

Year 1
(Entry into Year 2)
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 opens with revision of the alphabet, with the added challenge of committing letter rhymes to heart and drawing pictures inspired by the words on the page. This task is in line with the National Curriculum for English expectation that pupils in Year 2 should start to 'build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.' The booklet then goes on to teach spelling where all the vocabulary included is in line with National Curriculum guidelines on spelling from Year 1 to Year 2. The homophones and possessive apostrophes sections were also included to be in keeping with the guidance from the National Curriculum - both are requirements for pupils in Year 2 and they are intended to stretch pupils entering the next year.

The final comprehension and composition sections introduce poems and prose, as a pupil at this level should, in line with National Curriculum expectations: 'develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (They must discuss) the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.'

In addition to this, the composition sections linked to each short comprehension, aim to, in accordance with the National Curriculum, 'develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes.'

Comprehension and Composition 1

Learning Objective

This section deals with revision of the alphabet, with the added challenge of committing letter rhymes to heart and drawing pictures inspired by the words on the page.

Revising the Alphabet – 1 Hour

Read the letter rhymes out loud and draw pictures. The first one has been done for you. Cover each rhyme and see if you remember it.

A



A was an ant
Who seldom stood still,
And who made a nice house
In the side of a hill.

B

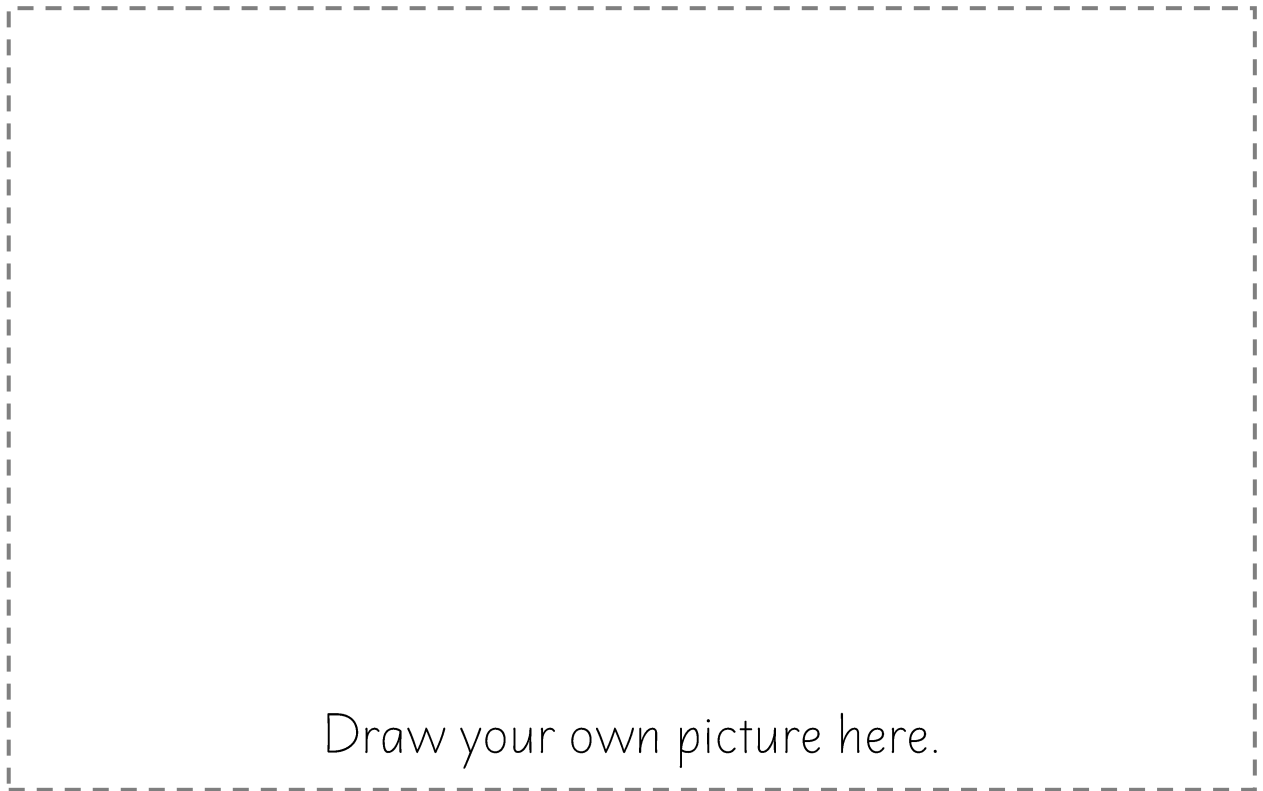


Draw your own picture here.

B was a book
With a binding of blue,
And pictures and stories
For me and for you.

Read the letter rhymes out loud and draw pictures (continued). Cover each rhyme and see if you remember it.

C



C was a cat
Who ran after a rat;
But his courage did fail
When she seized on his tail.

D

Draw your own picture here.

D was a duck
With spots on his back,
Who lived in the water,
And always said "Quack!"

E

Draw your own picture here.

E was an elephant,
Stately and wise:
He had tusks and a trunk,
And two queer little eyes.

Read the letter rhymes out loud and draw pictures (continued). Cover each rhyme and see if you remember it.

F

Draw your own picture here.

F was a fish
Who was caught in a net;
But he got out again,
And is quite alive yet.

G

Draw your own picture here.

G was a goat
Who was spotted with brown:
When he did not lie still
He walked up and down.

H

Draw your own picture here.

H was a hat
Which was all on one side;
Its crown was too high,
And its brim was too wide.

Read the letter rhymes out loud and draw pictures (continued). Cover each rhyme and see if you remember it.

