

Boing, boing, boing!  
I'm Pogo and I get so much happiness and enjoyment from bouncing around. The groups of letters **ness** and **ment** are common **suffixes**, found at the ends of words. Other common suffixes are **al**, **ic**, **ary**, **hood** and **ship**.

horrify + ic = horrific

Adding a suffix can sometimes alter the spelling of the root word.

Circle the correct suffix for each word.

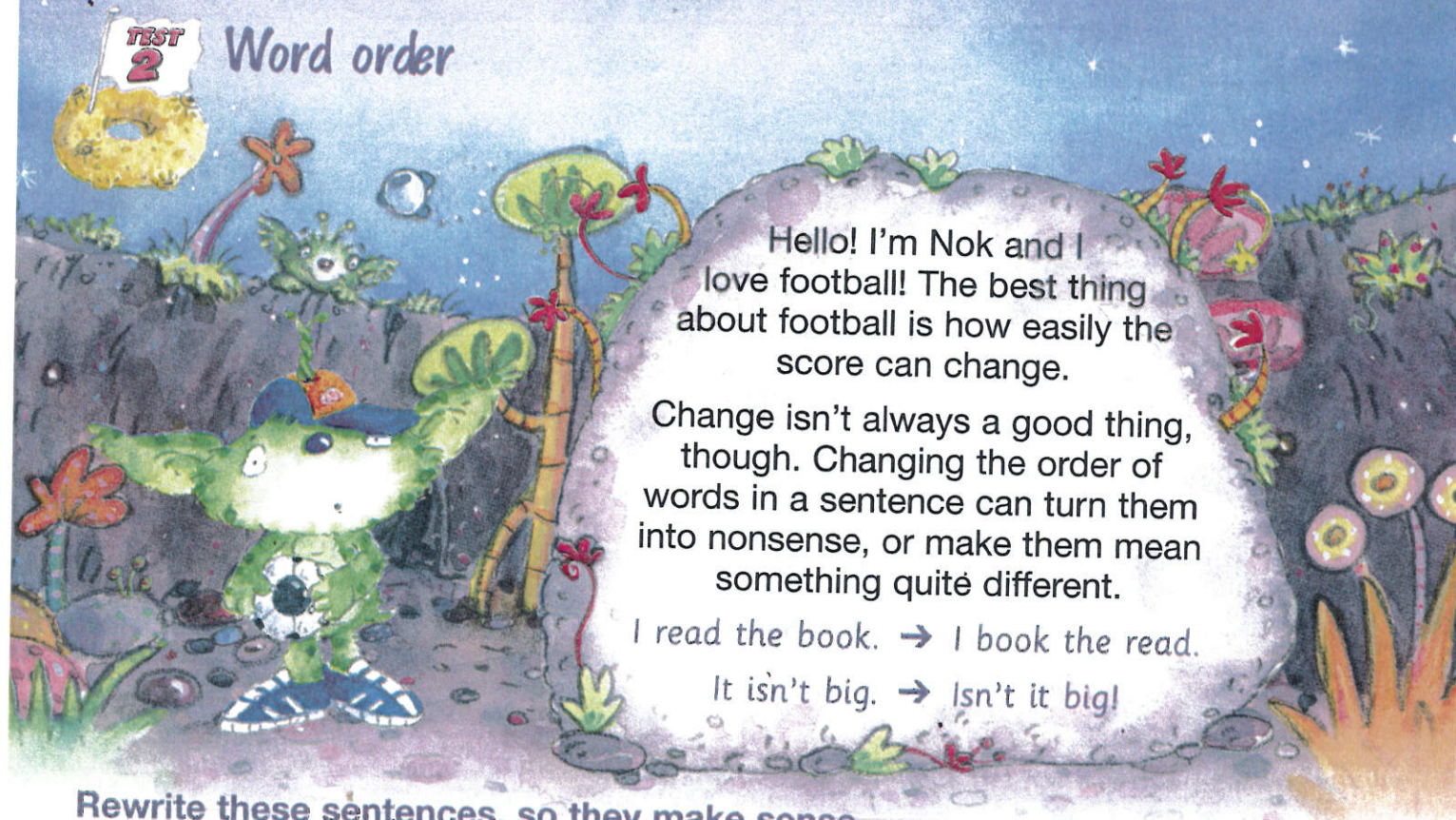
- |            |      |      |      |
|------------|------|------|------|
| 1 owner    | hood | al   | ship |
| 2 medic    | al   | ship | hood |
| 3 tidy     | hood | ness | ic   |
| 4 diction  | ship | ary  | ic   |
| 5 history  | ic   | hood | al   |
| 6 occasion | ship | hood | al   |
| 7 mission  | al   | ary  | ic   |
| 8 metal    | hood | ic   | ship |
| 9 silly    | ness | ship | ment |
| 10 move    | ic   | ness | ment |
| 11 govern  | ic   | ment | hood |
| 12 fit     | hood | ness | ary  |



Put a spring in your step! Have a springy sticker for your certificate at the back of the book.

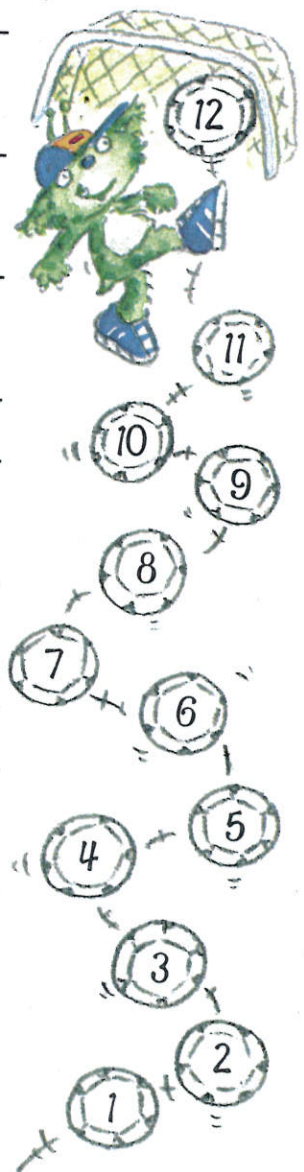
Colour in your score





**Rewrite these sentences, so they make sense.**

- 1 Zen Z cookie loves a. \_\_\_\_\_
- 2 Pogo springs on his bounces. \_\_\_\_\_
- 3 Zing showed his music player new to his friends. \_\_\_\_\_
- 4 The aliens missed had the space-mobile. \_\_\_\_\_
- 5 'I football love!' said Nok. \_\_\_\_\_
- 6 Zen fell asleep he, because was tired. \_\_\_\_\_
- 7 The space-mobile fuel turns rubbish into. \_\_\_\_\_
- 8 The aliens will Earth visit. \_\_\_\_\_
- 9 Twinx playing with Mini T loves. \_\_\_\_\_
- 10 Zara P is riding scooter her on. \_\_\_\_\_
- 11 music Zing loves. \_\_\_\_\_
- 12 Twinx pink wear likes to. \_\_\_\_\_



Goal! Have a football sticker for your certificate at the back of the book.

Colour in your score.





Hey there! I'm Zing. I'm listening to an **amazing** song with **great** lyrics. Amazing and great are **adjectives**.

Adjectives stop stories from becoming boring by describing nouns. If you choose powerful ones, you can make your writing **spectacular**!

See? Easy!

Think up some interesting alternatives to these dreary adjectives.

1 small \_\_\_\_\_

7 loud \_\_\_\_\_

2 hungry \_\_\_\_\_

8 tasty \_\_\_\_\_

3 shiny \_\_\_\_\_

9 afraid \_\_\_\_\_

4 hot \_\_\_\_\_

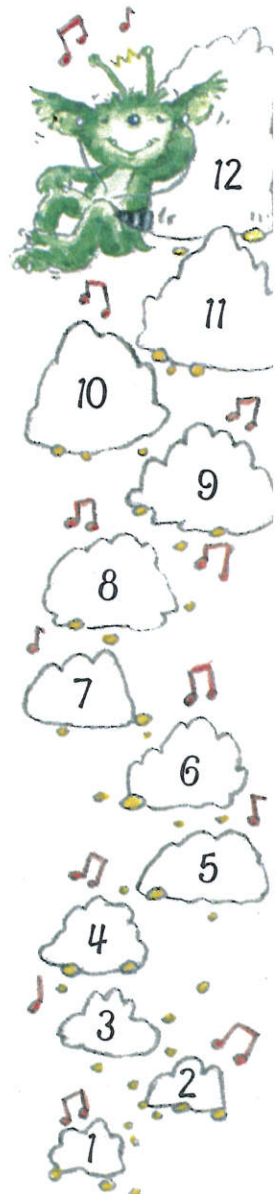
10 happy \_\_\_\_\_

5 wet \_\_\_\_\_

11 funny \_\_\_\_\_

6 big \_\_\_\_\_

12 upset \_\_\_\_\_



Cool! Have a musical sticker for your certificate.

Colour in your score.





Hello! I'm Twinx and this is my toy friend Mini T. I love playing hide and seek with Mini T, but I can never find her! I wonder if **prepositions** would help? They tell us where one thing is in relation to another – its position.

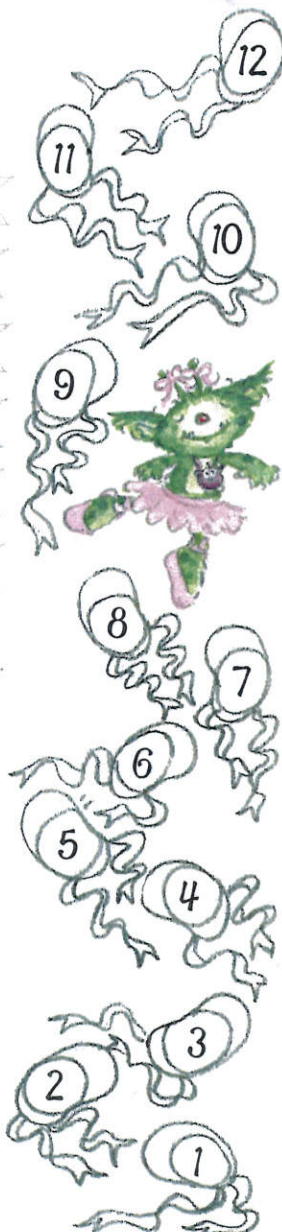
Mini T is **under** the chair. The chair is **on** the floor.



