

Year 2
(Entry into Year 3)

25 Hour Revision Booklet
English



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Summary

The activities for English are intended to provide scaffolding and support for pupils, developing knowledge, understanding, and skills as they progress through the booklets. While the activities are indeed labelled as 'comprehension' or 'composition' tasks, these vary significantly as they progress, and build upon knowledge and skills conveyed in earlier stages of each booklet.

All booklets have been developed in line with curriculum content from the 'Department of Education English Programme of Study for Key Stage 1 and 2 of the National Curriculum in England'.

In all cases the work has been structured to build upon what has been addressed in previous sections of each booklet, ensuring that pupils develop both skills and understanding as they progress.

Where tasks have been repeated, the content has been changed to ensure on-going interest, while reinforcing knowledge and skills.

This booklet aims to combine what should have been learnt in Year 2 and what pupils can expect to learn in year 3. There are more comprehension and composition tasks in this booklet due to the need for 'teaching comprehension [to take] precedence over teaching word reading directly' as set out in the National Curriculum.

The 'Use of English' sections deal with homophones; spelling, including the silent 'k' and 'c' with an 's' sound; apostrophes - specifically contractions and possessive apostrophes; and common suffixes. All of these 'Use of English' tasks are based on the recommendations set forth in the National Curriculum guidelines for English for Year 2 to Year 3.

The five final comprehension and composition questions are aimed at both 'increasing (pupils) familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally and identifying themes and conventions in a wide range of books.' - as set out in the National Curriculum guidelines. At this stage it is important that pupils are exposed to a wide range of simple literary texts and encouraged to respond to them creatively. The comprehension questions seek to encourage pupils to start visualizing the story scene with the use of 'draw a picture' tasks, and to start engaging critically by finding information from a text. The composition tasks are carefully structured so that pupils are guided through each step of every task.

Comprehension and Composition 1

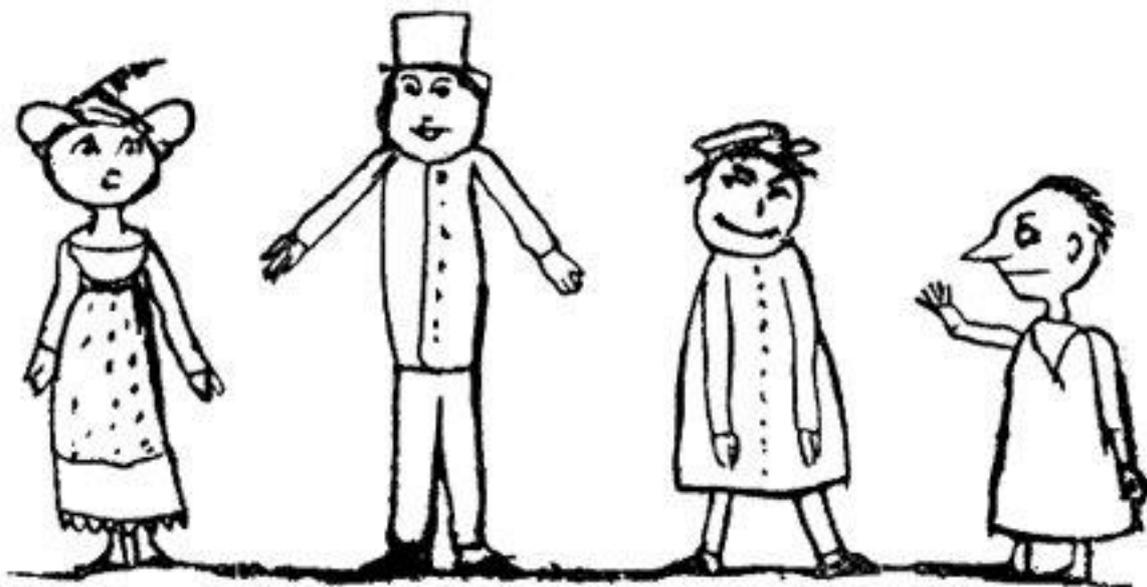
Learning Objective

This section is designed to challenge pupils' comprehension skills to grow beyond simple 'direct word reading'. Further lessons are given in homophone identification and use, and finally a section on comprehension is designed to give children a chance to develop their writing skills and knowledge.