I

Draw your own picture here.

I was some ice cream
So white and so nice,
But which nobody tasted;
And so it was wasted.

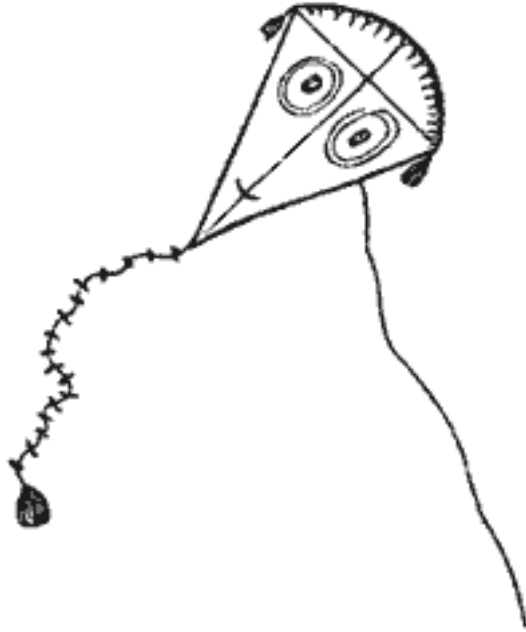
J

Draw your own picture here.

J was a jackdaw
Who hopped up and down
In the principal street
Of a neighbouring town.

For the next letter you are given a picture and you must write the rhyme.

K



K was a

Use of English

Learning Objective

This section teaches spelling where all the vocabulary included is in line with National Curriculum guidelines on spelling from Year 1 to Year 2. Additional practice is given in basic sentence composition and comprehension.

Spelling – 1 hour

One letter is missing in each of the words below. Fill in the missing letter.

Choose from these letters:

a b c d e f g h i

1. c_tch
2. k_tchen
3. jump_r
4. gar_en
5. t_ursday
6. summ_r
7. astron_ut
8. morn_ng
9. _amily
10. play_ound

Now copy these completed words onto the lines below.
Use your neatest handwriting.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Write sentences with the words you have just copied.
The first one has been done as an example.

1. Catch the ball!

2.

3.

4.

5.

6.

7.

8.

9.

10.

Composition Task – 1 Hour

Think of all the words you know that begin with the following letters: ‘a’, ‘b’, ‘c’, ‘d’, ‘e’.
Write them down in the table below. The first row has been done for you.

A	B	C	D	E
apple	ball	cook	dog	easy

Read the sentences and add the missing words. The dashes indicate how many letters are in each word. All the words are taken from the alphabet in the first comprehension section.

1. The ___ sat on the chair,
purring and licking his
paws.

2. I love to read a good
_____.

3. I went to see the
_____ at the zoo.

4. There are ___ in the
pond.

5. The _____ went 'Quack!'

6. I've lost my favourite blue
and red ____.

7. It's windy enough to fly a
_____.

8. I like chocolate
_____ - _____.

9. This bird is a _____.

10. That ____ is so tiny!

Comprehension and Composition 2

Learning Objective

This section deals with homophones and gives further practice with short poems, in keeping with the guidance from the National Curriculum - both are requirements for pupils in Year 2 and they are intended to stretch pupils entering the next year.

Revising the Alphabet – 1 Hour

Read the letter rhymes out loud and draw pictures. The first one has been done for you. Cover each rhyme and see if you remember it.

L

Draw your own picture here.

L was a light
Which burned all the night,
And lighted the gloom

Of a very dark room.

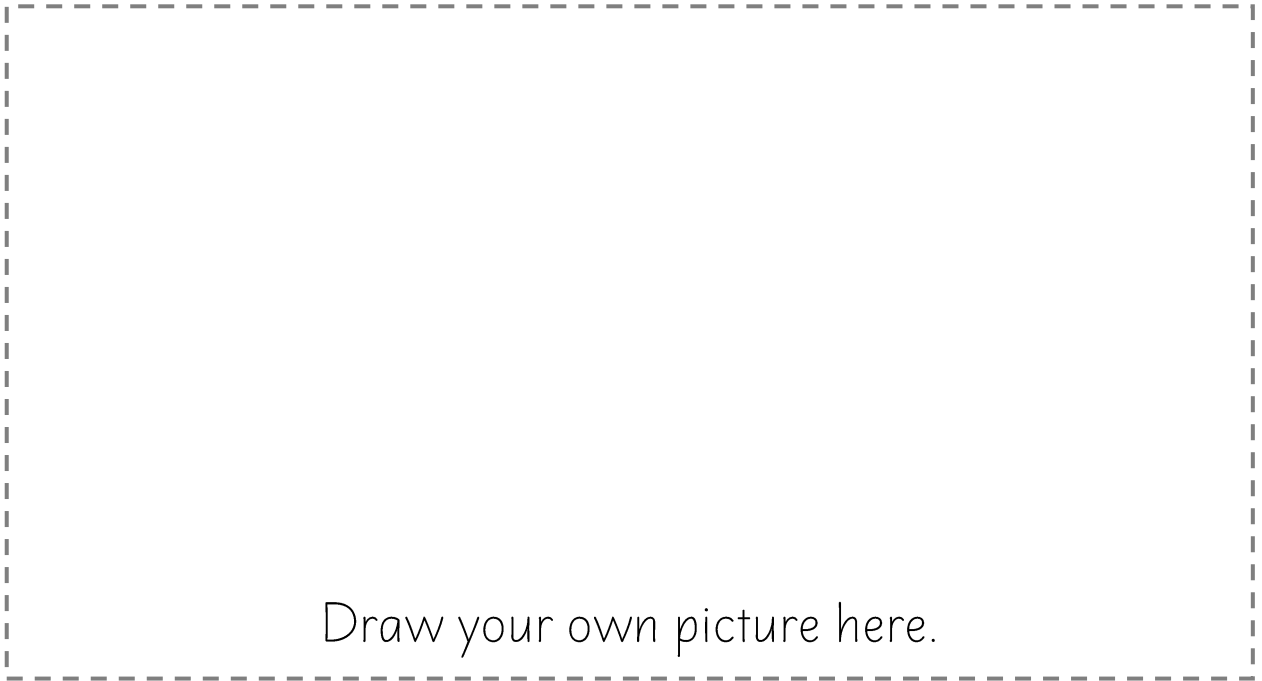
M

Draw your own picture here.

