

Suffixes -ing, -ed, -er and -est (with no change to the root word)

A suffix is an 'ending' used at the end of a root word to turn it into another word.

-ing

fly	flying
sing	singing
go	going
talk	talking
cook	cooking
climb	climbing
meet	meeting
buzz	buzzing
play	playing
help	helping
cry	crying
eat	eating
walk	walking
read	reading

-ed

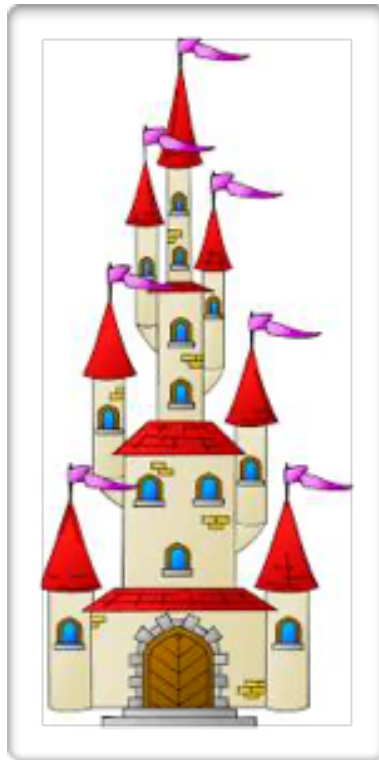
jump	jumped
look	looked
lick	licked
work	worked
burn	burned
yell	yelled
gasp	gasp
help	helped
start	started
hunt	hunted
watch	watched
touch	touched
push	pushed
wash	washed

-er

high	higher
tall	taller
help	helper
mix	mixer
test	tester
cold	colder
small	smaller
teach	teacher
sing	singer
paint	painter
catch	catcher
clean	cleaner
proud	prouder
watch	watcher

-est

bright	brightest
great	greatest
old	oldest
neat	neatest
soft	softest
warm	warmest
loud	loudest
smart	smartest
fast	fastest
long	longest
dull	dullest
sharp	sharpest
low	lowest
smooth	smoothest



The Fairy Tale Castle

I walked up to what I could already see was the bigger castle I had ever seen. It had seven towers towering over me with the pinker flags. As I walks closer I noticed the castle had windows looked as big as an elephant. I carried on walk up to the castle and got arrived at the oldest door. I knocked but there was no answer. I was looking forward to meet a soldier in shiny, metal armour.

I went inside the castle, as I walked through I touch the walls. I gasped because I could feel people walking on the other side. I entered the grounds and saw two jesters sing together. It was a beautiful sound. I tiptoe towards them. Just as I was about to say hello, a knight charged towards me. What was he going to do?

To Describe Settings

attractive
awe-inspiring
beautiful
breathtaking
glorious
magnificent
spectacular

disgusting
hideous
horrible
ugly
unappealing
unattractive
unsightly

grand
impressive
magnificent
majestic
regal
splendid
stately

creepy
eerie
frightening
scary
sinister
spine-chilling
unnerving

bustling
busy
crowded
hectic
lively
swarming
teeming

calm
noiseless
peaceful
quiet
silent
still
tranquil

To Describe Feelings

delighted
ecstatic
elated
euphoric
happy
overjoyed
thrilled

crestfallen
dejected
depressed
despondent
heartbroken
miserable
sad

angry
annoyed
fuming
furious
incensed
livid
outraged

afraid
frightened
panic-stricken
petrified
scared witless
terrified
terror-stricken

anxious
apprehensive
jittery
nervous
tense
uneasy
worried

certain
confident
convinced
in no doubt
optimistic
positive
sanguine

Your text here 6

To Describe Characters

amiable
charming
delightful
good natured
likable
nice
pleasant

disagreeable
horrible
insufferable
loathsome
nasty
obnoxious
unpleasant

attractive
beautiful
exquisite
gorgeous
handsome
stunning
winsome

grotesque
hideous
repugnant
repulsive
revolting
ugly
vile

audacious
bold
brave
courageous
fearless
plucky
valiant

almighty
big
enormous
gargantuan
gigantic
humongous
massive

To Replace Said

added
answered
argued
asked
asserted
barked
bellowed

commented
answered
asked
enquired
queried
questioned
replied
responded

barked
bellowed
cried
roared
screeched
shouted
yelled

argued
asserted
declared
insisted
retorted
snapped
suggested

complained
groaned
moaned
sighed
snivelled
wailed
whined

added
commented
continued
elaborated
explained
remarked
suggested

mumbled
murmured
muttered
whimpered
whispered

To Start Sentences

To Connect Sentences

Fortunately

Happily

Luckily

Sadly

Thankfully

Unfortunately

Unluckily

Abruptly

Immediately

Instantaneously

Suddenly

Unexpectedly

Without warning

Angrily
Despondently

Furiously

Miserably

Sulkily

Briskly

Hastily

Hurriedly

Quickly

Rapidly

Swiftly

Apprehensively

Carefully

Gingerly

Lethargically

Nervously

Slowly

Unhurriedly

Remember conjunctions
may be used as
sentence starters.