Comprehension Task – 1 Hour

Read the extract from *Nonsense Books* below, and answer the questions.

Once upon a time, a long while ago, there were four little people whose names were:



VIOLET,

SLINGSBY,

GUY,

and LIONEL ;

and they all thought they should like to see the world. So they bought a large boat to sail quite round the world by sea, and then they were to come back on the other side

by land. The boat was painted blue with green spots, and the sail was yellow with red stripes: and, when they set off, they only took a small Cat to steer and look after the boat, besides an elderly Quangle-Wangle, who had to cook the dinner and make the tea; for which purposes they took a large kettle.

. For the first ten days they sailed on beautifully, and found plenty to eat, as there were lots of fish; and they had only to take them out of the sea with a long spoon, when the Quangle-Wangle instantly cooked them; and the Pussy-Cat was fed with the bones, with which she expressed herself pleased, on the whole: so that all the party were very happy.

Nonsense Books by Edward Lear.

Read the story above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What are the four little people's names?

2. What do the four little people want to see?

3. What did the boat look like?

4. What did the cat do on board the boat?

5. What did the elderly Quangle-Wangle do on board the boat?

6. What does the little girl do when they have to wait?

7. What was it like for the first ten days?

8. Draw a picture of what the boat looked like along with the crew.



Use of English

Types of Writing – 1 hour

Homophones

Homophones are words that sound the same but have a different spelling and meaning.

Underline the correct word in each sentence, e.g.

I won / one the tennis match

I can here / hear a noise

Tim blue / blew a bubble.

I can see / sea a castle.

There is a dangerous bare / bear in the forest.

The sun / sun is shining.

I woke up in the middle of the knight / night.

Use these homophone pairs and write sentences of your own, e.g. 1. We won the football. 2. I have one car.

1. We won the football.

2. I have one car.

Homophone Pair 1

1.

2.

Homophone Pair 2

1.

2.

Homophone Pair 3

1.

2.

Homophone Pair 4

1.

2.

Homophone Pair 5

1.

2.

Homophone Pair 6

1.

2.

Draw a picture of the boat you would like to travel in and all the things you would like to take. Draw your picture in the box below.



Comprehension and Composition 2

Learning Objective

Building on previous lessons, comprehension and composition skills are further challenged here, and later sections deal with the use of the silent 'k' and soft 'c' in the English language.

Comprehension Task – 1 Hour

Read the extract from *Goody Two Shoes* below, and answer the questions.

*How Little Two-Shoes became a trotting teacher
and how she taught her young pupils.*

It was about seven o'clock in the morning when we set out on this important business, and the first house we came to was Farmer Wilson's. See here it is.



Here *Margery* stopped, and ran up to the door, *Tap, tap, tap*. Who's there? Only little *Goody Two-Shoes*, answered *Margery*, come to teach *Billy*. Oh Little *Goody*, says *Mrs. Wilson*, with pleasure in her face, I am glad to see you, *Billy* wants you sadly, for he has learned all his lesson. Then out came the little boy. *How do doody Two-Shoes*, says he, not able to speak plain. Yet this little boy had learned all his letters; for she threw down this alphabet mixed together thus:

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

and he picked them up, called them by their right names, and put them all in order thus:

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

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What type of work does Little Goody Two-Shoes do?

2. What is the name of the boy that Little Goody Two-shoes teaches?

3. Is Mrs Wilson Glad to see Little Goody Two-Shoes?

4. What did the boy have to do with the letters of the alphabet?

5. Had the boy learnt the letters of the alphabet?

6. Did the boy put the letters of the alphabet in the right order?

7. Write one word for each letter of the alphabet, e.g. A is for apple.

A	is for	-----
B	is for	-----
C	is for	-----

D

is for

is for

is for

R is for

8. After the alphabet, what should the boy learn next?

Use of English

Spelling – 1 hour

The silent 'k'

Look at the following words, how do you say them?