M was a mill
Which stood on a hill,
And turned round and round
With a loud hummy sound.

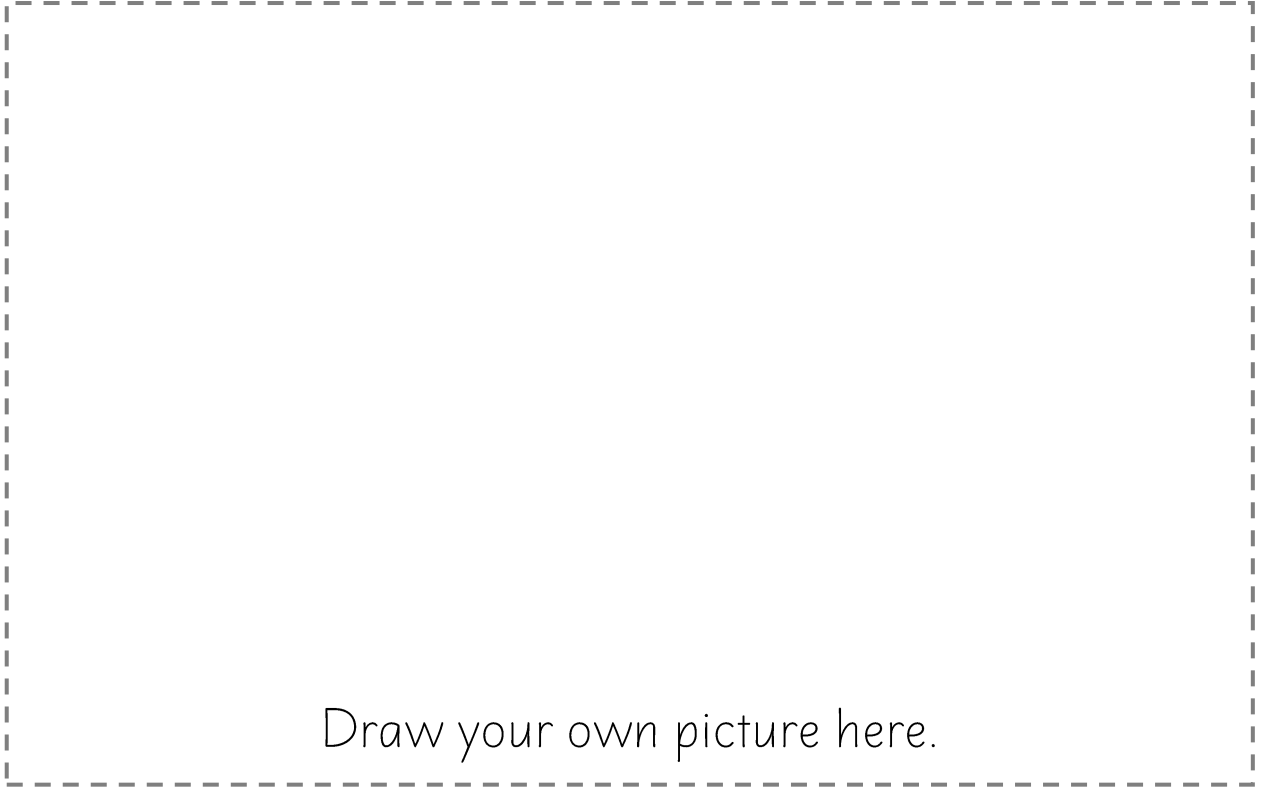
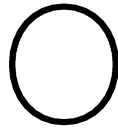
Read the letter rhymes out loud and draw pictures (continued). Cover each rhyme and see if you remember it.

N



Draw your own picture here.

N was a net
Which was thrown in the sea
To catch fish for dinner
For you and for me.



Draw your own picture here.

O was an orange
So yellow and round:
When it fell off the tree,
It fell down to the ground.

Read the letter rhymes out loud and draw pictures (continued). Cover each rhyme and see if you remember it.

