

Reading captions CVC and CVCC words

a sink

fox in a box

a soft bed

a nest

a belt

It's a lamp.



Ask the pupil to read the captions and draw a line to the matching picture.



## Fill in the missing words

next

lost

lift

help

hint

wind

mist

hunt

yaps

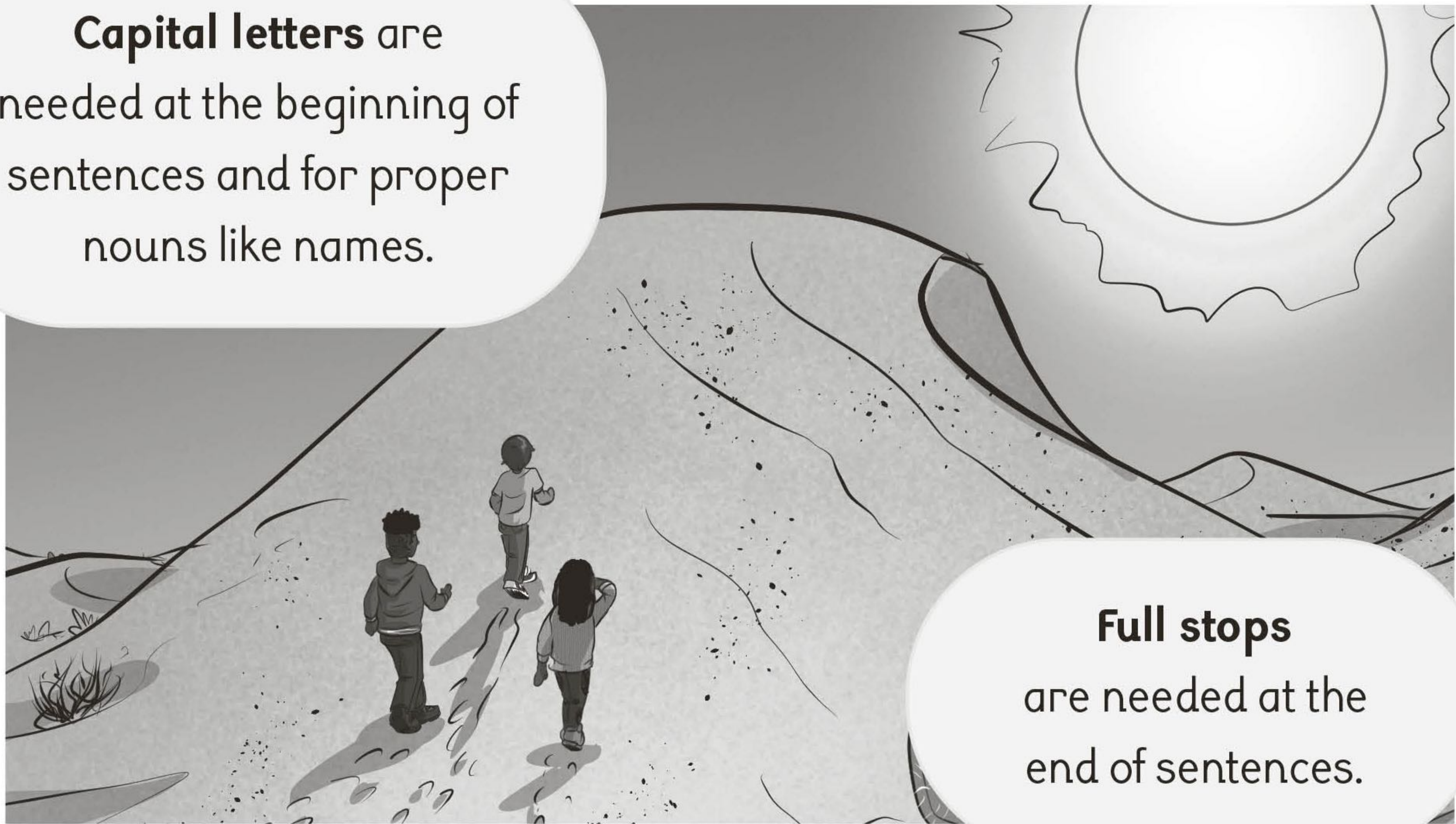
Gus and Kip run up a set of steps. Gus and Kip cannot see past the \_\_\_\_\_. Kip asks if Gus can see a \_\_\_\_\_ on the map but it has not lit up. Gus and Kip get \_\_\_\_\_. Yips and \_\_\_\_\_ fill the mist. The bats \_\_\_\_\_ Gus and Kip. Tess yells for \_\_\_\_\_. Kip helps Gus to \_\_\_\_\_ the rod. Gusts of \_\_\_\_\_ fan the mist and the map is on. Gus, Kip and Tess run from the bats and to the \_\_\_\_\_ den.



Ask the pupil to read the text and fill in the missing words. They should sound out the words as they write them on the lines. They can tick the words in the boxes above as they use them in the text.

## Punctuation Capital letters and full stops

**Capital letters** are needed at the beginning of sentences and for proper nouns like names.



**Full stops** are needed at the end of sentences.

the pals spotted a lot of hot sand

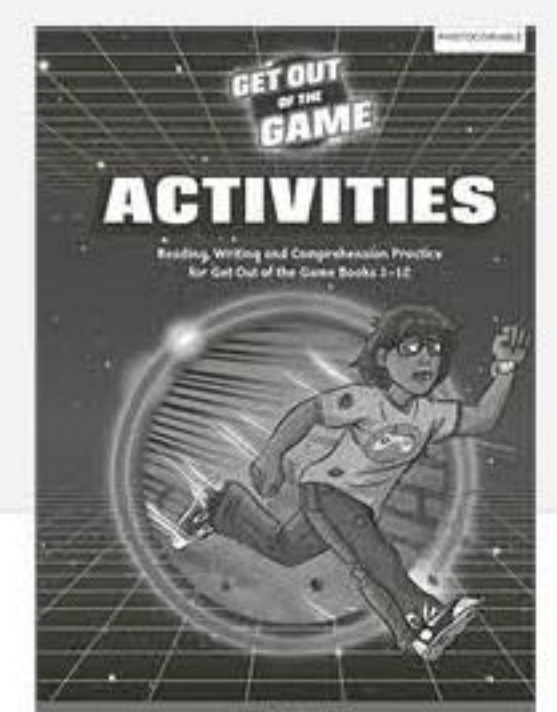
“it is too hot for us to just stand in the sand,” tess said

“let’s trek to the crest of the hill,” added gus

There are **5** capital letters and **3** full stops missing.

Did you spot them all?

This is a punctuation and comprehension activity. Read the text carefully and find the missing capital letters and full stops.



# Writing captions sh

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_ to \_\_\_\_\_

5. \_\_\_\_\_, \_\_\_\_\_.

6. \_\_\_\_\_



This activity follows the activity on the previous page. Dictate the captions from the previous page to the pupil. Ask them to listen to the sounds in the words and say them as they write them on the lines.

Reading and spelling ck and qu

- flick
- squint
- brick
- track
- snuck
- quill
- smack
- lock
- truck
- squid
- quick
- shock

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\_\_\_\_\_



Fold this sheet along the dotted line. Ask the pupil to read the words on the left and tick the words they have read correctly. Then ask the pupil to turn over the sheet, and dictate the words to them. Ask the pupil to spell the words by segmenting and sounding out the sounds as they write them on the lines. Then ask the pupil to open the sheet and tick the words they have spelled correctly.