1. know
2. knife
3. knight
4. knew
5. knock

The 'k' in all these words is silent, instead it is pronounced 'n'.

Practice

Choose one of the five words above to put into these sentences.

1. He heard a _____ at the door.
2. He _____ all about the secret plan
3. I _____ how to make a chocolate cake.

4. I eat my dinner with a
_____ and fork.

5. The _____ wore
armour and rode a horse.

Find two more words that have a silent 'k' at the beginning and sound like 'n'.

1.

2.

The 's' sound with a 'c'

The 's' sound spelt with a 'c' usually comes before the letters 'e', 'i' and 'y'.

Look at the following words, how do you say them?

1. city

4. certificate

2. cell

5. race

3. certain

Choose one of the five words above to put into these sentences.

1. He was locked in a prison

2. I won the _____

3. I am _____ that our
team will win.

4. Mary got a _____ for
swimming fifty metres.

5. The bus goes round the

Find two more words that have an 's' sound spelled with a 'c'.

1.

2.

Draw and label a picture of your classroom in the box below. Remember to include all the details that you remember.



Comprehension and Composition 3

Learning Objective

Comprehension and composition skills are further challenged here, followed by a section on the use of apostrophes in contractions.

Comprehension Task – 1 Hour

Read the story from *A-Apple Pie and Other Nursery Tales* below, and answer the questions.

In a far-off country there was once a little girl, who was called Silver-Locks, because her curly hair shone so very brightly. But she was not so good as she was pretty, for she was a sad romp, and so restless that she could not be kept quiet at home, and would often run out when she was told not to do so. One day, she started off into a wood, to gather wild flowers and to chase butterflies. She ran here, and ran there, and went so far, at last, that she found herself in quite a lonely place, and there she saw a snug little house, in which three Bears lived; but they were not at home. The door and the parlour window being open, Silver-Locks peeped in, and soon found the place was empty; so she made up her mind to go in boldly, and look all about the place, little thinking what sort of folks lived there.

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What is the girl's name?

2. What does the girl look like?

3. Is she a good girl or a naughty girl?

4. Why did she go to the wood?

5. Who lived in the 'snug little house?'

6. How did the girl manage to get inside the house?

7. Why did the girl go inside the house? Was it a good idea?

8. Draw a picture of the snug little house and Silverlocks entering in the box opposite.



Use of English

Punctuation – 1 hour

Apostrophes – Contractions

Apostrophes can be used to make two words into one, e.g.

I am = I'm

Look at these contracted words and write them out in full, e.g. I've = I have

1. I wasn't = _____

2. I'm not = _____

3. She's not = _____

4. They weren't = _____

5. I could've = _____

6. I mustn't = _____

7. He would've = _____

8. They should've = _____

9. I shouldn't = _____

10. I won't = _____

Look at the text below. You are given two alternatives, underline the correct contraction.

Andrew didnt/ didn't want to go to the cinema; he wanted to go swimming. Andrew's mum said they couldn't/ couldnt' go swimming because Andrew's little brother was'nt/ wasn't feeling well. She said Andrew shoul'dnt/ shouldn't complain because they were going to watch an action film. Youll/ You'll definitely enjoy it she told Andrew. I wont'/ won't Andrew thought secretly.

Write about a time when you didn't get your own way. Use at least five contractions in your writing.

Comprehension and Composition 4

Learning Objective

Comprehension and composition tasks, building on previous sections, give pupils further opportunities to practice and develop their skills beyond 'word reading' in this section, in addition to a section on the use of possessive apostrophes.

Comprehension Task – 1 Hour

Read the story from *The Red Fairy Book* below, and answer the questions.