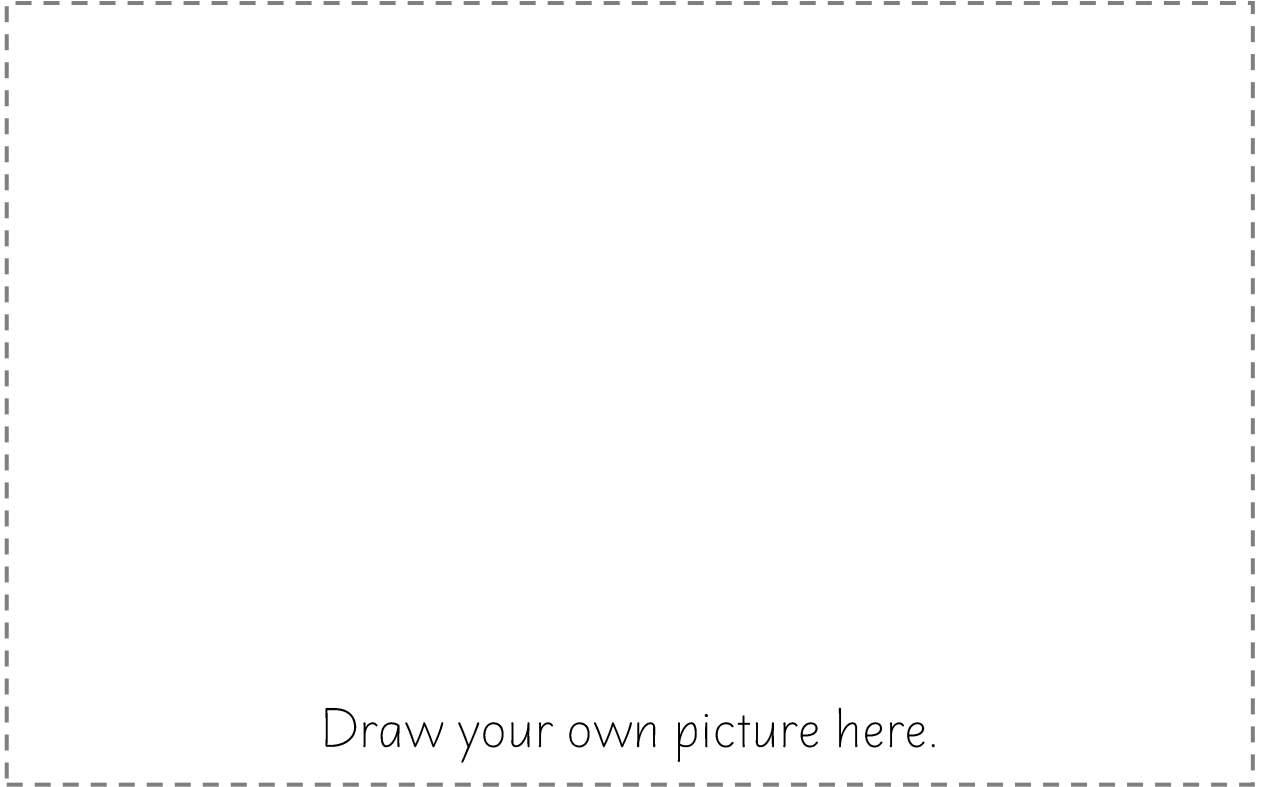
P



Draw your own picture here.

P was a pig,
Who was not very big;
But his tail was too curly,
And that made him surly.

Q



Q was a queen
Who was tall and lean;
And she fed upon corn
In the evening and morn.

For the next letter you are given a picture and you must write the rhyme.

R



R was a

Use of English

Learning Objective

This section develops homophones in more detail, giving pupils further practice in the skills they learned in earlier sections. Additional practice is given in spelling and word recognition in the composition section.

Homophones – 1 hour

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

Say these words out loud:

won / one

sun / son

hear / here

bear / bare

two / too / two

Look at these sentences. Underline the correct words.
e.g., The sun/son is hot today.

1. I have to/ two/ too arms.
2. Did you hear/ here the bell?
3. The man has one daughter and a sun/ son.
4. The trees are bear/ bare in winter.
5. I've eaten two/ too/ to much.
6. A bare/ bear lives in the wood.
7. Here/ hear are the keys!

8. John went two/ to/ too
the shops.

Look at these sentences. Write in the correct homophone from the list;

won/one

here/hear

sun/son

bear/bare

two/too/to

The dashes correspond to the number of letters in the word.

1. Matt ____ first prize!
2. It is ____ hot today.
3. Jim went __ the cinema.
4. I can _____ the music.
5. Rob lives _____.
6. I have ____ dog called Pete.
7. Mr James has a _____.

8. There are ____ books on the shelf.

9. The _____ climbs a tree.

10. The walls are _____.

Composition Task – 1 Hour

Think of all the words you know that begin with the following letters: 'l', 'm', 'n', 'o', 'p'. Write them down in the table below. The first row has been done for you.

L	M	N	O	P
lemon	mat	new	orange	pen

Handwriting practice lines consisting of eight rows of horizontal dashed lines.

Read the sentences and add the missing words. The dashes indicate how many letters are needed for each word. All the words are taken from the alphabet in the second comprehension section.

1. At the farm there was a chicken, a horse and a_____.
2. I like fruit: apple, _____ and banana.
3. The _____ wore a crown.
4. It was dark so I switched on the _____.
5. Jenny has a pet _____.
6. Use a _____ to catch fish.
7. The _____ is on the hill.

Comprehension and Composition 3

Learning Objective

In keeping with the National Curriculum, this section further revises the alphabet, and deals with the use of possessive apostrophes and singular nouns. Further practice is given to allow pupils to develop their handwriting and spelling skills.

Revising the Alphabet – 1 Hour

Read the letter rhymes out loud and draw pictures. Cover each rhyme and see if you remember it.

S

Draw your own picture here.

S was the sugar,
Nippity-nee,
To take up the sugar
To put in our tea.

T

Draw your own picture here.

T was a tortoise,
All yellow and black:
He walked slowly away,
And he never came back.

