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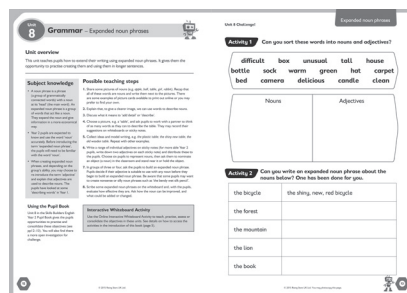
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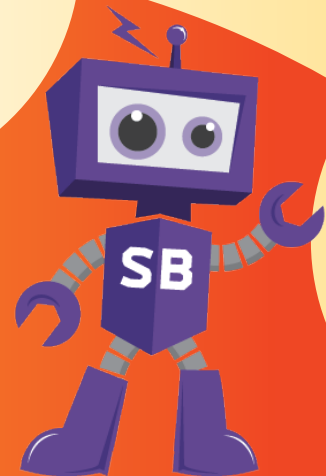
- Year 2 unit on **expanded noun phrases**
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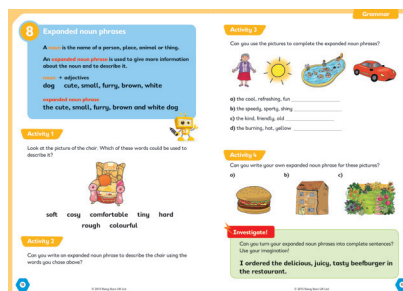
INTRODUCE AND TEACH



Teacher's Guide



PRACTISE AND APPLY

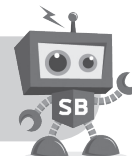


Pupil Book

ASSESS AND REVISE



Online Interactive



Unit overview

This unit teaches pupils how to extend their writing using expanded noun phrases. It gives them the opportunity to practise creating them and using them in longer sentences.

Subject knowledge

- A noun phrase is a phrase (a group of grammatically connected words) with a noun at its 'head' (the main word). An expanded noun phrase is a group of words that act like a noun. They expand the noun and give information in a more economical way.
- Year 2 pupils are expected to know and use the word 'noun' accurately. Before introducing the term 'expanded noun phrase', the pupils will need to be familiar with the word 'noun'.
- When creating expanded noun phrases, and depending on the group's ability, you may choose to re-introduce the term 'adjective' and explain that adjectives are used to describe nouns. The pupils have looked at some 'describing words' in Year 1.

Possible teaching steps

- Share some pictures of nouns (e.g. *apple, ball, table, girl, rabbit*). Recap that all of these words are nouns and write them next to the pictures. There are some examples of picture cards available to print out online or you may prefer to find your own.
- Explain that, to give a clearer image, we can use words to describe nouns.
- Discuss what it means to 'add detail' or 'describe'.
- Choose a picture, e.g. a 'table', and ask pupils to work with a partner to think of as many words as they can to describe the table. They may record their suggestions on whiteboards or sticky notes.
- Collect ideas and model writing, e.g. *the plastic table; the shiny new table; the old wooden table*. Repeat with other examples.
- Write a range of individual adjectives on sticky notes (for more able Year 2 pupils, write down two adjectives on each sticky note) and distribute these to the pupils. Choose six pupils to represent nouns, then ask them to nominate an object (a noun) in the classroom and stand near it or hold the object.
- In groups of three or four, ask the pupils to build an expanded noun phrase. Pupils decide if their adjective is suitable to use with any noun before they begin to build an expanded noun phrase. Be aware that some pupils may want to create nonsense or silly noun phrases such as 'the bendy wet silk pencil'.
- Scribe some expanded noun phrases on the whiteboard and, with the pupils, evaluate how effective they are. Ask how the noun can be improved, and what could be added or changed.

Using the Pupil Book

Unit 8 in the Skills Builders English Year 2 Pupil Book gives the pupils opportunities to practise and consolidate these objectives (see pp12–13). You will also find there a more open investigation for challenge.

Interactive Whiteboard Activity

Use the Online Interactive Whiteboard Activity to teach, practise, assess or consolidate the objectives in these units. See details on how to access the activities in the introduction of this book (page 5).