One morning about the middle of August, just at mid-day when the sun was hottest, Michael ate his dinner of a piece of dry bread, and went to sleep under an oak. And while he slept he dreamt that there appeared before him a beautiful lady, dressed in a robe of cloth of gold, who said to him: 'Go to the castle of Beloeil, and there you shall marry a princess.'

That evening the little cow-boy, who had been thinking a great deal about the advice of the lady in the golden dress, told his dream to the farm people. But, as was natural, they only laughed at the Star Gazer.

The next day at the same hour he went to sleep again under the same tree. The lady appeared to him a second time, and said: 'Go to the castle of Beloeil, and you shall marry a princess.'

In the evening Michael told his friends that he had dreamed the same dream again, but they only laughed at him more than before. 'Never mind,' he thought to himself; 'if the lady appears to me a third time, I will do as she tells me.'

The Red Fairy Book, Andrew Lang

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What month is it in the story?

2. What did Michael eat for dinner?

3. What did Michael dream about?

4. Describe the lady in Michael's dream.

5. What did the farm people do when Michael told them about his dream? Why do they do this?

6. What is the name of the castle he is told to go to?

7. Do you think Michael should do what the lady has told him? Why? Why not?

8. Draw a picture of what you think the castle looks like in the box below.



Use of English

Punctuation – 1 hour

Possessive Apostrophes

We use apostrophes to show that something belongs to someone.

e.g., The man's car.

Look at the following sentences. Underline the correct word.

1. That is *dad's* / *dads* laptop.
2. That is the *Robinsons* / *Robinsons'* house.
3. Those are the *girls'* / *girls* dresses.
4. That is *Chrises* / *Chris's* guitar.
5. Those are the *womens'* / *women's* shoes.
6. Bring *Ben's* / *Bens'* book.
7. Find your *sisters* / *sister's* pen.
8. The *tree's* / *trees* leaves.

Look at the following sentences. Re-arrange them so that they contain a possessive apostrophe. E.g. The room that belongs to Susie = Susie's room.

1. The computer that belongs to the family.

2. The trumpet that belongs to Mark.

3. The books that belong to the libraries.

4. The football that belongs to the team.

5. The coat that belongs to the boy.

6. The music that belongs to the choir.

7. The grass that belongs to the fields.

8. The glasses that belong to Annie.

Comprehension and Composition 5

Learning Objective

Challenging pupils further, these comprehension and composition sections ask pupils to respond creatively to the Aesop's Fable, in addition to a section on the identification and use of suffixes in the English language.

Comprehension Task – 1 Hour

Read the story from *Aesop's Fables* below, and answer the questions.

A Wolf had been gorging on an animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and groaning and seeking for something to relieve the pain. He tried to induce every one he met to remove the bone. 'I would give anything,' said he, 'if you would take it out.' At last the Crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the Crane put its long neck down the Wolf's throat, and with its beak loosened the bone, till at last it got it out.

'Will you kindly give me the reward you promised?' said the Crane.

The Wolf grinned and showed his teeth and said: 'Be content. You have put your head inside a Wolf's

mouth and taken it out again in safety; that ought to be reward enough for you.'

Gratitude and greed go not together.

The Wolf and the Crane, Aesop's Fables, Aesop.

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What gets stuck in the wolf's throat?

2. What does the wolf run around asking people to do?

3. What sort of animal is a crane? What does the crane do?

4. Does the wolf keep his promise to the crane?

5. What is the crane's reward?

6. Do you think the wolf is being fair? Why? Why not?

7. How would the crane feel at the end of this story?

8. How would the wolf feel at the end of this story?

Use of English

Spelling – 1 hour

Suffixes

'ment' is sometimes added to words to make nouns, e.g. enjoy + ment = enjoyment.

Add the suffix 'ment' to the following words. E.g., entertain + ment = entertainment

1. punish + _____
= _____

2. excite + _____
= _____

3. move + _____
= _____

4. argue + _____
= _____

5. equip + _____
=

6. govern + _____
=

7. disappoint + _____
=

8. agree + _____
=

Use these suffixed words to make your own sentences.