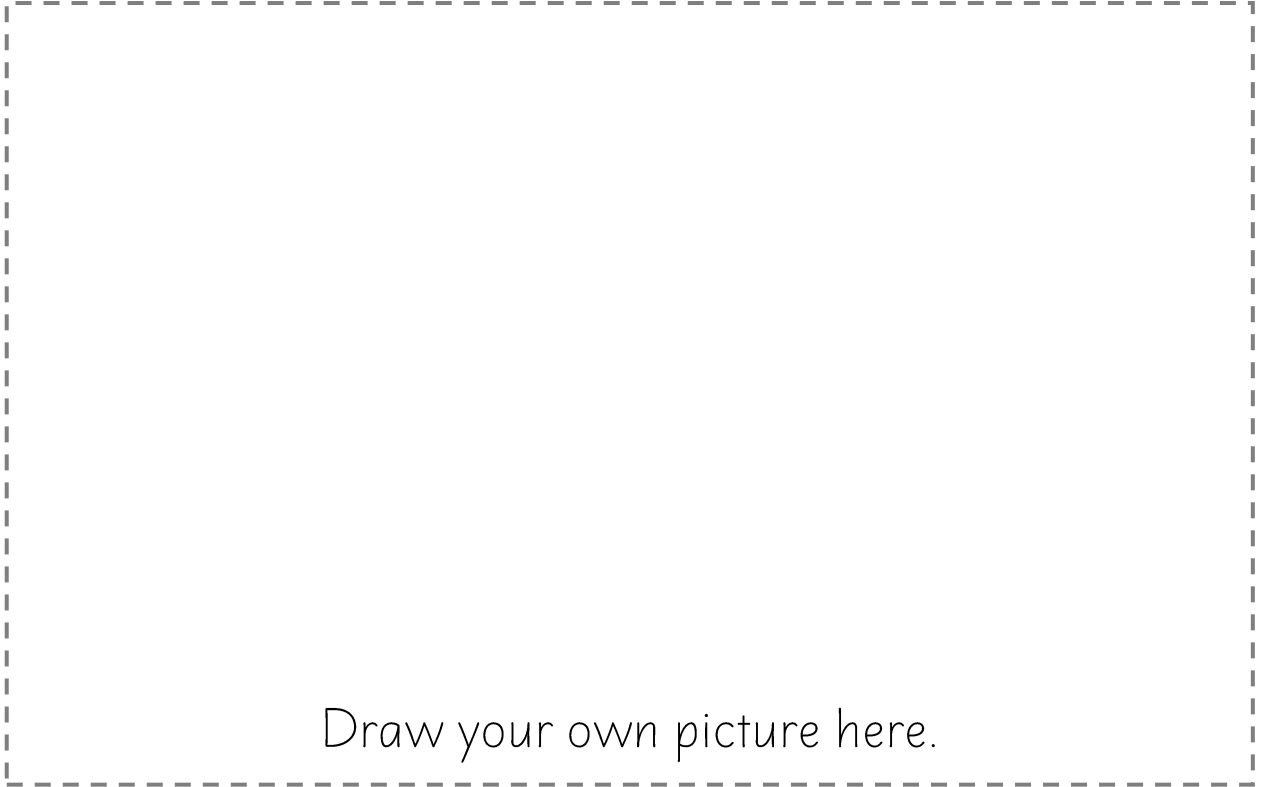
Read the letter rhymes out loud and draw pictures (continued). Cover each rhyme and see if you remember it.

U

Draw your own picture here.

U was an umbrella
All wet and bright,
And keeping off water
At noon and at night.

V

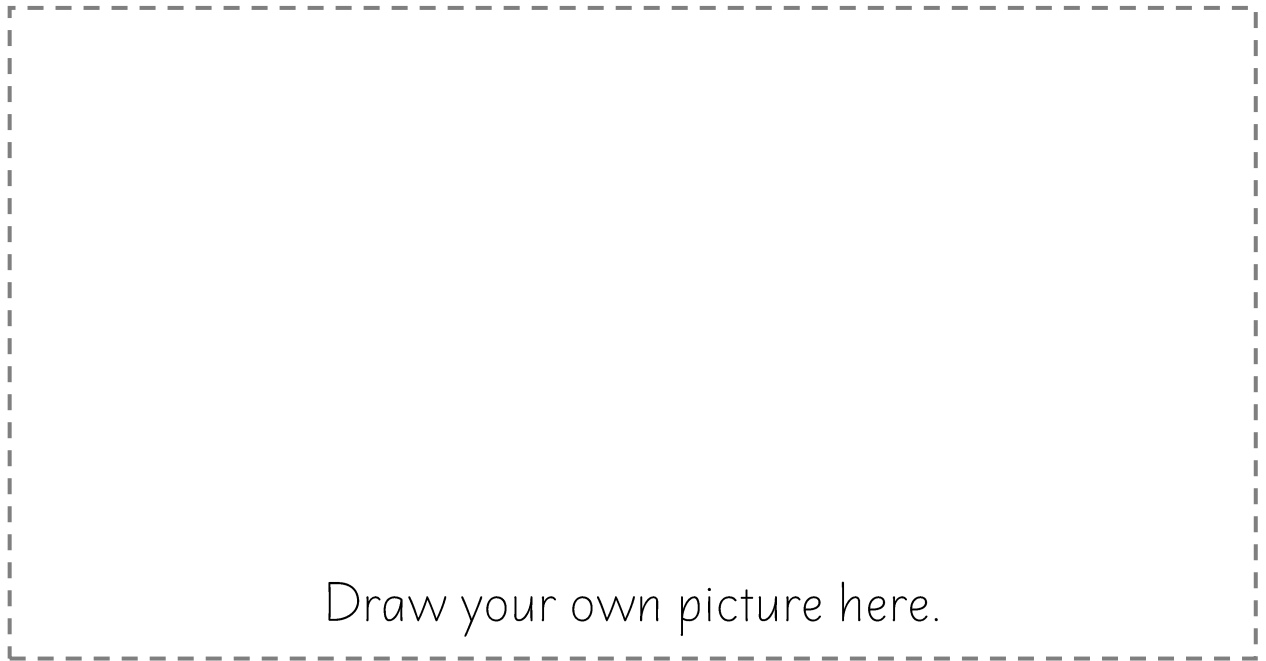


Draw your own picture here.