Activity 1 Can you sort these words into nouns and adjectives?

difficult box unusual tall house
bottle sock warm green hat carpet
bed camera delicious candle clean

Nouns

Adjectives

Activity 2 Can you write an expanded noun phrase about the nouns below? One has been done for you.

the bicycle	the shiny, new, red bicycle
the forest	
the mountain	
the lion	
the book	



8

Expanded noun phrases

A **noun** is the name of a person, place, animal or thing.

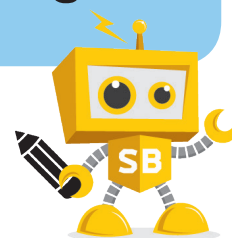
An **expanded noun phrase** is used to give more information about the noun and to describe it.

noun + adjectives

dog cute, small, furry, brown, white

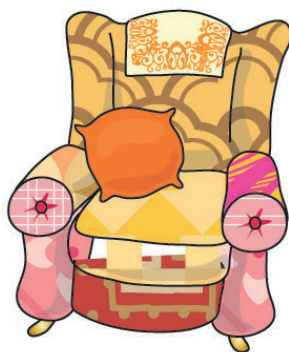
expanded noun phrase

the cute, small, furry, brown and white dog



Activity 1

Look at the picture of the chair. Which of these words could be used to describe it?



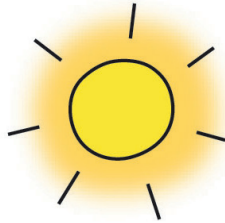
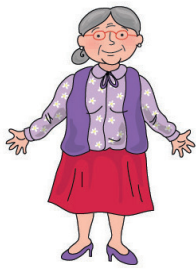
soft cosy comfortable tiny hard
rough colourful

Activity 2

Can you write an expanded noun phrase to describe the chair using the words you chose above?

Activity 3

Can you use the pictures to complete the expanded noun phrases?

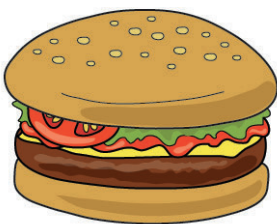


- a) the cool, refreshing, fun _____
- b) the speedy, sporty, shiny _____
- c) the kind, friendly, old _____
- d) the burning, hot, yellow _____

Activity 4

Can you write your own expanded noun phrase for these pictures?

a)



b)



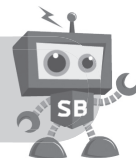
c)



Investigate!

Can you turn your expanded noun phrases into complete sentences?
Use your imagination!

I ordered the delicious, juicy, tasty beefburger in the restaurant.



Unit overview

In Year 2, pupils are expected to understand and use the rules for adding the suffixes -ing, -ed, -er and -est. In Years 3 and 4, the rules are extended to adding suffixes beginning with vowel letters to words of more than one syllable. Pupils should continue to consolidate all of this learning, in order to make the correct choices in their own writing.

Subject knowledge

The rules for adding these suffixes are:

- if the root word ends in -y and has a consonant before it, the y is changed to i before -ed, -er and -est are added, but not before -ing (as this would result in -iing). For example: *copy* → *copied* but *copying*; *happy* → *happiest*.
- if the root word ends in -e with a consonant before it, the -e at the end is dropped before -ing, -ed, -er or -est is added. For example: *ride* → *riding*; *bake* → *baker*.
- for words of one syllable ending in a single consonant after a single vowel letter, the last consonant letter of the root word is doubled (so that the vowel remains short). For example: *drop* → *dropping*; *sad* → *saddest*.

Possible teaching steps

1. These suffixes can be split into two groups for introduction purposes: the verb endings -ing and -ed, and the adjectives which have the endings -er and -est.
2. Use speaking and listening activities first, reminding pupils of how to use -ing and -ed to create verbs with the present and past tense. Ask them to make past and present tense sentences and collect the verbs they choose. Practise adding -ed and -ing to different verbs, with the rules written on the board to follow.
3. Revise using -er and -est to make comparative adjectives. Use objects or pictures to compare and practise using the rules to add the suffixes. For example, a set of three puppets or toys could show *small*, *smaller*, *smallest* or *large*, *larger*, *largest*; three pictures of facial expressions could show *happy*, *happier*, *happiest* or *angry*, *angrier*, *angriest*.
4. The same rules are used to change verbs into nouns, for example, *teach* → *teacher*, *bake* → *baker*, *joke* → *joker*, so these words could be looked at as well.
5. Once pupils are confident and can see that the same rules apply for adding all of these suffixes, a selection of root words can be chosen. Pupils will have to decide which suffixes make sense for each one and which rule they need to use. This links with work on word families (see Unit 19).