also

although

as

because

however

if

meanwhile

nevertheless

or

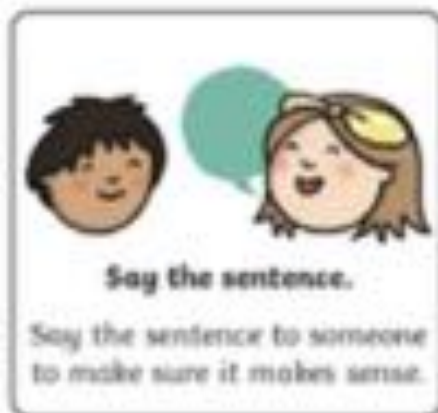
since

so

when

Year 1 Writing Checklist

Tips to being a fantastic writer!



Writing resource 4



Name: _____

Number of Questions: **40**

Testing: **2x, 5x, 10x**

$10 \times 1 = \underline{\hspace{2cm}}$

$12 \times 10 = \underline{\hspace{2cm}}$

$1 \times 2 = \underline{\hspace{2cm}}$

$11 \times 5 = \underline{\hspace{2cm}}$

$4 \times 10 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$5 \times 12 = \underline{\hspace{2cm}}$

$9 \times 2 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$10 \times 4 = \underline{\hspace{2cm}}$

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$7 \times 10 = \underline{\hspace{2cm}}$

$9 \times 10 = \underline{\hspace{2cm}}$

$11 \times 10 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$10 \times 5 = \underline{\hspace{2cm}}$

$5 \times 3 = \underline{\hspace{2cm}}$

$2 \times 9 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$1 \times 5 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$10 \times 3 = \underline{\hspace{2cm}}$

$10 \times 12 = \underline{\hspace{2cm}}$

$5 \times 11 = \underline{\hspace{2cm}}$

$3 \times 5 = \underline{\hspace{2cm}}$

$6 \times 10 = \underline{\hspace{2cm}}$

$1 \times 10 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$3 \times 10 = \underline{\hspace{2cm}}$

$2 \times 12 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$2 \times 5 = \underline{\hspace{2cm}}$

$5 \times 8 = \underline{\hspace{2cm}}$

$10 \times 2 = \underline{\hspace{2cm}}$

$6 \times 2 = \underline{\hspace{2cm}}$

$10 \times 8 = \underline{\hspace{2cm}}$

Times of the Day

A: Match the activity to the part or parts of the day when it might usually happen.