So she is! Hurray!

Choose the best preposition from the ribbons to describe where things are in the bedroom above.

- 1 The rug is \_\_\_\_\_ the floor.      on   in   below
- 2 The shoes are \_\_\_\_\_ the bed.      behind   above   under
- 3 The picture is \_\_\_\_\_ the window.      up   behind   by
- 4 The TV is \_\_\_\_\_ the wall.      through   towards   against
- 5 The book is \_\_\_\_\_ the plant.      on   under   beside
- 6 The bag is \_\_\_\_\_ the chair.      along   over   behind
- 7 The books are arranged \_\_\_\_\_ the shelves.      through   beyond   along
- 8 The ball is \_\_\_\_\_ the bag.      over   under   by
- 9 The coat is \_\_\_\_\_ the back of the chair.      below   across   through
- 10 The goldfish is \_\_\_\_\_ the fishbowl.      outside   inside   beyond
- 11 The clock is \_\_\_\_\_ the bed.      under   above   in
- 12 The tree is \_\_\_\_\_ the window.      below   inside   outside

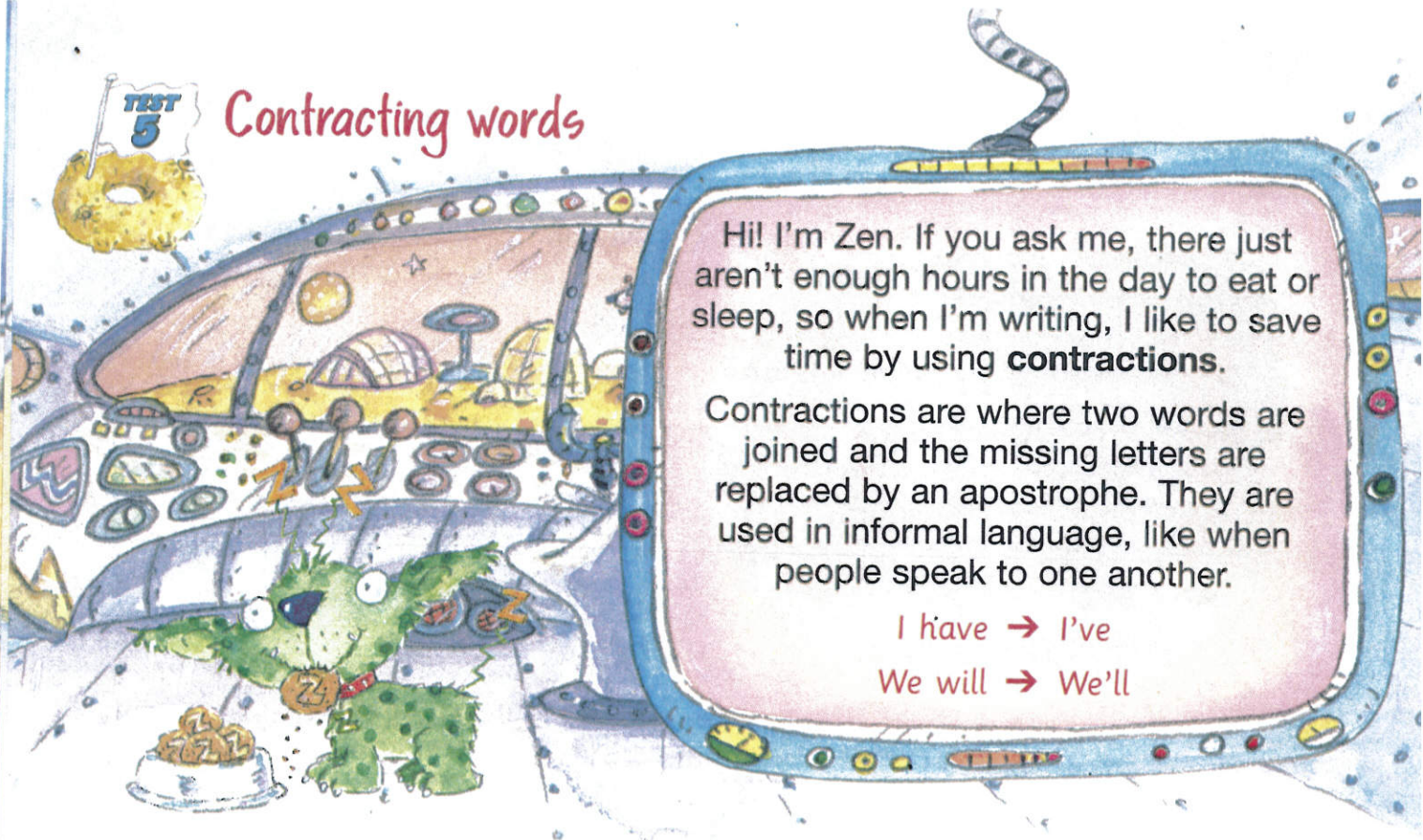


Well done! Have a Mini T sticker for your certificate.

Colour in your score.



# Contracting words



Hi! I'm Zen. If you ask me, there just aren't enough hours in the day to eat or sleep, so when I'm writing, I like to save time by using **contractions**.

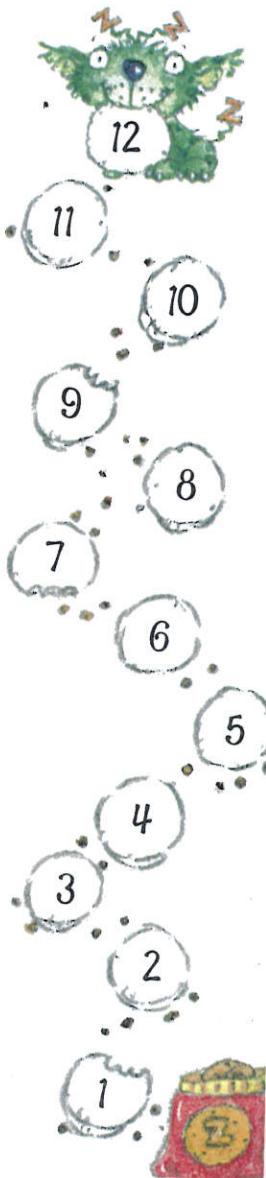
Contractions are where two words are joined and the missing letters are replaced by an apostrophe. They are used in informal language, like when people speak to one another.

I have → I've

We will → We'll

Write out the bold words from this Z cookie advertisement in their contracted form.

- 1 It is \_\_\_\_\_ every dog's dream!
- 2 They **will not** \_\_\_\_\_ believe their taste buds!
- 3 You **could not** \_\_\_\_\_ get a more delicious snack for your dog.
- 4 We **would not** \_\_\_\_\_ use any but the best ingredients.
- 5 **He is** \_\_\_\_\_ very excited about our new recipe.
- 6 **He will** \_\_\_\_\_ ensure the cookies taste as good as they look.
- 7 **You will** \_\_\_\_\_ be amazed by how happy your dog is!
- 8 **We have** \_\_\_\_\_ never had a better recipe.
- 9 It is \_\_\_\_\_ a galaxy-beating blend of ingredients.
- 10 **You are** \_\_\_\_\_ our valued customers.
- 11 **We will** \_\_\_\_\_ continue to improve our recipes for your dogs.
- 12 **They are** \_\_\_\_\_ our number one priority.



Good work! Have a Z cookie sticker.

Colour in your score





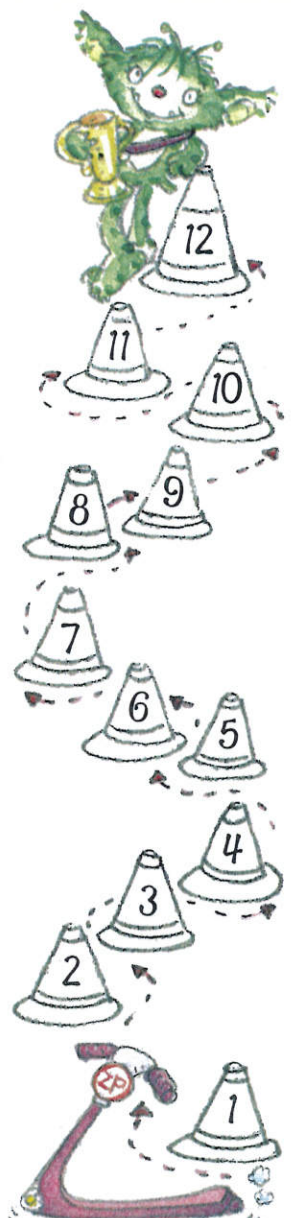
Zip, zip, zip! I'm Zara P, and my zippy scooter is sure to grab your attention! When you are writing, you can use **alliteration** to get you noticed. With alliteration, all the words in a phrase start with the same sound.

*Sleek scooters skim splendidly.*

Can you hear how all those **s** words really sound like a sleek scooter gliding along?

Use alliteration to fill the gaps in these sentences.

- 1 Angry alligators ate \_\_\_\_\_.
- 2 Timid tigers taught \_\_\_\_\_.
- 3 Greedy Gloria \_\_\_\_\_ gumdrops.
- 4 Sleepy Sid \_\_\_\_\_ softly.
- 5 Daring Debbie dived \_\_\_\_\_.
- 6 Fearless Fred fed fudge to \_\_\_\_\_.
- 7 Teacher Tim tamed \_\_\_\_\_ toddlers.
- 8 Mad monkeys made \_\_\_\_\_.
- 9 Betty Beale buttered \_\_\_\_\_.
- 10 Dainty Daisy \_\_\_\_\_ down.
- 11 Jolly jellyfish \_\_\_\_\_ joyfully.
- 12 Loud \_\_\_\_\_ laughed longest.



You're zippy! Have a scooter sticker.

Colour in your score.