1.

2.

3.

4.

5.

6.

7.

8.

'ness' is sometimes added to words to make nouns, e.g. happy +
ness = happiness

Add the suffix 'ness' to the following words. E.g.

sad + ness = sadness

1. bright + _____
=

2. clever + _____
=

3. great + _____
=

4. fierce + _____
=

5. awkward + _____
=

6. polite + _____
=

7. shy + _____
=

8. smooth + _____
=

Use these suffixed words to make your own sentences.

1.

2.

3.

4.

5.

6.

7.

8.

Comprehension and Composition 6

Learning Objective

These sections are aimed at both 'increasing (pupils) familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally and identifying themes and conventions in a wide range of books.' - as set out in the National Curriculum guidelines. Pupils are exposed to a wide range of simple literary texts and encouraged to respond to them creatively. The comprehension questions seek to encourage pupils to start visualizing the story scene with the use of 'draw a picture' tasks, and to start engaging critically by finding information from a text. The composition tasks are carefully structured so that pupils are guided through each step of every task. Each section builds on earlier lessons and challenges to develop pupils' skills.

Comprehension Task – 1 Hour

Read the story from *Grimm's' Fairy Stories* below, and answer the questions.

There was once a little brother who took his sister by the hand, and said, "Since our own dear mother's death we have not had one happy hour; our stepmother beats us every day, and, when we come near her, kicks us away with her foot. Come, let us wander forth into the wide world." So all day long they travelled over meadows, fields, and stony roads. By the evening they came into a large forest, and laid themselves down in a hollow tree, and went to sleep. When they awoke the next morning, the sun had already risen high in the heavens, and its beams made the tree so hot that the little boy said to his sister, "I am so very thirsty, that if I knew where there was a brook, I would go and drink. Ah! I think I hear

one running;" and so saying, he got up, and taking his Sister's hand they went to look for the brook.

The wicked stepmother, however, was a witch, and had witnessed the departure of the two children: so, sneaking after them secretly, as is the habit of witches, she had enchanted all the springs in the forest.

Grimm's Fairy Stories, Jacob Grimm and Wilhelm Grimm

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Do the children have a mother?

2. What does their stepmother do?

3. Where do they fall asleep?

4. Why are they very thirsty when they wake up?

5. What do the brother and sister go to look for because they are thirsty?

6. Who is a witch?

7. It says the witch 'enchanted all the springs in the forest' – what does this mean?

8. Draw a picture of the forest and the brother and sister in the box below.



Comprehension and Composition 7

Learning Objective

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Comprehension Task – 1 Hour

Read the story from *Mother Goose in Prose* below, and answer the questions.

Little Bobby was the only son of a small farmer who lived out of town upon a country road. Bobby's mother looked after the house and Bobby's father took care of the farm, and Bobby himself, who was not very big, helped them both as much as he was able.

It was lonely upon the farm, especially when his father and mother were both busy at work, but the boy had one way to amuse himself that served to pass many an hour when he would not otherwise have known what to do. He was very fond of music, and his father one day brought him from the town a small fiddle, or violin, which he soon learned to play upon. I don't suppose he

was a very fine musician, but the tunes he played pleased himself, as well as his father and mother, and Bobby's fiddle soon became his constant companion.

One day in the warm summer the farmer and his wife determined to drive to the town to sell their butter and eggs and bring back some groceries in exchange for them, and while they were gone Bobby was to be left alone.

Mother Goose in prose by L. Frank Baum

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What is Bobby's father's job?

2. What does Bobby's mother do?

3. What is the farm like?

4. What musical instrument did Bobby's father buy him?

5. Does Bobby enjoy playing his musical instrument?

6. What do the farmer and his wife plan to sell in town?

7. Bobby will be left alone when his mother and father go to town. What will he do to amuse himself while they are gone?

8. Draw a picture of the farm where Bobby lives in the box below.



Comprehension and Composition 8

Learning Objective

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Comprehension Task – 1 Hour

Read the story from *The Wind in The Willows* below, and answer the questions.