V was a villa
Which stood on a hill,
By the side of a river,
And close to a mill.

Read the letter rhymes out loud and draw pictures (continued). Cover each rhyme and see if you remember it.

W



W was a whale
With a very long tail,
Whose movements were frantic
Across the Atlantic.

X

Draw your own picture here.

X was King Xerxes,
Who, more than all in the
world, is
Renowned for his fashion
Of fury and passion.

Y

Draw your own picture here.

Y was a yew,
Which flourished and grew
By a quiet abode
Near the side of a road.

Z

Draw your own picture here.

Z was a zebra,
All striped white and black;
And if he were tame,
You might ride on his back.

Use of English

Possessive apostrophes – 1 hour

Singular nouns.

We add apostrophes to singular nouns to show possession of something, e.g., The girl's birthday.

Look at the following sentences and choose the correct option.

1. The boy's / boys bike.
2. The cats / cat's tail.
3. The dog's / dogs toy.
4. Josh's / Joshes present.
5. The mans / man's coat.
6. Chris's / Chris' shoes.
7. The flowers / flower's petals.

8. The teacher's / teachers
class.

Add apostrophes in the gaps.

1. The doctors patient.
2. The boys football.
3. The childs bedroom.
4. The cats basket.
5. Tims jumper.
6. Mr Giless laptop.
7. Susies television.
8. Sarahs book.

Composition Task – 1 Hour

Think of all the words you know that begin with the following letters: ‘s’, ‘t’, ‘u’, ‘v’, ‘w’.
Write them down in the table below. The first row has been done for you.

S	T	U	V	W
sugar	tall	under	van	window

Blank handwriting practice lines consisting of eight rows of horizontal dashed lines.

Read the sentences and add the missing words. The dashes indicate how many letters are in each word. All the words are taken from the alphabet in the third comprehension section.

1. I take milk and _____ in my tea.
2. There is a ____ tree in the garden.
3. The _____ has black and white stripes.
4. The _____ lives in the sea.
5. Take an _____; it will rain.
6. The _____ is very slow.

7. On holiday Alice stayed in
a _____.

Comprehension and Composition 4

Learning Objective

Building on earlier lessons, pupils gain further practice in the comprehension and memorization of poems, in addition to basic sentence composition and writing. These sections are designed to conform to the National Curriculum, to 'develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes.'

Reading a rhyme – 1 Hour

Read this rhyme out loud.

The Robin

The north wind doth blow,
And we shall have snow,
And what will poor robin do then?
Poor thing!

He'll sit in the barn
and keep himself warm,
And hide his head under his wing.
Poor thing!

Mother Goose's Nursery Rhymes, Walter Crane

Read the rhyme again and answer these questions:

1. What type of animal is a robin?

2. In the rhyme is it summer,
autumn, winter or spring?

3. Where will the robin sit when it
snows?

4. Where will the robin put its head?

5. Why is the robin a 'poor thing'?

6. Would you like to be a robin?

Draw a picture of the robin from the rhyme in the box below. Include details from the rhyme.



Draw your own picture here.

Use of English

Learning Objective

Reading comprehension and composition are further challenged and exercised here, with particular focus given to the concept of homophones, in keeping with National Curriculum requirements.

Rhyming Words – 1 hour

Which words in the 'The Robin' rhyme? Look at the words at the end of the lines and write them down on the lines below.

Rhyming Words

Underline the word in the table which has the same rhyming sound as the word on the left. The first one has been done for you.

blow

low, find, blue

then

send, ten, dog

thing

rain, ring, rat

barn

fen, fan, farm

warm

tall, form, fun

wing

thin, saw, sing

Write down words that rhyme with the following words:

E.g., cat – fat

1. dog _____
2. sock _____
3. chill _____
4. pig _____
5. sun _____
6. door _____
7. gold _____
8. class _____
9. could _____
10. break _____

Composition Task – 1 Hour

Here is the 'Robin Rhyme' you saw in the first task. Some of the words at the end of the lines are missing. See if you can remember the words before you check them with the real text.

The Robin

The north ____ doth blow,
And we shall have _____,
And what will poor _____ do then?
Poor thing!

He'll ____ in the barn
And keep himself _____,
And hide his _____ under his wing.
_____ thing!

Now write your own rhyme about a robin.

Comprehension and Composition 5

Learning Objective

Comprehension and memorisation skills are further developed here, and practice is given for the structuring of basic sentences.

Reading a rhyme – 1 Hour

Read this rhyme out loud.

Old Mother Goose

Boys and girls, come out to play,
The moon does shine as bright as day,
Leave your supper, and leave your sleep,
And meet your playfellows in the street;
Come with a whoop, and come with a call,
And come with a good will, or not at all.
Up the ladder and down the wall,
A halfpenny loaf will serve us all.
You find milk and I'll find flour,
And we'll have a pudding in half an hour.

Mother Goose's Nursery Rhymes, Walter Crane

Read the rhyme again and answer these questions:

1. Who is going out to play?

2. Who are they meeting in the street?

3. What are the milk and flour for?

4. How long will it take to make pudding??

Draw a picture of the children playing in the box below.



Draw your own picture here.

Use of English

Learning Objective

Building on earlier lessons in a more challenging manner, reading comprehension and composition are further challenged and exercised here, with particular focus given to the concept of homophones.

Rhyming Words – 1 hour

Which words rhyme in 'Old Mother Goose'? Look at the words at the end of the lines and write them down on the lines below.