Err, what? **Plurals** really tangle my antennae! Plurals are used to describe more than one of something. You can usually just add **s**, or **es** if the word finishes in **s**, **x**, **ch** or **sh** in the singular.

**goals**













**arches**

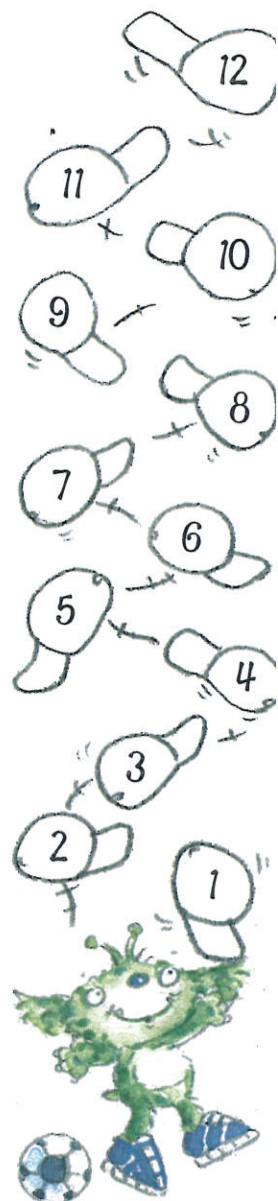
Words ending in a consonant followed by **y**, end in **ies** in the plural.

**ladies**

Some words stay the same in the plural or have completely different endings!

Circle the correct plural for each singular noun.

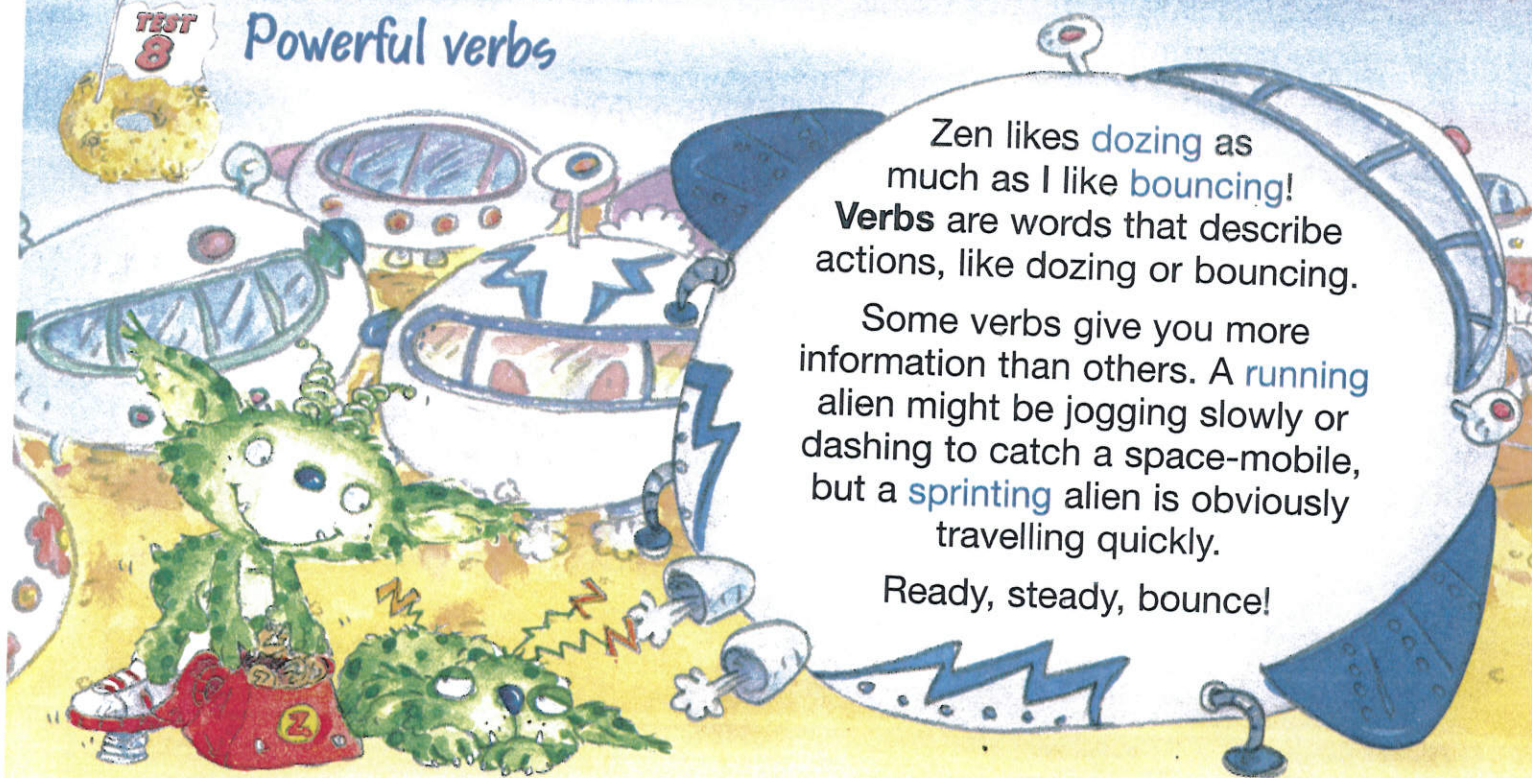
- |    |   |           |            |             |
|----|---|-----------|------------|-------------|
| 1  |  | holidæes  | holidays   | holidayes   |
| 2  |  | aeroplane | aeroplanes | aeroplanies |
| 3  |  | hisss     | hisses     | hiss        |
| 4  |  | boxs      | boxes      | boxies      |
| 5  |  | suitcases | suitcase   | suitcasae   |
| 6  |  | childs    | childes    | children    |
| 7  |  | salmons   | salmon     | salmones    |
| 8  |  | babys     | babies     | babyes      |
| 9  |  | mouses    | mouse      | mice        |
| 10 |  | buss      | bus        | buses       |
| 11 |  | people    | persones   | person      |
| 12 |  | nappyes   | nappys     | nappies     |



Goal! Have a football sticker.

Colour in your score





Zen likes **dozing** as much as I like **bouncing**!  
**Verbs** are words that describe actions, like dozing or bouncing.

Some verbs give you more information than others. A **running** alien might be jogging slowly or dashing to catch a space-mobile, but a **sprinting** alien is obviously travelling quickly.

Ready, steady, bounce!

Write down two powerful alternatives for each of these verbs.

- 1 **walk** \_\_\_\_\_
- 2 **jump** \_\_\_\_\_
- 3 **eat** \_\_\_\_\_
- 4 **drink** \_\_\_\_\_
- 5 **sleep** \_\_\_\_\_
- 6 **look** \_\_\_\_\_

- 7 **carry** \_\_\_\_\_
- 8 **throw** \_\_\_\_\_
- 9 **hold** \_\_\_\_\_
- 10 **shout** \_\_\_\_\_
- 11 **like** \_\_\_\_\_
- 12 **laugh** \_\_\_\_\_







★ The view from our viewing deck is beautiful. Look! There's a whole **fleet** of star-ships, flying in formation.

Sometimes when there's a group of a particular thing, you can use **collective nouns** to describe them.

**Fleet** of star-ships



**Constellation** of stars



Think of a commonly used collective noun for each of these words. If you can't think of one, make up your own!

1 a  of cows

7 a  of cards

2 a  of puppies

8 a  of fish

3 a  of wolves

9 a  of grapes

4 a  of lions

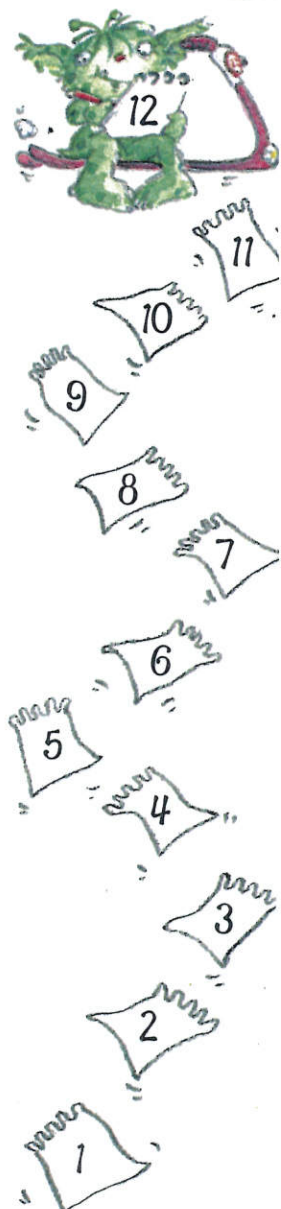
10 a  of birds

5 a  of bees

11 a  of cars

6 a  of flowers

12 a  of sheep







## Prefixes



Sometimes, just one small Z cookie and I'm a completely changed dog! Adding **prefixes** to the start of some words can completely change their meaning, too. A prefix is a collection of letters such as **mis**, **un** and **in**.

Pogo understood the message.

Pogo **mis**understood the message.

See? Relax! You could do this in your... zzz.

Underline the prefixes, then write sentences using the words.

- 1 misplace \_\_\_\_\_
- 2 explode \_\_\_\_\_
- 3 non-stop \_\_\_\_\_
- 4 mistake \_\_\_\_\_
- 5 exterminate \_\_\_\_\_
- 6 coincidence \_\_\_\_\_
- 7 exclaim \_\_\_\_\_
- 8 nonsense \_\_\_\_\_
- 9 misbehave \_\_\_\_\_
- 10 exchange \_\_\_\_\_
- 11 non-stick \_\_\_\_\_
- 12 cooperate \_\_\_\_\_



Good work! Have a Z cookie sticker.

Colour in your score.





My music player is very important to me, so I always make sure people know it's **mine**!

**Apostrophes** show what belongs to whom.

When the person or thing an object belongs to is singular, or a collective noun, add apostrophe + s.

*Nok's ball      The children's books*

When the person or thing an object belongs to is plural, add the apostrophe after the s.

*The aliens' TV*

Don't forget the exception to the rule, though – **its** never has an apostrophe when you are saying that something belongs to it.



