English



*How can I edit my work?*



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| --- | --- | --- | --- | --- | --- | --- |
| **Read before you begin.**   |  |  |  | | --- | --- | --- | | Welcome to Module F. In this Module you will complete activities which will help you answer the question:  ‘How can I edit my work?’ | |  | |  | Learning Intentions for Module F | |   Writing Workshop  Study the style and techniques used for editing and proofreading.  Grammar and Punctuation  Learn about precise language. Study modal adjectives.  How Words Work  Find out about conjunctions and apostrophes.    Spelling and Phonics  Study 10 given spelling words and your own 10 words. You will be tested at the end of the Set. In phonics, you will look at the letter patterns ‘o-e’ and ‘orn’. |



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| Contents | |
| Set One | Reading and Writing Workshop   * Edit and proofread your writing * Complete activities about editing and proofreading   Spelling Activities and Phonics   * Ten given words and ten words of your own choice * The ‘o\_e’ sound   Grammar and Punctuation   * Precise language   How Words Work   * Conjunctions   Spelling Test   * Spell the words for this Set |
| Set Two | Reading and Writing Workshop   * Edit and proofread your writing   Spelling Activities and Phonics   * Ten given words and ten words of your own choice * The ‘orn’ sound   Grammar and Punctuation   * Modal adjectives   How Words Work   * Apostrophes   Spelling Test   * Spell the words for this Set   Reflection   * True or false questions |

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| books,boys,childhood,children,concentration,educates,educations,Fotolia,homework,kids,knowledge,learning,learns,males,Photographs,readings,reads,schools,students,studies | Getting Knowledge Ready |

In this module you will explore *editing* and *proofreading*. Think about what these words mean and write your thoughts in the stars.

Editing

Proofreading

|  |
| --- |
| Set One |





Writing Workshop

In today’s reading and writing workshop you will look at the importance of editing and proof reading your work.

What does editing mean?

Editing is an important step in the writing process. It involves making changes to the writing so that it is ready to be published.

In the first part of editing, the writer reads the first draft and fixes the obvious problems.

The main problems to look for are:

* ideas that do not belong to the topic
* information that is wrong
* paragraphs that are in the wrong order
* sentences that do not make sense or are hard to understand.

It is a good idea to put your draft away for a while before you read and revise it. It is easier to see problems in your writing that way.

What does proof reading mean?

Proof reading usually happens after the editing of your writing.

It’s where you look for errors in spelling, punctuation and grammar.

Proofread someone’s work

The piece of writing below needs 23 capital letters, 15 full stops, 4 commas and 2 question marks. Add them using a different colour for each type of punctuation mark.

At The Supermarket

robert and jodie live in newcastle one saturday morning they went shopping with their parents they went to a big supermarket Robert pushed the shopping trolley they bought bread milk tea jam fruit and vegetables suddenly mother looked up where was Jodie she had become separated from the family mother went to the desk the lady there made an announcement over the loudspeaker soon jodie came to the desk where had she been she had been reading books in the book department mother was pleased to see her daughter at last now it was time to go home dad started the car and off they went it had been a busy day

Draw and label some things you buy at a supermarket. The words you use as labels will be nouns. Remember that nouns are naming words.

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Grammar and Punctuation

What is precise language?

It means using the right word or phrase to convey exactly the right idea.

For example the first sentence below does not use precise language:

* The plant was green.

This second sentence uses more precise language:

* The prickly cactus was dark green and had some spikes.

The words in the second sentence are much more interesting and create a better picture of the plant.

It’s a good idea to learn as many new words as possible to help you with using precise language. Find the following words in the dictionary and write their meaning:

interesting:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

amazing:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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language:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Now use the three words from the previous page in a sentence.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are synonyms?

Synonyms are words that have the same or similar meaning.

For example:

small: little, tiny, narrow, light, short

big: large, huge, enormous, fat, wide, tall, heavy

Writers use synonyms to avoid using the same word more than once in a sentence or paragraph. Writers and editors use a Thesaurus to find synonyms.

Go to the online Thesaurus at: <http://thesaurus.com>

In the *Search Thesaurus* section, type the following words. Copy the synonyms given for each one.

said:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

happy:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sad:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



How Words Work

What are conjunctions?

**Conjunctions** are words that link words and join ideas within a sentence. Here are some examples of conjunctions:

and, but, if, so, or, that, because, when

Most parrots eat seeds **and** fruit.

In this sentence, the conjunction **and** links the words seeds and fruit. Without the conjunction, the author would have written two sentences.

1. Choose a word from the box to complete each sentence.

because when until unless and if

1. We must wait here\_\_\_\_\_\_\_\_\_\_\_\_ our parents arrive.
2. The baby began to cry \_\_\_\_\_\_\_\_\_\_\_\_ the little boy pinched him.
3. The thief stole the money \_\_\_\_\_\_\_\_\_\_\_\_\_ he wanted to buy a motor bike.