The Mole had long wanted to make the acquaintance of the Badger. He seemed, by all accounts, to be such an important personage and, though rarely visible, to make his unseen influence felt by everybody about the place. But whenever the Mole mentioned his wish to the Water Rat he always found himself put off. 'It's all right,' the Rat would say. 'Badger'll turn up some day or other—he's always turning up—and then I'll introduce you. The best of fellows! But you must not only take him AS you find him, but WHEN you find him.'

'Couldn't you ask him here dinner or something?' said the Mole.

'He wouldn't come,' replied the Rat simply. 'Badger hates Society, and invitations, and dinner, and all that sort of thing.'

'Well, then, supposing we go and call on HIM?' suggested the Mole.

'O, I'm sure he wouldn't like that at ALL,' said the Rat, quite alarmed. 'He's so very shy, he'd be sure to be offended. I've never even ventured to call on him at his own home myself, though I know him so well. Besides, we can't. It's quite out of the question, because he lives in the very middle of the Wild Wood.'

The Wind in the Willows, Kenneth Grahame

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Who does Mole want to meet?

2. According to the Water Rat, what does the Badger hate?

3. How would you describe Badger's personality?

4. Where does Badger live?

5. Why do you think Mole wants to meet Badger?

6. Do you think Badger would like to meet Mole?

7. Does Water Rat know the Badger well?

8. Using your imagination, draw a picture of Badger's house.



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Comprehension and Composition 9

Learning Objective

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Comprehension Task – 1 Hour

Read the story from *The Book of Dragons* below, and answer the questions.

It all began with Effie's getting something in her eye. It hurt very much indeed, and it felt something like a red-hot spark—only it seemed to have legs as well, and wings like a fly. Effie rubbed and cried—not real crying, but the kind your eye does all by itself without your being miserable inside your mind—and then she went to her father to have the thing in her eye taken out. Effie's father was a doctor, so of course he knew how to take things out of eyes—he did it very cleverly with a soft paintbrush dipped in castor oil.

When he had gotten the thing out, he said: "This is very curious." Effie had often got things in her eye before,

and her father had always seemed to think it was natural—rather tiresome and naughty perhaps, but still natural. He had never before thought it curious.

Effie stood holding her handkerchief to her eye, and said: 'I don't believe it's out.' People always say this when they have had something in their eyes.

'Oh, yes—it's out," said the doctor. "Here it is, on the brush. This is very interesting.'

The Book of Dragons, E. Nesbit

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What happened to Effie's eye?