Add apostrophes where needed to the words in **bold**, to show who owns what.

- 1 **Zara Ps** jet scooter goes really fast!
- 2 Pogo loves bouncing over **peoples** heads.
- 3 **Zens** Z cookies leave crumbs everywhere.
- 4 **Noks** trainers are muddy.
- 5 Twinx and Mini T like to dance to the **radios** songs.
- 6 The **aliens** bedrooms are a terrible mess.
- 7 The space-mobile opened **its** hatch.
- 8 The comet has disappeared, but you can still see **its** tail.
- 9 All four **space-mobiles** lights flashed brightly.
- 10 **Dunks** landscape is very different from Earth's.
- 11 The **suns** light shines brightly on Dunk.
- 12 The departure **gates** hinges squeaked when it opened.





## Common endings

Boing, boing, boing!  
I couldn't bounce so easily if I  
didn't have springs in my trainers!  
I wouldn't be able to spell lots of  
words, either, if they didn't contain  
clues to help me.

Learning the **common endings**  
that lots of words share helps me  
to spell new words. Some  
common endings are –

light      station      serious  
special      tough

See? Ready, steady, bounce!

Underline the correct spelling for the words in bold. Remember, though – not all words follow the rules!

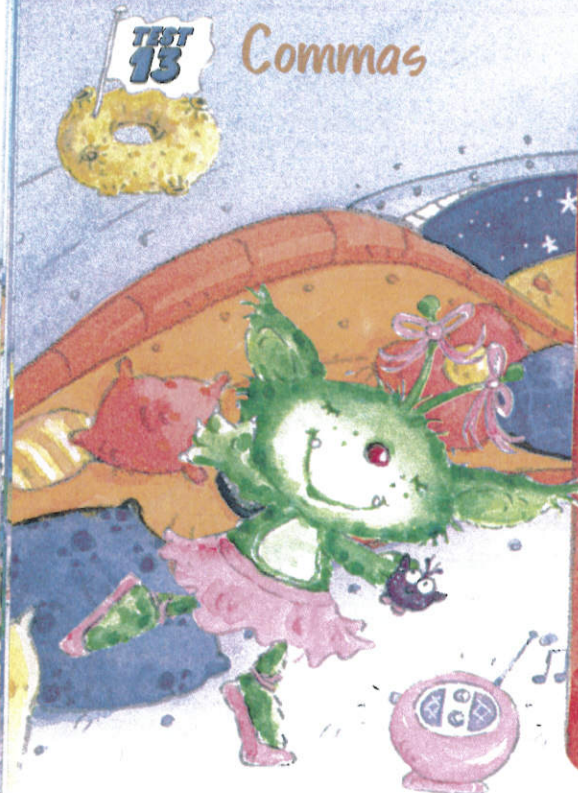
- 1 Zara P's **reacion** **reaction** to the problem was as logical as ever.
- 2 It's **obvious** **obveus** that Zen likes Z cookies!
- 3 Nok is **envius** **envious** of Zing's cool new trainers.
- 4 The aliens always try to do the **right** **rite** thing.
- 5 Z cookie crumbs made Zen **cough** **coff**.
- 6 Pogo stopped bouncing when he'd had **enuff** **enough**.
- 7 Zara P keeps all her **stuff** **stough** in her handbag.
- 8 An alien **electrician** **electrition** came to fix the space-mobile.
- 9 The stars from Dunk look very **bright** **brite**.
- 10 Twinx walked off in a **hough** **huff**.
- 11 Zing's love of music has left him in **financial** **finantial** ruin!
- 12 Zen's loud snoring is very **antisoshal** **antisocial**.



Put a spring in your step! Have a springy sticker.

Colour in your score.





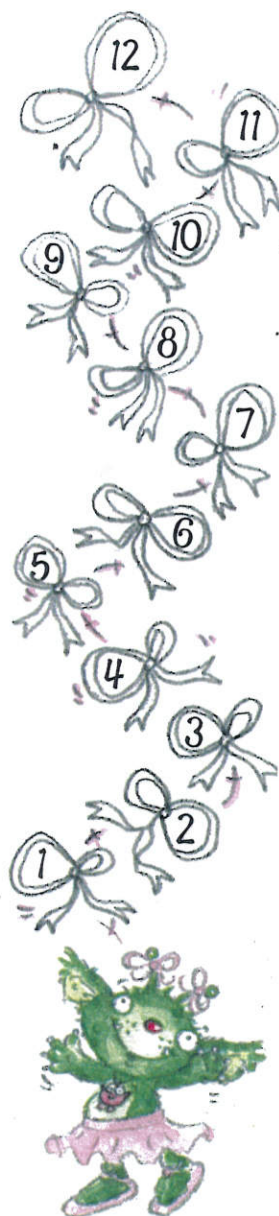
Mini T and I love dancing, but sometimes even we need to catch our breath! **Commas** tell you when to break when you are reading. You put them where you would naturally take a breath, so it often helps to read the sentences out loud when deciding where to put them.

*Dunk is far, far away from Earth, in another galaxy.*

Hurray! Come on, Mini T, let's dance!

**Add the missing commas to these sentences.**

- 1 In the end the space-mobile was late.
- 2 Without looking Pogo bounced over the crater.
- 3 Unfortunately Zen had eaten his last Z cookie.
- 4 Nok kicked the ball then fell over in the mud.
- 5 The aliens won a competition then they went to Earth.
- 6 To listen to his music Zing needs his music player.
- 7 Bouncing extra high Pogo caught a glimpse of Earth.
- 8 Zing Zara P and Nok played in the crater.
- 9 After lunch Twinx and Pogo joined in.
- 10 When he is tired Zen dozes off.
- 11 Before boarding the space-mobile the aliens had breakfast.
- 12 Nok Twinx and Zen are covered in crater dust!



Hurray! Have a Mini T sticker.

Colour in your score





★ Pogo is sure to break something soon and it'll be me who has to pick up the pieces!

Compared to fixing his damage, making **compound words** is easy. Compound words are just words that are made up from two or more smaller words.

high + chair = highchair

motor + way = motorway

See? You could do this in your... zzz. ★

Draw lines to match up the smaller words that go together to make compound words.

1 hand

2 wheel

3 cup

4 rail

5 suit

6 lawn

7 butter

8 farm

9 chair

10 bed

11 foot

12 match

way

box

path

fly

bag

chair

board

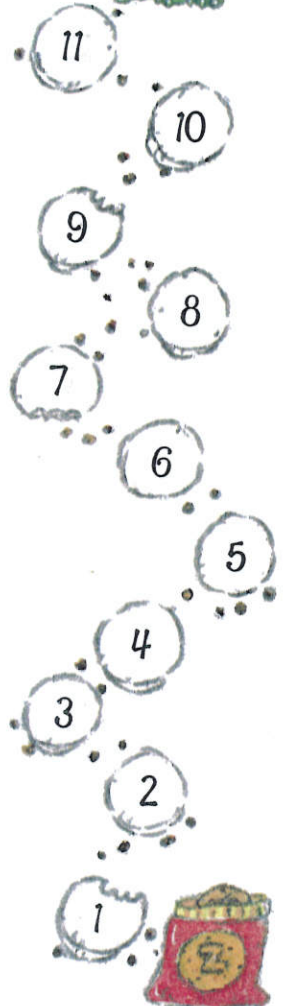
room

yard

case

man

mower



2 Good work! Have a Z cookie sticker.

Colour in your score.



Sometimes English really tangles my antennae! Did you know, some words can sound exactly the same, but be spelt quite differently? They are called **homophones**.



ball

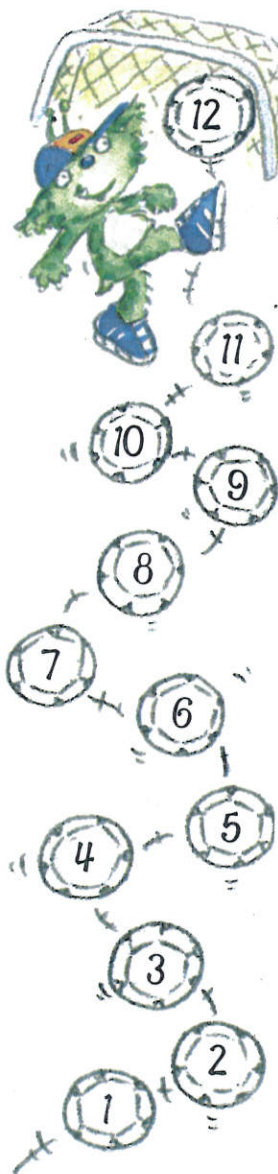


bawl

You have to look at the sense of the sentence to decide which spelling is the right one – and use a dictionary if you need to.

Write a sentence using each of the homophones.

- 1 eight \_\_\_\_\_
- 2 ate \_\_\_\_\_
- 3 four \_\_\_\_\_
- 4 for \_\_\_\_\_
- 5 waste \_\_\_\_\_
- 6 waist \_\_\_\_\_
- 7 hare \_\_\_\_\_
- 8 hair \_\_\_\_\_
- 9 mail \_\_\_\_\_
- 10 male \_\_\_\_\_
- 11 see \_\_\_\_\_
- 12 sea \_\_\_\_\_



Goal! Have a football sticker.

Colour in your score.





## Verb endings



I lost my scooter keys yesterday,  
and now I'm searching for them!  
Will I ever find them?

The **endings** of verbs like **lose**,  
**search** and **find** change according  
to the tense – whether it has  
happened (the past), is happening  
now (the present), or will happen  
(the future).

Time words like **yesterday** and **now**  
give you a clue about the tense  
you need.

Write whether these sentences are past, present or future tense.

