs you can
see in the
bug hotel?



Learning Outcome:

**I can identify sounds
in CVC words.**

The activity on this worksheet
aims to help children identify sounds
in a simple CVC (consonant, vowel,
consonant) word such as 'cup'.
Identifying the sounds in a word is an
important first step towards putting
them together (blending)
to read the word.



Name: _____

Complete the sentences

Circle the correct word to tell the story.

Evan had to save up for the rocket. What did he do?

1. Evan helped Mum wash the **door** / **car**.
2. Evan helped Mum carry the **bags** / **cat**.
3. Evan helped Mum dig the **garden** / **trees**.
4. Evan looked in his money **jar** / **box**.
5. Evan went to the **park** / **shop**.
6. Evan looked at a **ball** / **skateboard**.



Learning Outcome:

I can identify sounds and put them together to read simple words and sentences.

The activity on this worksheet aims to help children identify the different sounds in simple words, and practise blending these sounds to read the words and sentences.



Name: _____

Story sequencing

Put the events from *Hatch!* in order. The first one is done for you.



Answer these questions about *Hatch!*

1. What do the mother and father bird make?
2. How many chicks hatch?
3. What sound do the chicks make?
4. What do they like to eat?



Can you retell
the full story
using your own
words?

Learning Outcome:

**I can retell the
story in my own words.**

The activity on this worksheet aims
to help children retell the story in
their own words.



Name: _____

Tricky words

Look at these tricky words and use them to complete the sentences about Bindi's 'Show and Tell' at school.

was I said your asked
looked There

1. Bindi _____ getting ready for school.
2. “_____ have to take something for Show and Tell,” she _____.
3. “What have you got in _____ box?”
_____ Tess.
4. Bindi opened the box. Everyone _____ inside.
5. “_____’s a hole in it!” said Bindi.



How do my friends react to what is in the box?

Learning Outcome:

I can remember and spell tricky words.

The activity on this worksheet aims to help children practise their tricky words so they can be learned by sight.



Name: _____

Pronunciation pairs

Say these words aloud. Do the letter patterns in bold sound the same or different in each word pair?

Write the word pairs in the correct columns below.

- | | | | |
|-------------------------------|---------------|--------------------|--------------------------|
| 1. c ow | cl uck | 4. l ight | n ight |
| 2. Cock-a- d oodle-doo | m oon | 5. s ad | s un |
| 3. sk y | y ou | 6. c ow | n ow |
| 4. o pened | b ox | 7. m orning | s no r ing |

same sound	different sound

Parent or teacher note:

You can use this activity to talk about the children's own morning routines. What jobs do they have to do in the morning before school?



How did I feel at the beginning, middle and end of my story?

Learning Outcome:

I can identify different pronunciations of the same letter pattern.


The activity on this worksheet aims to help children learn to pronounce letter patterns in different ways to say and spell different words.



Name: _____

Do you know?

1. What does Mum have for tea? _____
2. Why don't the family like the fish? _____
3. What do Dad and Cave Boy decide to do? _____
4. What do they find first? _____
5. Are the eggs too big? _____
6. What does Dad see at the top of the hill? _____
7. Why can't Dad and Cave Boy get the egg home? _____
8. What is inside the egg? _____
9. Who eats the fish? _____
10. What do the family have for tea in the end? _____

 Imagine you have found a giant egg. What sort of creature could be inside it? Draw your creature hatching in the space below:



What
do you think
happened next
in my story?

Learning Outcome:

**I can find and talk
about the events and
characters of the story
and use my imagination to
create a piece of art.**

The activity on this worksheet aims to help children comprehend the events of the story and answer simple questions.



Name: _____

What's in a book?

Can you answer these questions about the story?

1. Who is the book written by? _____ .
2. Who has drawn the pictures? _____ .
3. How many pages are there in the book? _____ .
4. Can you count the words on pages 6 and 7? _____ .
5. How many sentences are there on page 13? _____ .
6. What do you think is the theme of the story? Why? _____
_____ .
7. Where is the story set? _____ .
8. What is the weather like? _____ .
9. Can you find out what year the book was published? _____ .
10. What series is the book part of? _____ .



I hope you
liked my story!
What was your
favourite part?

Learning Outcome:

**I can find out key
information about the
book and the story.**

The activity on this worksheet aims to
help children explore the book as a
whole and find out information about
the book, not just read the story.



Name: _____

Similar but different

These penguins in the story are all different.
Look at the pictures and write a sentence describing their differences.

1.



2.



3.



4.



1. _____

2. _____

3. _____

4. _____

Draw a picture of yourself and a friend in the boxes below. Write two sentences about how you are similar and two sentences about your differences. For example, you both might have brown hair but only your friend wears glasses.