2. Why did her father know how to 'take things out of eyes'?

3. What did her father use to take out the thing in her eye?

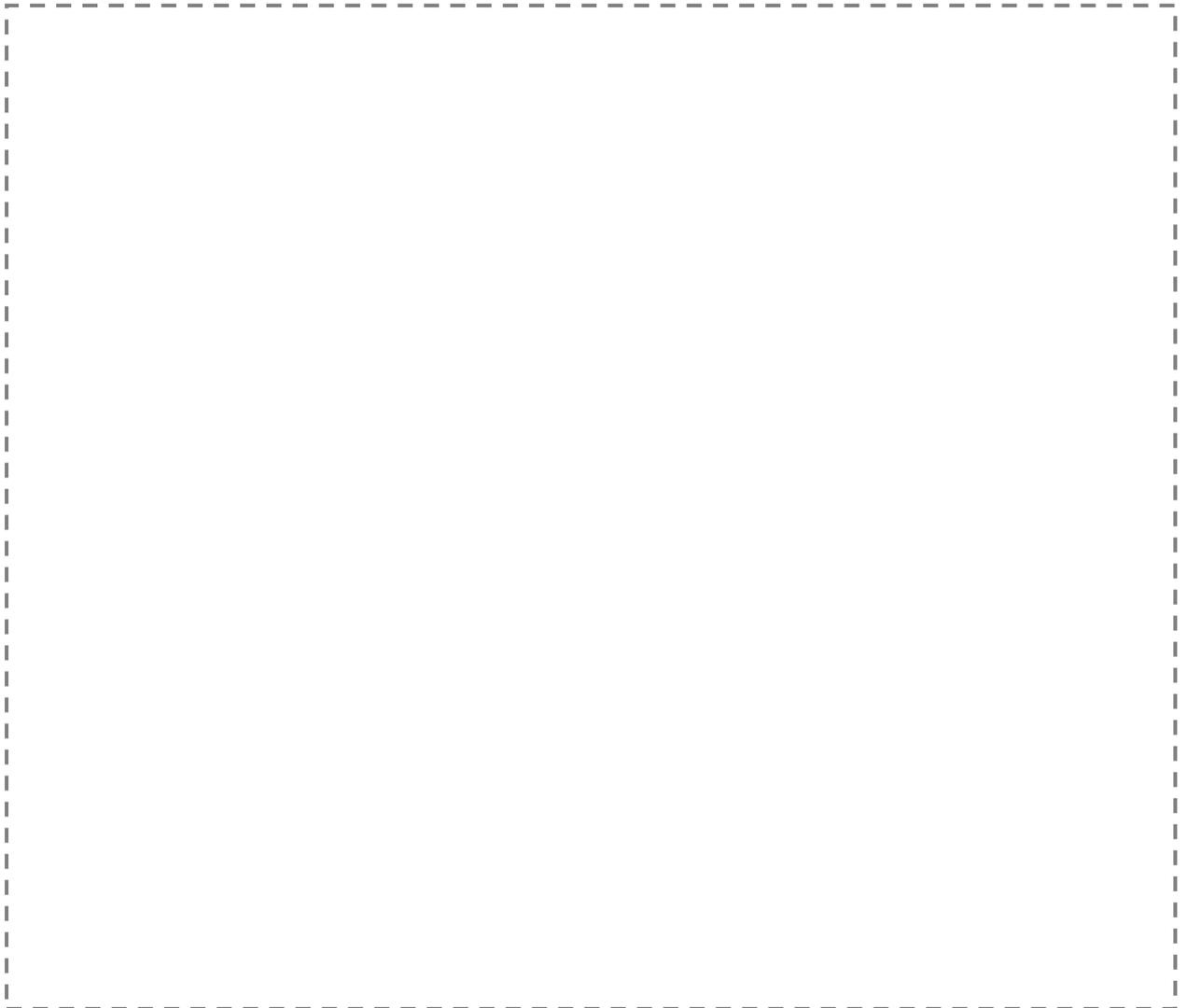
4. What does her father say about the thing he takes out of Effie's eye?

5. What object does Effie hold to her eye?

6. What might the 'thing' that was in Effie's eye be?
Write down your ideas.

7. Have you ever got something stuck in your eye?
What was it? Was it very painful? Describe the
experience in your own words.

8. Using your imagination, draw the 'thing' that Effie's father took out of her eye.



Comprehension and Composition 10

Learning Objective

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Comprehension Task – 1 Hour

Read the extract from *London Town* below, and



answer the questions.

London Town, Thomas Crane, Ellen Houghton

Read the poem ‘The Penny Ice Man’ carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What does the penny-ice man sell?

2. Does he sell his ice-creams in winter or summer?

3. What flavour ice lolly does Fred want?

4. What flavour ice lolly does Newsboy Ned want?

5. What month is it in the poem?

6. What does Ned mean when he says 'it feels like eating winter with a spoon.'?

7. What is your favourite ice-cream flavour?

8. What is your favourite season (autumn, winter, spring, summer)? Why?

Draw a picture of your ice-cream parlour in the box below. Add labels to show details.