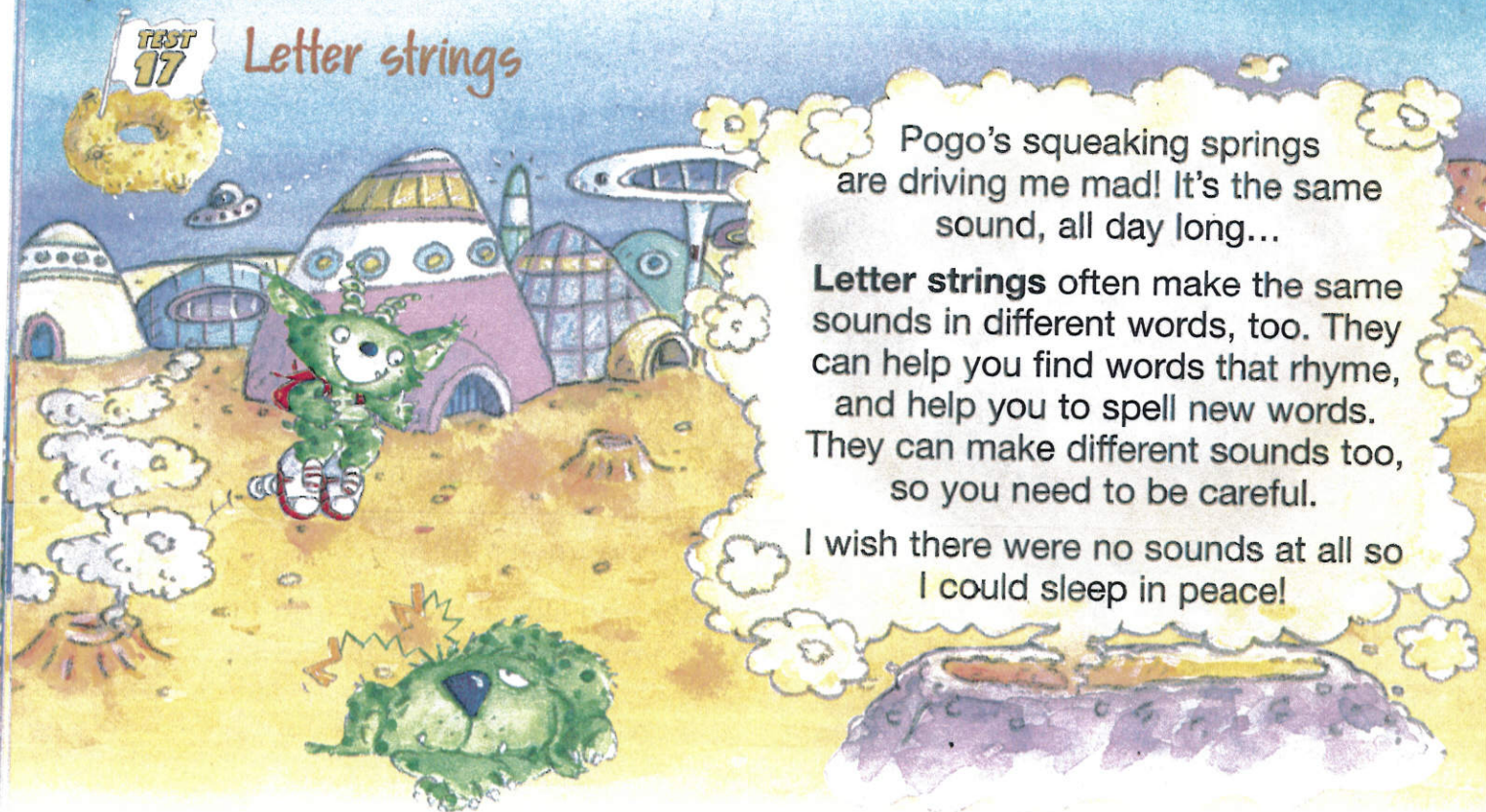
- 1 Twinx learnt a new dance yesterday. \_\_\_\_\_
- 2 Nok will clean his football boots later on. \_\_\_\_\_
- 3 Pogo bounced towards the space-mobile. \_\_\_\_\_
- 4 Zen followed behind him. \_\_\_\_\_
- 5 Zing will download some new music later. \_\_\_\_\_
- 6 Zara P will take notes. \_\_\_\_\_
- 7 A comet zoomed past Dunk. \_\_\_\_\_
- 8 Twinx plays with Mini T. \_\_\_\_\_
- 9 Nok is trying to score a goal. \_\_\_\_\_
- 10 Pogo took out another box of Z cookies. \_\_\_\_\_
- 11 Zen is asleep again! \_\_\_\_\_
- 12 The aliens are on their way to Earth. \_\_\_\_\_



You're zippy! Have a scooter sticker.

Colour in your score.





Pogo's squeaking springs  
are driving me mad! It's the same  
sound, all day long...

**Letter strings** often make the same  
sounds in different words, too. They  
can help you find words that rhyme,  
and help you to spell new words.  
They can make different sounds too,  
so you need to be careful.

I wish there were no sounds at all so  
I could sleep in peace!

Choose a letter string from the Z cookies to complete these words.



1 \_ \_ sp  
\_ \_ nt

2 sp \_ \_ t  
sh \_ \_ t

3 fu \_ \_  
asse \_ \_

4 po \_ \_ ible  
se \_ \_ ion

5 \_ \_ lf  
\_ \_ man

6 m \_ \_ \_ \_  
t \_ \_ \_ \_

7 s \_ \_ sage  
bec \_ \_ se

8 c \_ \_ ld  
sh \_ \_ ld

9 dr \_ \_ \_ y  
f \_ \_ \_

10 sp \_ \_ \_  
r \_ \_ \_

11 \_ \_ bble  
\_ \_ k

12 p \_ \_ r  
f \_ \_ r



Good work! Have a Z cookie sticker.

Colour in your score





# Similes



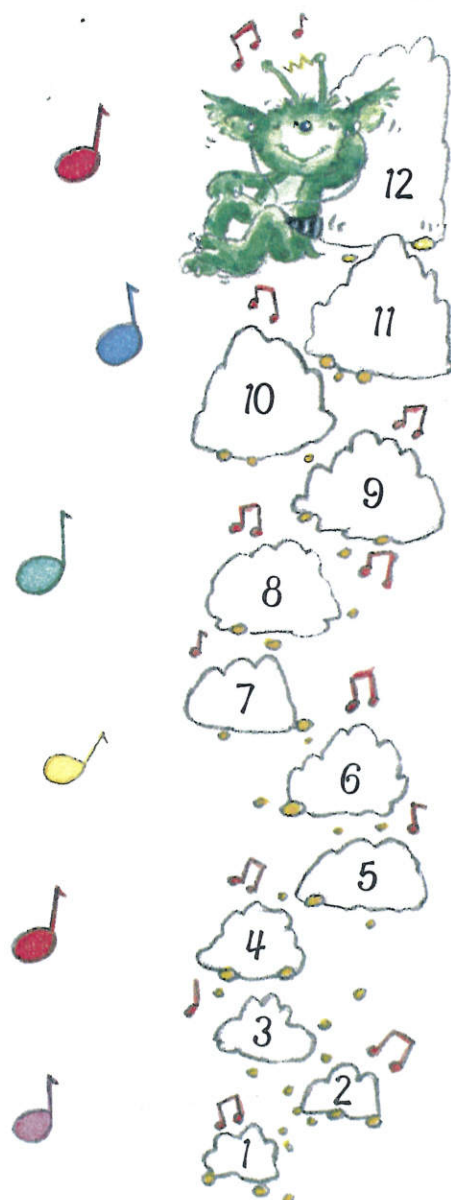
Wow! **Similes** are great, because they let us describe things in an interesting way, by comparing them with something else.

*As cool as a cucumber!*

Hey – that's me!

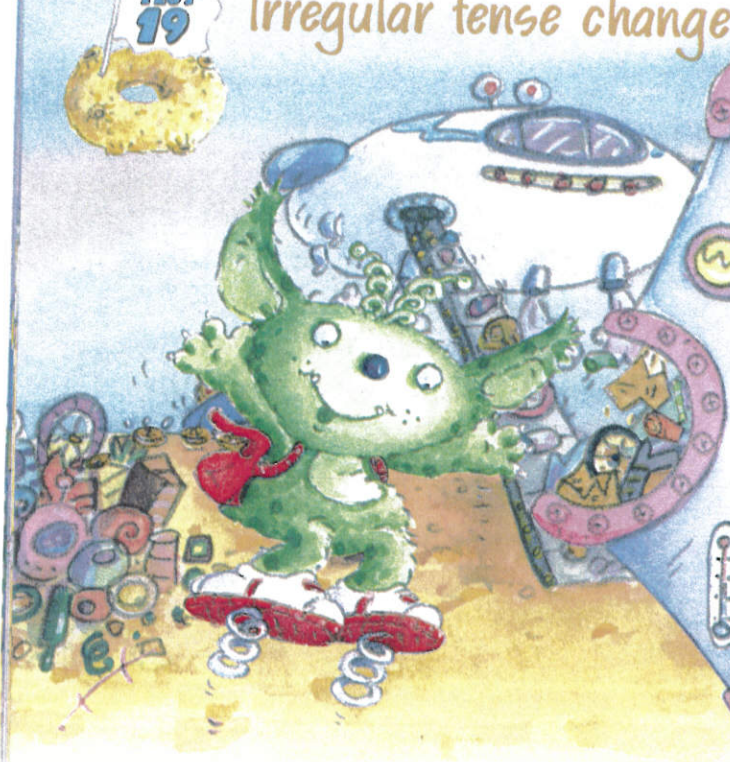
Complete these similes. Be as imaginative as you like!

- 1 as bold as \_\_\_\_\_
- 2 as quiet as \_\_\_\_\_
- 3 as blind as \_\_\_\_\_
- 4 as brave as \_\_\_\_\_
- 5 as green as \_\_\_\_\_
- 6 as quick as \_\_\_\_\_
- 7 as dry as \_\_\_\_\_
- 8 as light as \_\_\_\_\_
- 9 as big as \_\_\_\_\_
- 10 as fresh as \_\_\_\_\_
- 11 as strong as \_\_\_\_\_
- 12 as pretty as \_\_\_\_\_





# Irregular tense changes



Boing, boing, boing! Where does all that rubbish **go**? The same place it **went** yesterday – in our space-mobile's belly!