We are similar because:

1. _____

2. _____

We are different because:

1. _____

2. _____

Me	My friend



How did my difference help save the day?

Learning Outcome:

I can talk about people's similarities and differences in a positive way.

The activity on this worksheet aims to help children think retrospectively about people's similarities and differences. This is good practise for encouraging children to think about their own unique qualities.



Name: _____

Contractions

 Match each contraction that appears in the story to the correct words.

we've

that + is

wasn't

let + us

what's

what + is

haven't

I + am

let's

did + not

didn't

was + not

I'm

have + not

that's

we + have

Choose two of the contractions above and write them in a sentence about Leo and his new dog, Jasper.

1. _____

2. _____



What do you think happened next in my story?

Learning Outcome:

I can identify and use contractions in my writing.

The activity on this worksheet aims to help children identify contractions in a story and match them to the full words. This is good practise for reading fluently.



Name: _____

Continuing the story


Think about the moral of *How Bear Lost His Tail*. Do you think Bear learned his lesson? How might he try to make amends for being so rude to Otter?

Write down some ideas here:

Write down some interesting key words and vocabulary you could include in your writing.
Here are two for you:

proud

humbled



Write the opening paragraph of a sequel to my story.

Learning Outcome:

I can develop my own story ideas and vocabulary.

The activity on this worksheet aims to help children continue their own thinking and writing beyond the end of the story.



Name: _____

Book Report

Title: _____

Author: _____

Illustrator: _____

Setting: _____

Main characters: _____

Describe the characters in three sentences.

The first thing that happened was _____

Then _____

At the end of the story _____

My favourite bit was _____

because _____



Do you use your local library? What do you use it for? Can you think of ways to encourage your friends to use the library too?

Learning Outcome:

I can talk about the story and use my own opinions to write a book report.

The activity on this worksheet aims to help children think retrospectively about a story. This is good practise for encouraging children to think about what makes a good story when they are writing their own stories.

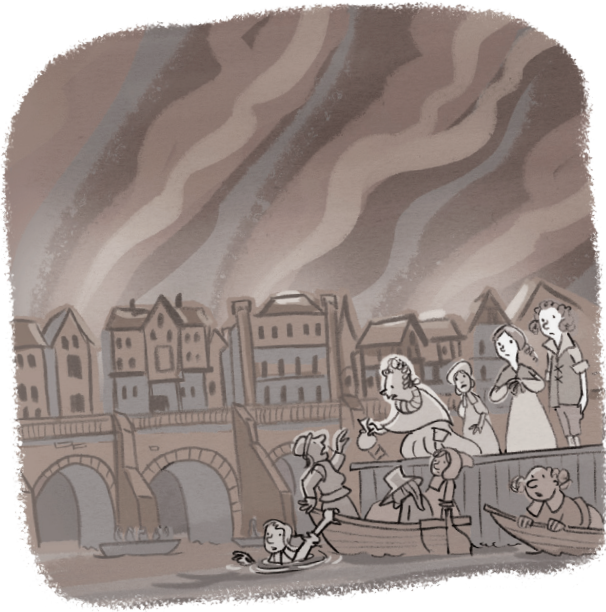


Name: _____

Newspaper article

Create a newspaper article about the Great Fire of London in 1666.

Use the internet, books and the story of *Mary and the Great Fire of London* to write your newspaper article below.



The LONDON Times

Headline: _____

By: _____

On 2nd September a fire broke out in a bakery on Pudding Lane. _____

_____.

Mary and her family had lost everything, all their belongings and their home, but Mary said, “_____

_____.”

Learning Outcome:

I can find out about historical events using a variety of sources and create a newspaper article from my findings.



Name: _____

Continuing the story

This story is all about Melina running in the Olympics against bigger girls.

 Use this template below to create a poster about the race.

1.

Draw a picture in the centre of your poster, showing the runners in the race and label Melina and the girls from Sparta.

2.

Around the edges, create panels and sections to give information about the race:

Section 1:

Supporters:

Who supported Melina. How did her supporters help her as an athlete?

Section 2:

Time:

Why is time important to sports people?

Section 3:

What qualities make a good sports person?



How did I feel
at before the race,
during the race
and at the end?.

Learning Outcome:

**I can create a poster to
visually give information
about a story I have read.**



Name: _____

Play script

This story is all about celebrating different religious and cultural traditions. Hasan is eager to share a festival with his school friends. In play form, turn Chapter 4 into a play script. Remember to include the following:

- **Title.**
- **Scene setting and staging** (including description and adjectives. You can use the pictures in the story to help you.)
- **Name of character** when speaking on the left hand side.
- **Stage directions** in brackets.
- **Don't forget** to include **punctuation**.



Learning Outcome:

I can rewrite a chapter of a story in play script form.