

# Unit 1

# Fiction: Fantasy stories

## The Emperor of Absurdia

1 Finish the word.

Say the word first and listen to the sounds you need. Write the sounds.



a

tr \_\_\_\_\_



b

c \_\_\_\_\_



c

h \_\_\_\_\_



d

s \_\_\_\_\_



2 Tick the book that is a fantasy story. Tell a partner why.



3 Complete the sentences using these words: *jumped*, *monster*, *hat*

a The Emperor \_\_\_\_\_ out of bed.

b The \_\_\_\_\_ looked after the Emperor.

c The Emperor put on his \_\_\_\_\_.

4

Read these words. Circle the words with the **oa** spelling pattern.

boat

pop

hat

goat

hop

toad

bag

road

loaf

hoop

say

5

Circle the correct spelling.

a

queen

quen



b

lef

leaf



c

teeth

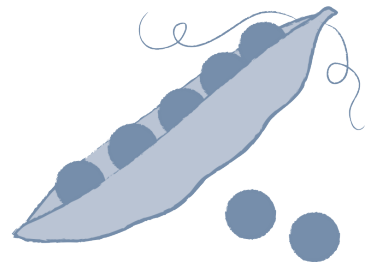
teth



d

peas

pes



## Strange places – familiar words

1

Draw a line to match the words that are the same.

which

was

want

with

when

went

want

which

with

went

was

when

2

Practise writing the words.



Use Look – Cover –  
Write – Check.

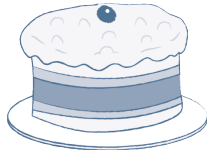


Read	Write	Read	Write
most		called	
trees		of	
fish		off	
asked		dragon	
my		which	
said		was	

## Sentences

**1** Circle the capital letter and full stop in each sentence.

**a** I want cake for supper.



**b** The hat has a bobble.



**c** We go into the cave.



**d** He follows the footprints.



**2** Use the words to write a sentence. Remember to use a capital letter and a full stop.

**a** fish fly the sky in

---

**b** cave the is dark

---

**c** the lunch ate Emperor

---

**d** dragon away the flew

---

**3** Can you add the three full stops missing from these sentences?

The Emperor looked for the baby dragon He looked up  
and down He could not find it anywhere

## The Emperor

1 Match each feeling to a picture.

frightened



happy



surprised



2 Use the words below to complete the sentences.

Think about how each person is feeling.



bobbly

wardrobe

crumply

tricycle

jingle-jangle

a Dad looks a mess in his \_\_\_\_\_ shirt.



b Ava likes to wear her \_\_\_\_\_ top.

c I can hear the \_\_\_\_\_ of the keys in the door.

d Put your clothes in the \_\_\_\_\_.

e Sim fell off his \_\_\_\_\_ and cried.

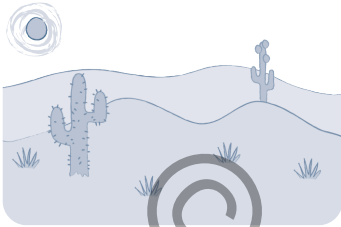


# Words, words, words

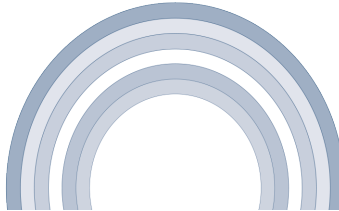
1

Read the words.  
Sound out each word.

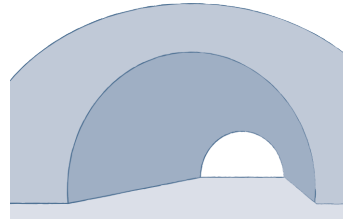
Use the pictures to help.



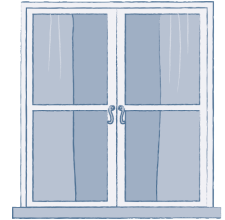
desert



rainbow



tunnel



window

2

Where did the dragon chase the Emperor next? On a separate piece of paper, write a sentence for each picture. Use these words:

desert

rainbow

tunnel

window

through

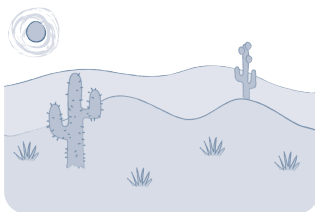
towards

under

across

Write your sentences like this:

a



The emperor chased the dragon across the desert.

b



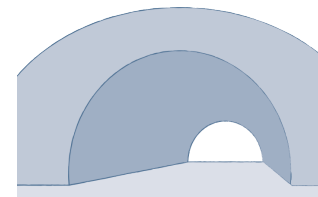
The emperor chased the dragon \_\_\_\_\_ the \_\_\_\_\_.

c



The emperor chased the dragon \_\_\_\_\_ the \_\_\_\_\_.

d



The emperor chased the dragon \_\_\_\_\_ the \_\_\_\_\_.

## Beginning, middle and end

**1** Write **beginning**, **middle** or **end** next to each part of the story.

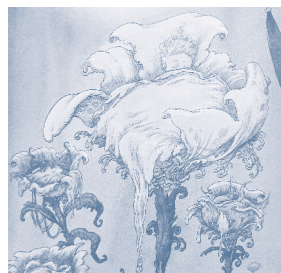
Think about when each thing happened in the story.



**a** The Emperor went to sleep.



**b** The Emperor woke up.



**c** The Emperor chased a dragon.

**2** Write a word to show when these things happened.

First

Then

At last

**a** \_\_\_\_\_ the Emperor woke up.

**b** \_\_\_\_\_ the Emperor chased a dragon.

**c** \_\_\_\_\_ the Emperor went to sleep.

## My fantasy story

1 Use the words to complete the chart.

birds

glasses

bowls

dishes

buses

dragons

boxes

eggs

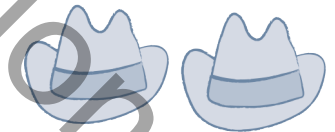
ends in s		ends in es	
			
			
			
			

2 Choose and copy the correct word.

a (bush/bushes) one \_\_\_\_\_



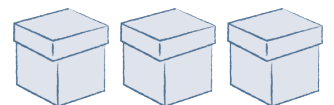
b (hat/hats) two \_\_\_\_\_



c (sock/socks) two \_\_\_\_\_



d (box/boxes) three \_\_\_\_\_



e (bird/birds) one \_\_\_\_\_





# Unit 1

## Fiction: Fantasy stories

### Self-check



I can do this.



I can do this, but I need to keep trying.



I can't do this yet.



What can I do?			
1 I can hold my pencil correctly.			
2 I can say what a fantasy story is.			
3 I can use a capital letter and a full stop in my sentences.			
4 I can tell a friend who the main characters are in a story.			
5 I can blend sounds to try and read new words.			
6 I can use these words in my writing: <b>under, towards, through, across.</b>			
7 I can spot nouns that end in <b>s</b> or <b>es</b> to show there is more than one.			
8 I can talk about what is happening in the beginning, middle and end of a story.			
9 I can and write a new story with a beginning, a middle and an end.			
10 I can tell a friend a story I know.			



What do you need more help with?  
Write the number.

I need more help with:

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