1. The fish will not bite \_\_\_\_\_\_\_\_\_\_\_\_\_you keep making all that noise.
2. I dug up the soil\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sally raked it over.
3. You will not get in the team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you practise much harder.
4. Create four sentences by combining the groups of words on the left with the ones on the right using the conjunctions in the centre panel. The first one has been done for you.

Write your sentences on the lines below.

|  |  |  |
| --- | --- | --- |
| Grace giggled  Elly walked  Sally was late  Mike gets angry  Tom laughed | because  although  when  until  if | she heard the joke.  he loses his school bag.  she reached home.  he fell off his bike.  the bus broke down. |

Sally was late because the bus broke down.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Daily Reading

Find something enjoyable to read every day.



Spelling and How Words Work

Ten Spelling Words for Set One

gold whole suddenly other morning

nose clothes those chose hose

1. Unjumble these list words:

lyndsude\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



esoh\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sethclo\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

retho\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write the list words in alphabetical order:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Which list word means

A time of day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

People wear it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It’s yellow \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You smell with it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Write one interesting sentence using the words:

gold morning chose

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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This Set you will learn about the **o \_ e** letter pattern.

For example ‘**o\_e**’ appears in the word r**o**s**e**.

If you look at the **o\_e** pattern in r**o**s**e** the e is a silent letter and that makes the o sound a long vowel sound.

Say the word r**o**s**e** and sound it out like r-**o**-s**e** and then blend it into the word rose.

The \_ means another letter (a consonant) always goes between the ‘o’ and the silent ‘e’ (like the ‘s’ in rose).

For you to do.

1. Circle the o\_e letters in the following words.
2. Discuss the meaning of each word with your supervisor.
3. Choose 2 words and write a sentence using these words. Remember to use a capital letter and full stop.

nose those hose chose globe dome joke

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Each word in the box contains o - e. Use each to complete a sentence.

|  |
| --- |
| hoe toe stole stove  open chose joke broken |

1. The thief \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the precious diamonds.

1. Mike \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the larger of the two cakes.
2. One door is shut but the other is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. The gardener used a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to pull out the weeds.
4. I put the pot of water on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to heat it.
5. We played a funny \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on our teacher.
6. When it dropped onto the floor the glass was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
7. Dave hurt his big \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when he kicked the ball.



j0226124Spelling Test

Practise the words below and then give this page to someone at home.

Ask him or her to test your spelling.

|  |  |
| --- | --- |
| Spelling Words for Set One | |
| Set One Module Words | Set One Own Words |
| gold |  |
| whole |  |
| suddenly |  |
| other |  |
| morning |  |
| nose |  |
| clothes |  |
| those |  |
| chose |  |
| hose |  |

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**Checklist**

This Set you should have completed the following tasks. Tick the ones you have completed.

* Reading and Writing workshop—Editing
* Spelling activities—LCWC and own Words
* Phonics—The ‘o\_e’ sound
* Grammar and Punctuation—Precise language
* How Words Work—Conjunctions
* Spelling Test

|  |
| --- |
| End of Set One |

|  |
| --- |
| Set Two |



Last Set you learned about editing and proofreading. Using the correct spelling is important.

Write what L.C.W.C means when learning your spelling.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It’s always a good habit to practise correct spelling.

1. In each sentence underline the correct word.
2. I like to put (creem cream) on my cereal.
3. The weather was stormy last (nite night).
4. Tommy is a boy but Sally is a (girl gril).
5. It sometimes snows during the (wintar winter) months.
6. Adora is big but Nick is (little litel).
7. Jack fell (doun down) the well.
8. There are six spelling errors in the sentences below. Underline each one and write the word correctly.

I ate an aple for my dinner today. I like to eat lotz of food eech day becorse it keaps me helthy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the sentence below then write the correct word in each space.

(1) nite night (2) farmer farmar (3) cote coat

(4) down dorn (5) brid bird (6) hed head

One dark \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ put on his

1. (2)

\_\_\_\_\_\_\_\_\_\_\_\_\_ and went outside to milk the cows. As he walked

(3)

\_\_\_\_\_\_\_\_\_\_\_\_\_ the path a large \_\_\_\_\_\_\_\_\_\_\_\_\_ flew above his

(4) (5)



\_\_\_\_\_\_\_\_\_\_\_\_\_.

(6)

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Grammar and Punctuation

What is a modal adjective?

A modal adjective describes the chances of something happening.

For example:

It is possible there will be rain today.

The word *possible* is the modal adjective because it describes what might happen.