Rhyming Words

Underline the word in the table which has the same rhyming sound as the words in 'Old Mother Goose'. The first one has been done for you.

play	fine, <u>pay</u> , pain
day	say, rain, ten
sleep	weed, keep, sun
street	fun, long, feet
call	tall, can, corn
all	at, fall, sell
flour	fan, power, low
hour	Sour, hole, hen

Write down words that rhyme with the following words:

E.g., cat – fat

1. light _____
2. chair _____
3. fish _____
4. book _____
5. hat _____
6. cake _____
7. jam _____
8. street _____

Composition Task – 1 Hour

Here is the 'Old Mother Goose' rhyme you saw in the first task. Some of the words at the end of the lines are missing. See if you can remember the words before you check them with the real text.

Old Mother Goose

Boys and girls, come out to _____,
The moon does shine as _____ as day,
Leave your supper, and leave your _____,
And meet your playfellows in the _____;
Come with a whoop, and come with a
call,
And come with a good will, or not at
_____.
Up the _____ and down the wall,
A halfpenny loaf will _____ us all.
You find _____ and I'll find flour,
And we'll have a pudding in half an
_____.

Now write your own poem about children playing.

A series of 20 horizontal dashed lines providing space for writing a poem.

Comprehension and Composition 6

Learning Objective

These comprehension and composition lessons are designed to be more challenging than previous exercises, allowing pupils to further develop their skills and understanding of poems and homophones. In addition, the concept of synonyms is developed here.

Reading a story– 1 Hour

Read this story out loud.

The Man and the Wood

A man came into a wood one day with an axe in his hand. He asked all the trees to give him a small branch which he needed for a particular purpose. The trees were kind and gave him one of their branches. What did the man do but fix it into the axe head, and soon set to work cutting down tree after tree. Then the trees saw how foolish they had been

in giving their enemy the means of destroying themselves.

Aesop's fables

Try to remember the story. Tell someone what it was about.

Read the story again and answer these questions:

1. What did the man take into the wood?

2. What did the man ask the trees for?

3. Were the trees nasty or kind?

4. What did the man do with the branch?

5. What did the man do with the axe?

Draw a picture of the man and the trees in the box below.



Draw your own picture here.

Composition Task – 1 Hour

Here is the 'The Man and the Wood' story you saw in the first task. Some of the words at the end of the lines are missing. See if you can remember the words before you check them with the real text.

The Man and the Wood

A ___ came into a wood one day with an ___ in his hand. He asked all the trees to give him a small _____ which he needed for a particular purpose. The trees were _____ and gave him one of their branches. What did the man do but fix it into the axe head, and soon set to work cutting down tree after _____. Then the trees saw how _____ they had been in giving their enemy the means of destroying themselves.

Similar words

Look at the first adjective and choose a similar adjective from the list.

1. happy cheerful / cold / young
2. sad excited / miserable / dull
3. boring dull / joyful / lucky
4. old content / soft / elderly
5. scared easy / low / afraid

Find similar words for these adjectives:

1. hungry _____
2. cheap _____
3. young _____
4. shy _____
5. angry _____

Comprehension and Composition 7

Learning Objective

Reading comprehension and composition is further developed here, in addition to challenging pupils' ability to memorise and recite poems. Later sections additionally cover the topic of antonyms.

Reading a story– 1 Hour

Read this story out loud.

Jorinda and Joribel

There was once an old castle that stood in the middle of a deep gloomy wood, and in the castle lived an old fairy. Now this fairy could take any shape she pleased. All the day long she flew about in the form of an owl, or crept about the country like a cat; but at night she always became an old woman again. When any young man came within a hundred paces of her castle, he became quite fixed, and

could not move a step till she came and set him free; which she would not do till he had given her his word never to come there again.

Jorinda and Joribel, Fairy Tales by the Brothers' Grimm

Try to remember the story. Tell someone what it was about.

Read the story again and answer these questions:

1. Who lived in the old castle?

2. What animals did the old fairy become?

3. What happened to the young man?

4. How could a young man be set free?

Draw a picture of the old fairy in the box below.



Draw your own picture here.

Composition Task – 1 Hour

Here is the 'Jorinda and Joribel' rhyme you saw in the first task. Some of the words at the end of the lines are missing. See if you can remember the words before you check them with the real text.

Jorinda and Joribel

There was once an old _____, that stood in the middle of a deep gloomy _____, and in the castle lived an old _____. Now this fairy could take any shape she pleased. All the day long she flew about in the form of an _____, or crept about the country like a cat; but at night she always became an _____ woman again. When any _____ man came within a hundred paces of her castle, he became quite fixed, and could not _____ a step till she came and set him _____; which she would

not do till he had given her his _____
never to come there again.

Jorinda and Joribel, Fairy Tales by the Brothers Grimm

Opposite Words

Look at the first adjective and choose an opposite adjective from the list.

1. friendly merry / old / unfriendly
2. slow lonely / fast / hungry
3. happy sad / big / ancient
4. tall thin / short / full
5. cold small / cheap / hot

Find opposite words for these adjectives:

1. huge _____
2. boring _____
3. soft _____
4. heavy _____
5. clever _____

Comprehension and Composition 8

Learning Objective

Comprehension and memorisation skills are further developed here, using reading materials more challenging than in previous sections.

Reading a story– 1 Hour

Read this story out loud.

The Twelve Dancing Princesses.

There was a king who had twelve beautiful daughters. They slept in twelve beds all in one room; and when they went to bed, the doors were shut and locked up; but every morning their shoes were found to be quite worn through as if they had been danced in all night; and yet nobody could find out how it happened, or where they had been.

Then the king made it known to all the land, that if any person could discover the secret, and find out where it was that the princesses danced in the night, he should have the one he liked best for his wife, and should be king after his death.

Try to remember the story. Tell someone what it was about.