Using the Pupil Book

Units 13, 14 and 18 in the Skills Builders English Year 3 Spelling and Vocabulary Pupil Book give the children opportunities to practise and consolidate these objectives (see p13–27). You will also find investigations for challenge.

Activity 1

Put these sets of verbs into the table so that they follow the rules of the examples.

shop, shopping, shopped	race, racing, raced	push, pushing, pushed
marry, marrying, married	scare, scaring, scared	hurry, hurrying, hurried
move, moving, moved	shout, shouting, shouted	grab, grabbing, grabbed
cry, crying, cried	hug, hugging, hugged	sail, sailing, sailed

start, starting, started	hope, hoping, hoped	drag, dragging, dragged	carry, carrying, carried

Activity 2

Complete the table, adding the *er* and *est* endings to show the comparative adjectives. One has been done for you.

Root word	er	est
soft	softer	softest
wise		
juicy		
wet		
kind		
large		

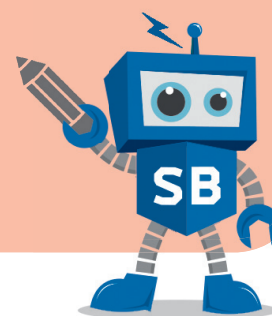
Use the words in the table to complete each sentence.

- a) I had a juicy orange but Miriam's orange was _____ and Leila's was _____.
- b) After the storm, he was wet but she was _____ and they were _____.
- c) Your dog is large, that dog is _____ but the dog at the park is _____.

Suffixes: ing and ed

We add the suffixes **ing** and **ed** to make verbs. The rules are:

- For most words, we just add **ing** or **ed**.
- When the root word ends in **e**, this is removed before adding **ing** or **ed** (**hike** → **hiking/hiked**).
- When the root word ends in a consonant, the consonant letter is doubled before adding **ing** or **ed** (**pat** → **patting/patted**).
- When the root word ends in **y**, change **y** to **i** before adding **ed**, but NOT when adding **ing** (**copy** → **copied / copying**).



Activity 1

Can you make a list of the correct spellings of the words below in both the **ing** and **ed** form?

- | | | |
|----------|----------|---------|
| a) like | likeing | liking |
| b) hurry | hurried | hurryed |
| c) ride | riding | rideing |
| d) enjoy | enjoied | enjoyed |
| e) slip | slipping | sliping |



Activity 2

Can you copy the table and use the rules to help you to add the **ing** and **ed** suffixes correctly to each word?

	ing	ed
drop		
float		
smile		
cry		
decide		

Activity 3

Can you add the **ed** endings to the words in brackets () and complete the sentences? Remember the spelling rules!

- a) We (walk) _____ to the park.
- b) The baby (cry) _____ all night.
- c) Dad (bake) _____ a cake for Sarah's birthday.
- d) She (hum) _____ along to the song as she (listen)
_____ to the radio.
- e) Everyone (clap) _____ when the performance had (finish)
_____ .

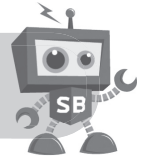
Activity 4

Can you add the **ing** endings to the words in brackets () and complete the sentences? Remember the spelling rules!

- a) We went (shop) _____ to buy new clothes.
- b) They will be (fly) _____ to Spain tomorrow.
- c) Fatima was (write) _____ a letter.
- d) In the playground, the children were (hop) _____, (skip)
_____ and (jump) _____ .
- e) Ben was (drink) _____ water while he was (run)
_____ the race.

Investigate!

Collect verbs ending in **ing** and **ed**. These could be words of your own or that you find in books. Write them down and decide which rule was used to add the suffix.



Unit overview

Modal verbs can be used to show how likely we believe things are to happen. We choose the verb depending upon how sure we are. Modal verbs cannot act alone as the main verb in a sentence.

Subject knowledge

Modals of possibility

- *can, could, may, might, shall, should, will, would*

Modal verbs to show possibility

- These can be used to say how sure we are that something has happened, is happening, or will happen. Confusion with *should* and *would*:
- Use the verb **should** to express an obligation, a necessity or a prediction.
- Use **would** to express a wish or a customary action.