1. Underline the modal adjective in each sentence.
2. She was certain her cat would come home.
3. The beach was usually windy.
4. Tom was likely to go to the library after school.
5. The shop probably won’t stay open for much longer.
6. Fill in the blanks with the modal adjectives from the box.

|  |
| --- |
| certain possible probably usually |

1. Nancy was \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ she heard a noise.
2. It was \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ that Casey had a cold.
3. He would \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ walk home.
4. Maddy \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ bought her lunch



How Words Work

The apostrophe is a punctuation mark ( ’ ). We use it for two reasons.

It can show letters have been left out of a word (contractions). It can also show something belongs to a person or thing (possession).

Apostrophe for contractions

The apostrophe is used in shortened words and phrases called contractions. It shows where letters have been left out of a word or phrase. is**n’t**

**Isn’t**  is a contraction of the phrase **is not**. The apostrophe shows that the letter **o** was left out of the word not.

Apostrophe of possession (ownership)

The apostrophe is placed before or after an ‘s’.

This is called the apostrophe of possession.

For example:

The **dog’s** collar was loose.

The apostrophe before the ‘s’ shows the collar belongs to one dog.

The **dogs’** cage at the Animal Shelter was crowded.

The apostrophe after the ‘s’ shows the cage belongs to more than

one dog.

|  |  |
| --- | --- |
| http://doginstructions.com/wp-content/uploads/2014/07/dog-collar-clipartfree-dog-clipart-free-craft-project-patterns-and-clipart-7i0dfcuq.gif  the dog’s collar | <http://www.comparestoreprices.co.uk/images/do/dog-cage-24.jpg>  the dogs’ cage |

1. Underline the owner(s) in each and add an apostrophe **before**

the ‘s’.

|  |  |
| --- | --- |
| 1. a mans coat 2. Mums keys 3. the cooks hat | (f)a girls cat  (g)the puppys tail  (h)a doors lock |

If the name of the owner ends with an s, you still add another s after the apostrophe; e.g. Thomas’s book.

Add the apostrophe and the extra s to the following:

(a) Jess dress (b) Lewis dog (c) Chris salad

(d) James desk (e) Ross sandwich

****

1. Write the owner, what they own and the words that have an apostrophe. The first one has been done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| Sentence | Owner | What | Apostrophe added |
| The girls shoes were silver and shiny. | girl | shoes | The girl’s shoes |
| The clowns costume was very colourful. |  |  |  |
| I wasn’t sure if Ellas dog was tied up. |  |  |  |
| When Karas ankle twisted she was in pain. |  |  |  |





Spelling

Ten Spelling Words for Set Two

upon party always while torn

born horn lunch thorn corner

1. Unjumble these list words:

elwhi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

chnlu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Fill in the missing vowels.

p \_\_ rty wh \_\_ l\_\_ h \_\_ rn l \_\_nch

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

1. Write a sentence containing the word **born.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This Set you will learn about the ‘orn’ letter pattern. It is found in many words.

Say the word c**orn**. Can you hear the **orn** sound?

Circle all the **orn** sounds in the words below.

 thorn

corner

horn

born

Add orn to complete each word.

1. The sun comes out in the m \_\_\_ \_\_\_ \_\_\_ ing.
2. The ac \_\_\_ \_\_\_ \_\_\_ fell from the tree.
3. He was sounding his h \_\_\_ \_\_\_ \_\_\_ in the car.
4. Emily turned the c \_\_\_ \_\_\_ \_\_\_ er on her bike.

j0226124Spelling Test

Practise the words below and then give this page to someone at home.

Ask him or her to test your spelling.

|  |  |
| --- | --- |
| Spelling Words for Set Two | |
| Set Two Module Words | Set Two Own Words |
| upon |  |
| party |  |
| always |  |
| while |  |
| torn |  |
| born |  |
| horn |  |
| lunch |  |
| thorn |  |
| corner |  |

Reflection Quiz

1. Apostrophes can be used:
2. at the end of a sentence
3. to ask a question
4. to show ownership
5. L.C.W.C means:
6. Lollypop Candy Walnuts Celery
7. Larry Cain William Cathy
8. Look Cover Write Check
9. Conjunctions:
10. can be used instead of nouns
11. are joining words
12. are ‘doing’ words
13. Proofreading and editing are important because:
14. they make the writing longer
15. they improve the writing
16. they make the writing tiny.

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**Checklist**

This Set you should have completed the following tasks. Tick the ones you have completed.

* Writing—Proofreading
* Spelling activities—LCWC and own Words
* Phonics— ‘orn’ sound
* Grammar and Punctuation—Modal adjectives
* How Words Work—Apostrophes
* Spelling Test

|  |
| --- |
| End of Set Two |

|  |
| --- |
| **YOUR QUESTIONS OR COMMENTS** |