To make a verb past tense you usually just add **ed**, but some verb tenses don't follow the rules at all!

bounce bounced

go went

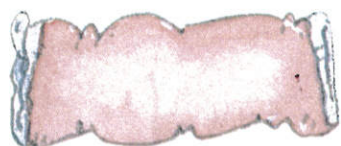
take took

I guess you just have to learn these ones!

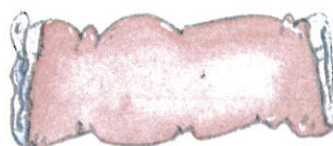
Ready, steady, bounce!

Write the past tense of these tricky verbs on the tins.

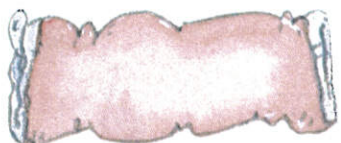
1 think



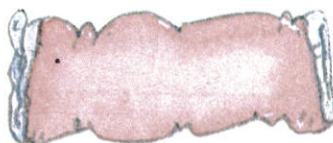
7 have



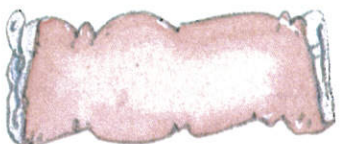
2 get



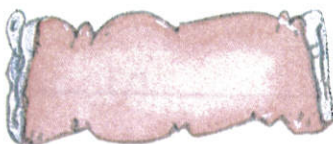
8 buy



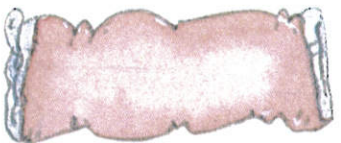
3 make



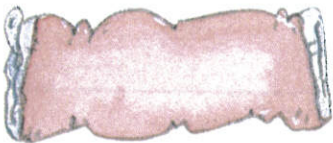
9 meet



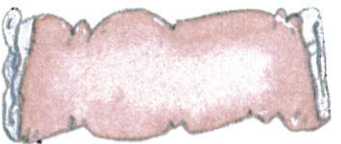
4 sit



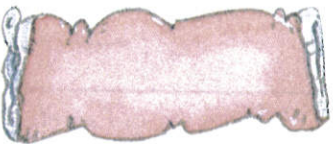
10 sleep



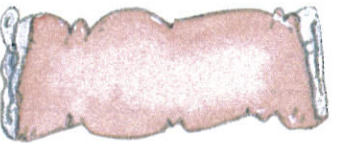
5 hide



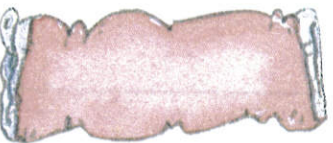
11 find



6 are



12 grow



Put a spring in your step! Have a springy sticker.

Colour in your score.



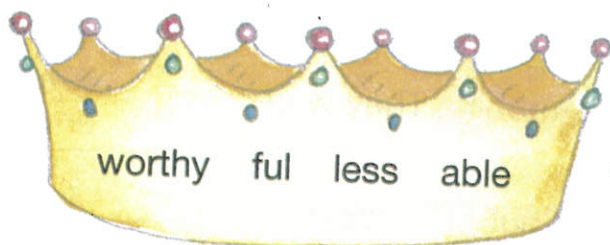
I'm pretending to be a fairy princess, with a magic wand! Did you know, you can do magic too? You can turn some nouns and verbs into adjectives by adding **suffixes** like **able**, **worthy**, **ful** and **less**. Hurray!



joy + ful = joyful

Hero is a noun, and heroic is the adjective you use to describe a hero's actions.

Pick a suffix from the crown to turn these nouns and verbs into adjectives. Write the new words on the wands. Be careful - the new spelling isn't always straightforward!



1 worth \_\_\_\_\_ ✨

2 wonder \_\_\_\_\_ ✨

3 beauty \_\_\_\_\_ ✨

4 enjoy \_\_\_\_\_ ✨

5 end \_\_\_\_\_ ✨

6 trust \_\_\_\_\_ ✨

7 rely \_\_\_\_\_ ✨

8 play \_\_\_\_\_ ✨

9 sleep \_\_\_\_\_ ✨

10 road \_\_\_\_\_ ✨

11 break \_\_\_\_\_ ✨

12 sea \_\_\_\_\_ ✨







I do like to take things easy! Too many short sentences make reading such a chore. **Conjunctions** such as **and, because, but, then or so** can join two short sentences together, or join two clauses in a sentence.

I eat Z cookies **so** I can stay awake.

They make it easier to understand what is happening.

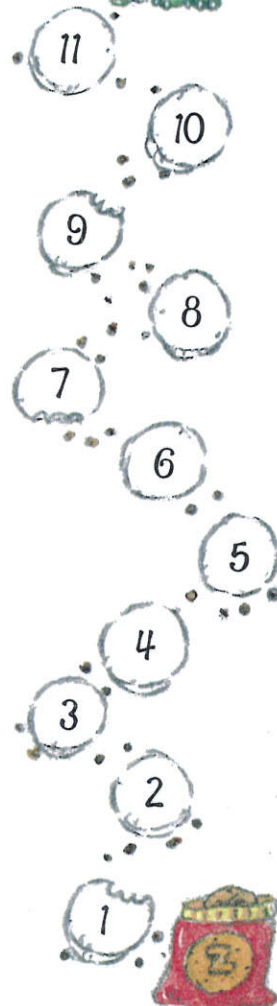
Relax! You could do this in your... zzz.



Pick the best conjunction from the Z cookie jars to join these sentences together.



- 1 The aliens boarded the space-mobile. They were visiting Earth. \_\_\_\_\_
- 2 Zen was hungry. Pogo had run out of Z cookies. \_\_\_\_\_
- 3 Nok kicked the ball. It went into the goal. \_\_\_\_\_
- 4 Pogo put on his trainers. He could go for a bounce. \_\_\_\_\_
- 5 Zara P got out her notebook. She wanted to look something up. \_\_\_\_\_
- 6 Twinx wears Mini T round her neck. She will not lose her. \_\_\_\_\_
- 7 Pogo looked in his rucksack. It was empty. \_\_\_\_\_
- 8 Zara P uses a jet scooter. She can get about quickly. \_\_\_\_\_
- 9 Zen woke up. He could smell Z cookies. \_\_\_\_\_
- 10 Twinx tried to pirouette. She kept falling over. \_\_\_\_\_
- 11 Nok grabbed his football. He ran off to play. \_\_\_\_\_
- 12 You can see lots of stars from Dunk. Some are very bright. \_\_\_\_\_



Good work! Have a Z cookie sticker.

Colour in your score.





I'm hunting in my fab rucksack,  
To find a crunchy canine snack,  
For Zen, my lazy, sleepy pup,  
That cookie crunch will wake him up!

Do you like my poem? It's made up of  
rhyming couplets, where lines rhyme in pairs.  
Other poems have different rhyming patterns,  
and some don't rhyme at all.

Careful – sometimes words rhyme even  
though they are not spelt with the same letter  
string! Saying them out loud will help you.

Ready, steady, bounce!

Circle the word in each group that doesn't rhyme with the word in the rucksack.


1  rhyme rhythm  
time lime

7  hare bear  
wear ear

2  wrap tap  
map tape

8  cloth both  
broth moth

3  weight straight  
eight height

9  meat eat  
peat great

4  fear here  
pear clear

10  bored scared  
lord scored

5  far fare  
are bar

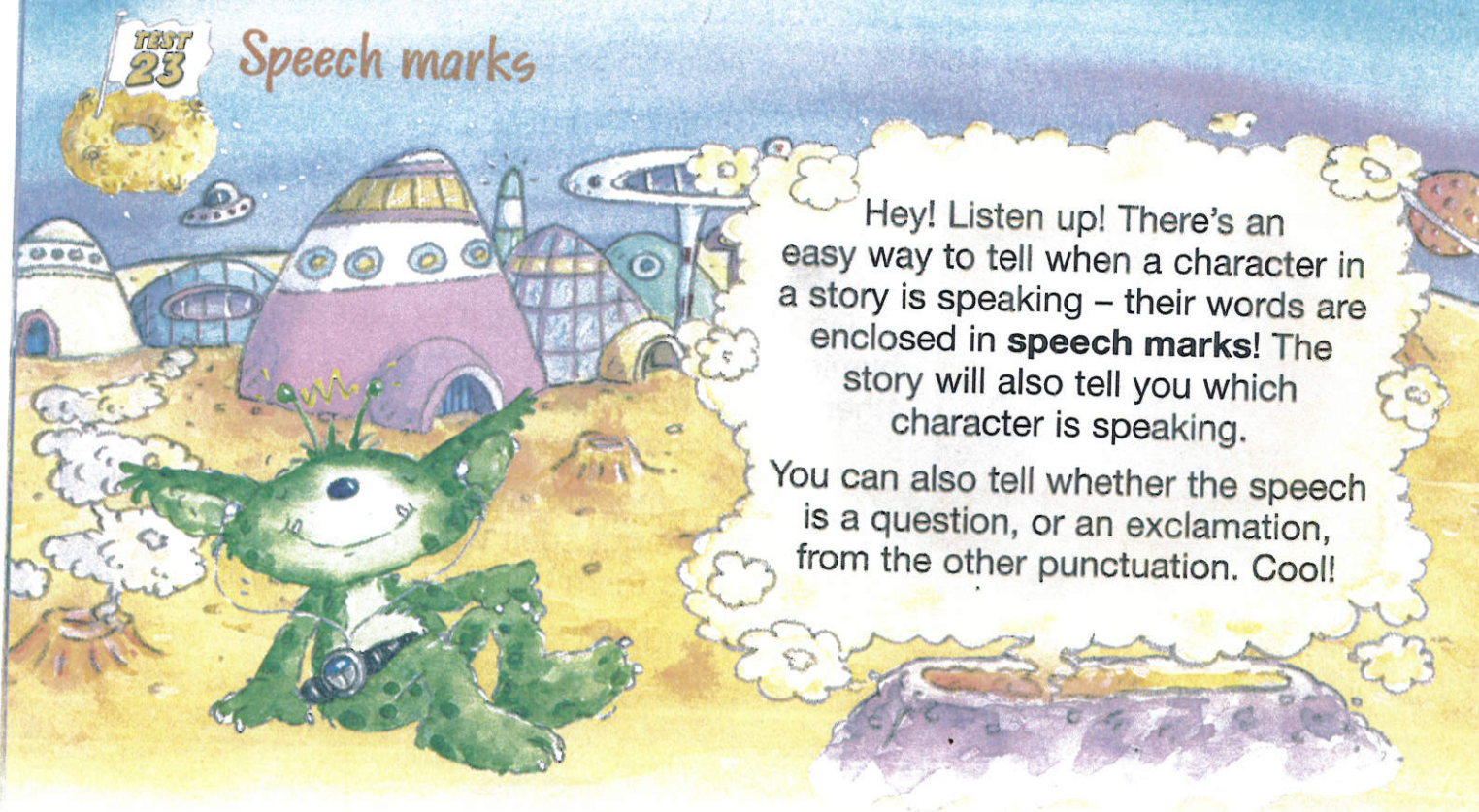
11  hour scour  
pour flour

6  stole hole  
bowl owl

12  break take  
beak shake







Add the speech marks to these pieces of writing. Don't forget to add commas, exclamation marks or questions marks, too.