For example:

It should get warmer towards the end of the month.

He would have helped her without even thinking about it.

Possible teaching steps

1. Display three different pictures of different activities. Explain that there is a possibility that these activities happened last week.
2. Display a list of modal verbs and ask pupils to read them together. A list of words would be: *can, could, may, might, must, shall, should, will, would*. Explain to pupils that these words can be used to explain how likely it is that an event will happen or is happening. Explain to them that they can also change these modal verbs to the negative form.
3. Can pupils sort these words into 'very likely' and 'not very likely'? Pupils will need to give reasons and examples for their choices.
4. Can pupils use the modal verbs correctly in sentences about what they think will happen in Year 5 this year? Can they rank these sentences into 'very likely' and 'not very likely'?
5. Link this to your data handling maths – levels of probability. Roll a frequency adverb die to find out 'How often?'. Match up the probability with an activity of the same frequency/likelihood. Encourage pupils to justify their choices (e.g. *I go flying. would probably be a 'never' for most of them but someone might say 'My mum is a flying instructor, so I sometimes go flying with her.'*).
6. Play twenty questions. This is a variation on the normal yes/no game. One pupil chooses an object, animal or person well known to the class and the others ask *Can he/she/it...? / Could it...?* questions to narrow down the answers. Discuss beforehand what questions might be helpful to ask, so they don't get too many 'I don't know!' answers.

Using the Pupil Book

Unit 5 in the Skills Builders English Year 5 Grammar and Punctuation Pupil Book gives the children opportunities to practise and consolidate these objectives (see p13–15). You will also find investigations for challenge.

Activity 1

In the first sentence underline the modal verb. Remember, modal verbs are made 'negative' by adding the word 'not'.

In a different colour, in the second sentence underline the modal adverb.

- a) You can't have said that to her!
- b) Surely you can't have said that to her!

- a) I might tell you all about it.
- b) I might just tell you all about it.

- a) You shouldn't have gone to so much trouble.
- b) You really shouldn't have gone to so much trouble.

- a) I will call you tomorrow.
- b) I will definitely call you tomorrow.

- a) You can't be serious!
- b) You can't possibly be serious!

- a) She must have forgotten it.
- b) She obviously must have forgotten it.

Activity 2

Tick the correct box to show whether these sentences show something is impossible, possible or certain.

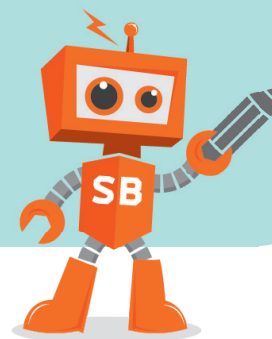
	Impossible	Possible	Certain
The weather will be fine today.			
She must have been happy.			
Wisam couldn't have seen his brother playing.			
We could telephone the bus company.			
Adrian will be here by nine o'clock.			



Modal verbs

Modal verbs are important for expressing a degree of certainty. The main modal verbs are **will, would, can, could, may, might, shall, should, must, have** and **ought**:

- I **will** have my dinner at school.
- I **might** go to the cinema later with my friends.
- You **should** wear a coat when it's cold.



Activity 1

Can you underline the **modal verb** in each of the sentences below?

- I could help you if I had the time.
- You should have told your teacher.
- You must put your trousers on after your underwear.
- I might go shopping after I have finished school.
- Wasif will be an amazing scientist.



Activity 2

Can you choose the correct **modal verb** to complete each sentence?

- Our school team _____ win the football match.
(*can't, have, ought, should*)
- We _____ escape by digging a tunnel.
(*can, ought, should, must*)
- Do you think it _____ rain today?
(*might, can, ought, have*)

Activity 3

Can you tick the correct modal verb to complete each sentence?

a) Megan _____ like to go to the party.

Tick **one** of the following:

did

☐

have

☐

will

☐

would

☐

b) I wish I _____ be an astronaut.

Tick **one** of the following:

can

☐

could

☐

will

☐

would

☐

c) You _____ listen to all the instructions.

Tick **one** of the following:

must

☐

could

☐

can

☐

would

☐

Investigate!

How many **modal verbs** can you remember from memory? Write down as many as you can in one minute. Read a chapter of your reading book. How many **modal verbs** can you find? Can you write a list of **modal verbs** in their contraction form?