Read the story again and answer these questions:

1. How many daughters does the king have?

2. How many beds do the daughters sleep in?

3. What happens to the daughters' shoes?

4. What is the reward for finding the princesses' secret?

Draw a picture of the twelve princesses in the box below.



Draw your own picture here.

Composition Task – 1 Hour

Here is 'The twelve Dancing Princesses' story you saw in the first task. Some of the words at the end of the lines are missing. See if you can remember the words before you check them with the real text.

The Twelve Dancing Princesses.

There was a _____ who had twelve beautiful _____. They slept in twelve _____ all in one room; and when they went to bed, the _____ were shut and locked up; but every morning their _____ were found to be quite worn through as if they had been danced in all _____; and yet nobody could find out how it happened, or where they had been.

Then the king made it known to all the, that if any _____ could discover the _____, and find out where it

was that the princesses danced in the night, he should have the one he liked best for his _____, and should be king after his death.

Now write down a fairy tale that you remember well.

A series of 18 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

Comprehension and Composition 9

Learning Objective

This section is designed to further challenge pupils' reading comprehension and memorisation skills, developing on previous readings.

Reading a rhyme – 1 Hour

Read this rhyme out loud.

The Walrus and the Carpenter

The Walrus and the Carpenter
Were walking close at hand;
They wept like anything to see
Such quantities of sand:

‘If this were only cleared away,’
They said, ‘it would be grand!’

‘If seven maids with seven mops
Swept it for half a year,
Do you suppose,’ the Walrus said,
‘That they could get it clear?’

‘I doubt it,’ said the Carpenter,

And shed a bitter tear.

'O Oysters, come and walk with us!'

The Walrus did beseech.

'A pleasant walk, a pleasant talk,
Along the briny beach:

We cannot do with more than four,

To give a hand to each.'

Mother Goose's nursery rhymes – Walter Crane

Try to remember the rhyme. Tell someone what it was about.

Read the rhyme again and answer these questions:

1. Where are the Walrus and the Carpenter walking?

2. Could seven maids with seven mops clear the sand?

3. Who does the walrus ask to walk with them?

4. Can oysters walk?

Draw a picture of the Walrus and the Carpenter in the box below.



Draw your own picture here.

Composition Task – 1 Hour

Here is 'The Walrus and The Carpenter' rhyme you saw in the first task. Some of the words are missing. See if you can remember the words before you check them with the real text.

The Walrus and the Carpenter

The _____ and the Carpenter
Were walking close at _____;
They wept like anything to see
Such quantities of _____:

'If this were only cleared away,'
They said, 'it would be _____!'

'If seven _____ with seven mops
Swept it for half a year,
Do you suppose,' the Walrus said,
'That they could get it _____?'

'I doubt it,' said the Carpenter,
And shed a bitter tear.

'O Oysters, come and _____ with us!'

The Walrus did beseech.

'A pleasant walk, a pleasant talk,
Along the briny _____:

We cannot do with more than
_____,

To give a hand to each.'

Now write your own rhyme about a Walrus and a beach.

A series of 18 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

Comprehension and Composition 10

Learning Objective

This section is designed to be the most challenging of the comprehension and composition sections, challenging the skills pupils have learned to now. Pupils are given the chance to

Reading a story– 1 Hour

Read this story out loud.

The Frog-Prince

One evening a young princess put on her bonnet and shoes, and went out to take a walk by herself in a wood; and when she came to a cool spring of water she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell. After a time she threw it up so high that she missed catching

it as it fell; and the ball bounded away, and rolled along upon the ground, till at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. Then she began to bewail her loss, and said, 'Alas! If I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world.'

Whilst she was speaking, a frog put its head out of the water, and said, 'Princess, why do you weep?' 'Alas!' said she, 'what can you do for me, you nasty frog? My golden ball has fallen into the spring.' The frog

said, 'I don't want your pearls, and jewels, and fine clothes; but if you will love me, and let me live with you and eat from your golden plate, and sleep upon your bed, I will bring you your ball again.

The Frog Prince, Fairy Tales by the Brothers Grimm.

Try to remember the story. Tell someone what it was about.

Read the story again and answer these questions:

1. Where did the princess sit down and rest?

2. What was her favourite 'plaything'?

3. What happened to her 'plaything'?

4. Which animal put its head out of the water and spoke to her?

5. What did the frog offer to do?

Draw a picture of the Princess and the frog in the box below.



Draw your own picture here.

Composition Task – 1 Hour

Here is 'The Frog-Prince' story you saw in the first task. Some of the words are missing. See if you can remember the words before you check them with the real text.

The Frog-Prince

One evening a young _____ put on her bonnet and shoes, and went out to take a walk by herself in a wood; and when she came to a cool _____ of water she sat herself down to rest a while. Now she had a golden _____ in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell. After a time she threw it up so high that she missed catching it as it _____; and the ball bounded away, and rolled along

upon the ground, till at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so _____ that she could not see the bottom of it. Then she began to bewail her loss, and said, 'Alas! If I could only get my ball again, I would give all my fine _____ and jewels, and everything that I have in the world.'

Whilst she was speaking, a _____ put its head out of the water, and said, 'Princess, why do you weep?' 'Alas!' said she, 'what can you do for me, you _____ frog? My golden ball has fallen into the spring.' The frog said, 'I don't want your pearls, and jewels, and fine clothes; but if you will

love me, and let me live with you and
eat from off your golden _____, and
sleep upon your _____, I will bring you
your _____ again.

Now write your own story about a princess and a frog.

A series of 18 horizontal dashed lines providing a space for writing a story.



Rhymes and illustrations are taken from Edward Lear's 'Nonsense Book'