- 1 I'll just make a note of that said Zara P.
- 2 How much further asked Nok.
- 3 Quick yelled Zing.
- 4 I'm hungry exclaimed Zen.
- 5 Isn't the sky pretty said Twinx.
- 6 Ready, steady, bounce laughed Pogo.
- 7 Hurray shouted Twinx.
- 8 Where is Zen asked Pogo.
- 9 Have you heard this song asked Zing.
- 10 Is my TV programme on yet asked Nok.
- 11 Zip, zip, zip shouted Zara P.
- 12 Relax said Zen.



Easy! Have a musical sticker.

Colour in your score.





## Adverbs



Trying to write about my greatest footballing moments has really tangled my antennae!

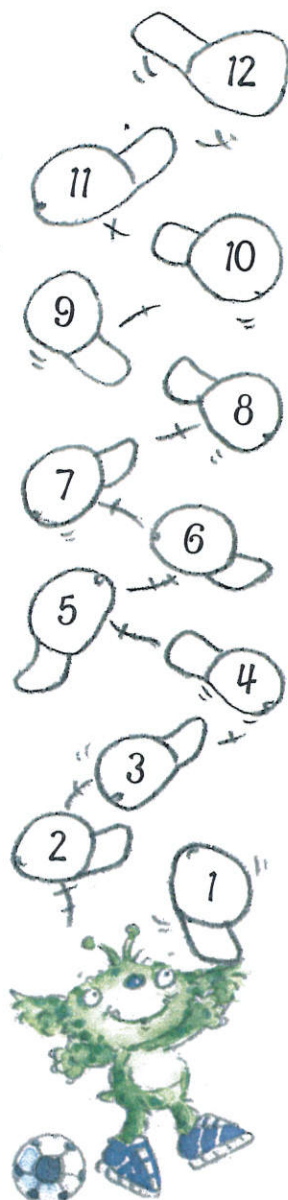
**Adverbs** like quickly and swiftly could be really useful, though. You can often make adverbs by adding **ly** to an adjective, but sometimes you have to change the spelling of the root word.

If the adjective already ends in **y**, for example, you nearly always need to change the **y** to an **i** before you add **ly**.

angry + ly = **angrily**

Change each of these adjectives into adverbs and use them in a short sentence.

- 1 kind \_\_\_\_\_
- 2 cross \_\_\_\_\_
- 3 slow \_\_\_\_\_
- 4 loud \_\_\_\_\_
- 5 gloomy \_\_\_\_\_
- 6 furious \_\_\_\_\_
- 7 sleepy \_\_\_\_\_
- 8 tired \_\_\_\_\_
- 9 glum \_\_\_\_\_
- 10 gentle \_\_\_\_\_
- 11 sweet \_\_\_\_\_
- 12 peaceful \_\_\_\_\_



Goal! Have a football sticker.

Colour in your score.



# Alphabetical order



Do you ever get lost? Never fear, ZP is here, and I always keep a map in my bag! To use the index, you need to be able to put the streets in **alphabetical order**, even when the first few letters of the street names are the same. So if there are several streets that start with the same letter, look at the second letter, then the third letter, then the fourth, and so on...



Number these street names from 1-12, starting with the one that comes first in the alphabet.

1 Pankhurst Close

☐

7 Palestine Crescent

☐

2 Pannell Mews

☐

8 Palingham Gardens

☐

3 Pankridge Road

☐

9 Palace Way

☐

4 Palmer Avenue

☐

10 Palladium View

☐

5 Palewell Park

☐

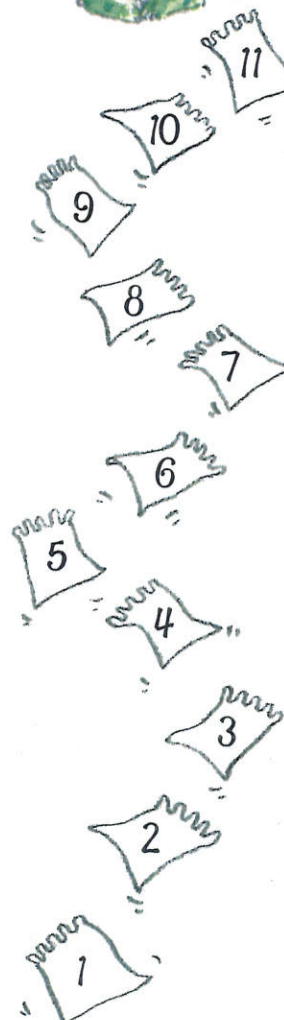
11 Pampisford Road

☐

6 Pam's Way

☐

12 Panmuir Road

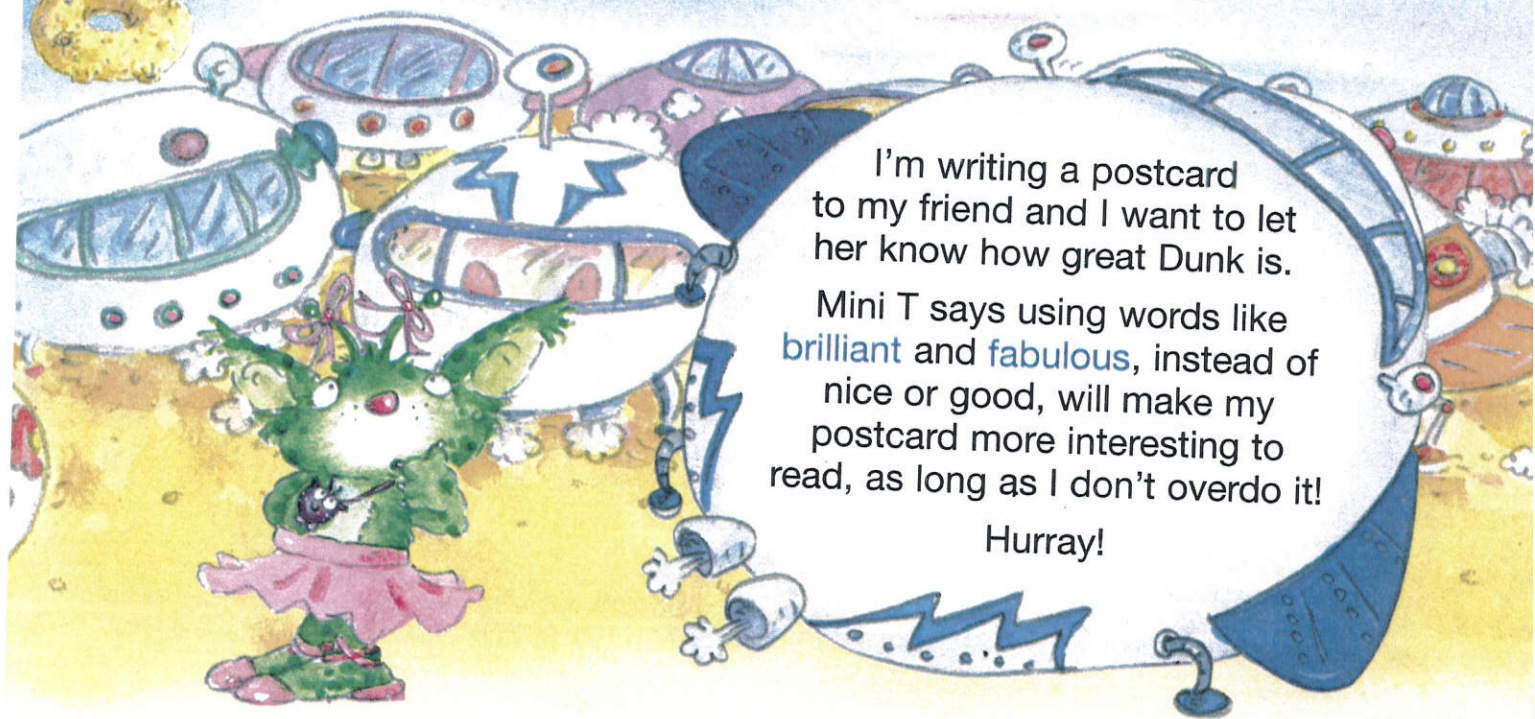
☐


You're zippy! Have a scooter sticker.

Colour in your score.

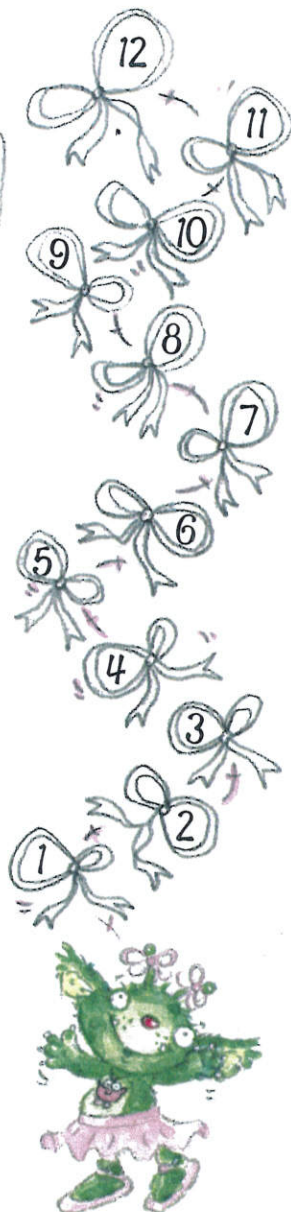


# Choosing the best word



Cross out the boring words in bold and replace them with more interesting words or phrases.

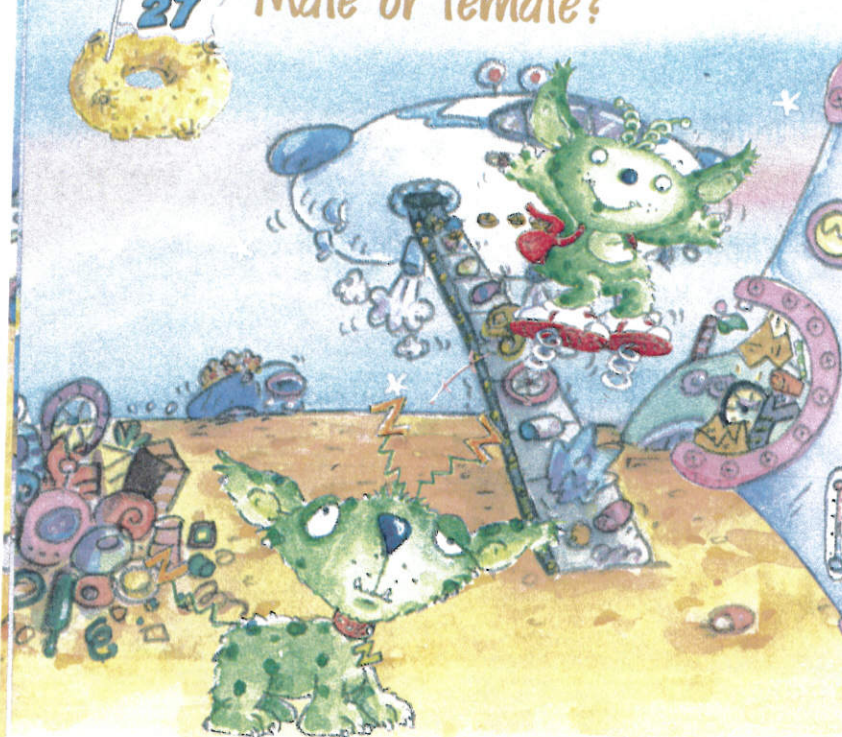
- 1 Having a **nice** \_\_\_\_\_ time on Dunk.
- 2 The weather is **hot** \_\_\_\_\_.
- 3 The stars look **pretty** \_\_\_\_\_.
- 4 We are having a **good** \_\_\_\_\_ time.
- 5 When we got back from Earth we were all **hungry** \_\_\_\_\_.
- 6 Zing made us some **good** \_\_\_\_\_ things to eat.
- 7 Zen is still **tired** \_\_\_\_\_ all the time.
- 8 Nok is **angry** \_\_\_\_\_ because he lost his football.
- 9 He **looked** \_\_\_\_\_ for it on the space-mobile, but it wasn't there.
- 10 Zara P **went** \_\_\_\_\_ straight out to buy him another one.
- 11 Since then he has been really **pleased** \_\_\_\_\_.
- 12 He **loves** \_\_\_\_\_ playing football.



Hurray! Have a Mini T sticker.

Colour in your score.





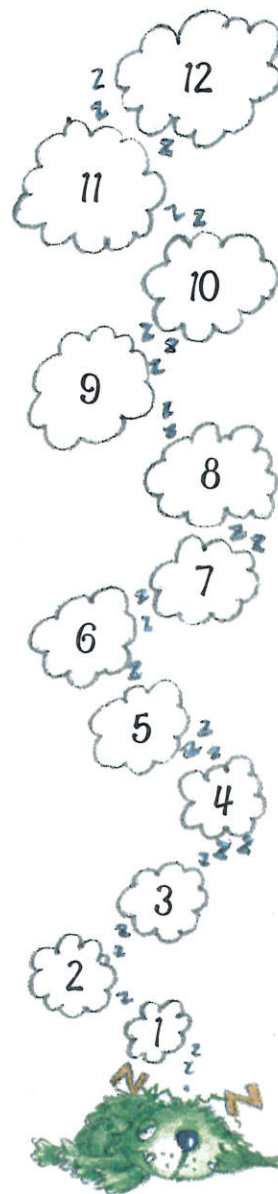
There goes Pogo, the baron of bounce! Lots of words tell us whether the person or animal they are talking about is **male** or **female**, like **baron** and **baroness**.

Sometimes, a completely different word is used to describe male and female. A **fox** is male, but a **vixen** is female, for instance.

Some words, like **person**, are neither male nor female.

Say whether these words are male (M) or female (F) forms, then write the opposite form on the conveyor belt.

1	king	_____	
2	lioness	_____	
3	wife	_____	
4	hen	_____	
5	mother	_____	
6	princess	_____	
7	gander	_____	
8	bull	_____	
9	ewe	_____	
10	widow	_____	
11	duke	_____	
12	nephew	_____	

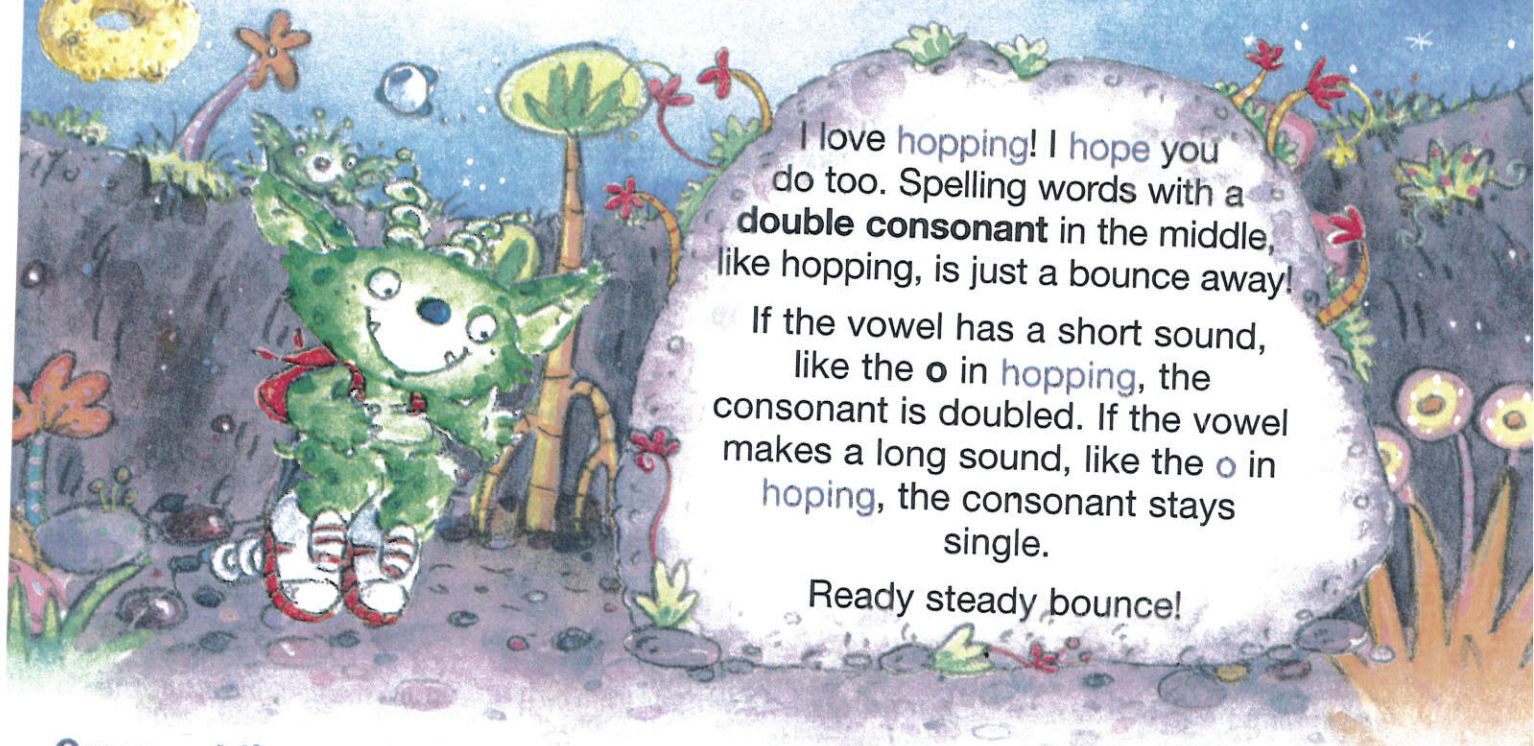


Good work! Have a Z cookie sticker.

Colour in your score.



## Double consonants



Cross out the word in each spring that is spelt incorrectly.

- 1 Z cookies make Zen (**hapy happy**).
- 2 Zing loves (**taping tapping**) his foot to the music.
- 3 Zara P always (**carries caries**) her bag with her.
- 4 Zing's music keeps (**geting getting**) louder!
- 5 Pogo never (**wobles wobbles**) when he's bouncing.
- 6 Nok loves (**running runing**) round a football pitch.
- 7 Will Zen be (**able abble**) to stay awake?
- 8 Twinx's ribbons are (**flaping flapping**) in the breeze.
- 9 Zara P has lots of information (**writen written**) in her notebook.
- 10 Pogo knows how to spell words with double (**letters leters**) in them.
- 11 Mini T is (**tiny tinny**).
- 12 The Alien Club love playing in (**craters cratters**).



Congratulations! Have a last springy sticker for your certificate.  
Boing, boing, boing!

Colour in your score.