Eating breakfast

Brushing teeth

Bedtime story

Dinner

Lunch

Getting dressed

Getting Undressed

Waking up

Going to sleep

Have a bath

Play with friends

Watch TV



Morning



Afternoon



Evening

B. Select the correct word to fill in the gap.

before

after

next

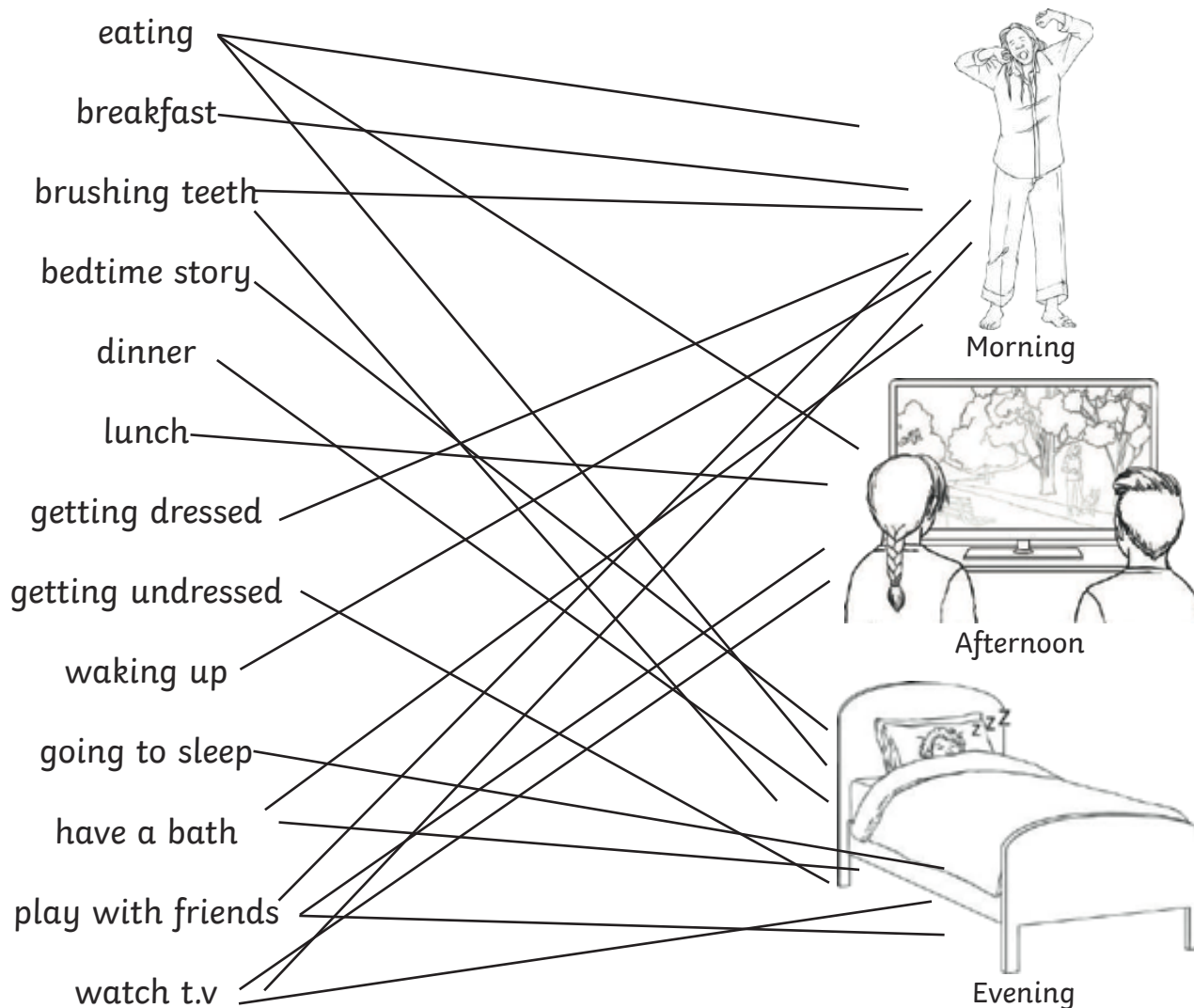
then

first

- _____ tea, we have our pudding.
- We get undressed _____ we go to bed.
- _____ we eat, we wash our hands.
- _____ we get dressed _____ we go out.
- We went on holiday _____ we came home.
- _____ it rains, there are puddles.

Times of the day **Answers**

A: Match the activity to the part or parts of the day where it might usually happen.



question	answer
B	1) after
	2) before
	3) before
	4) first, then
	5) then
	6) after

Maths resource 3

Y1 WALT: Sequence events chronologically. Use language such as:

**before, after, first, next, yesterday, today, tomorrow,
morning, afternoon, evening.**

Use a word from above to complete each sentence. Choose wisely!

1. _____ I have my lunch I wash my hands.



2. I won the race because I came _____.

3. I go to bed in the _____.

4. In the _____ I eat my breakfast.

5. We drink our cartons of milk in the _____.



6. We have pudding _____ our lunch.

7. Today it is Wednesday. _____ it was Tuesday.

8. _____ it will be Thursday.

Now write some statements of your own. Make sure you use some of the words from above.

Maths resource 3

WALT: Sequence events chronologically.

Cut out the statements and stick on the grid to show the order that you do things in.

First	
Next	
After that	
Later on	
After school	
Before bedtime	

Maths resource 3

I go to school.

I get out of bed.

I have my supper.

I read my reading book to my
adult.

I drink my carton of milk.

I put my school uniform on.

Maths resource 3

I go to school.

I get out of bed.

I have my supper.

I read my reading book to my adult.

I drink my carton of milk.

I put my school uniform on.

WALT: Sequence events chronologically. Use language of time correctly.

Maths resource 3

Example: **Yesterday** I played with Olivia at playtime.

Complete a sentence of your own for the following words:

Yesterday I..._____

Today I..._____

Tomorrow I..._____

Last week I..._____

Tonight I..._____

Next year I..._____

WALT: Sequence days of the week.

Complete the table.

Yesterday was	Today is	Tomorrow will be
Tuesday	Wednesday	Thursday
Friday		Sunday
Monday		
Saturday		
	Friday	
		Wednesday

Ordinal Number Names

Colour the first scoop blue.

Colour the ninth scoop yellow.

Colour the tenth scoop red.

Colour the second scoop green.

Colour the fourth scoop purple.

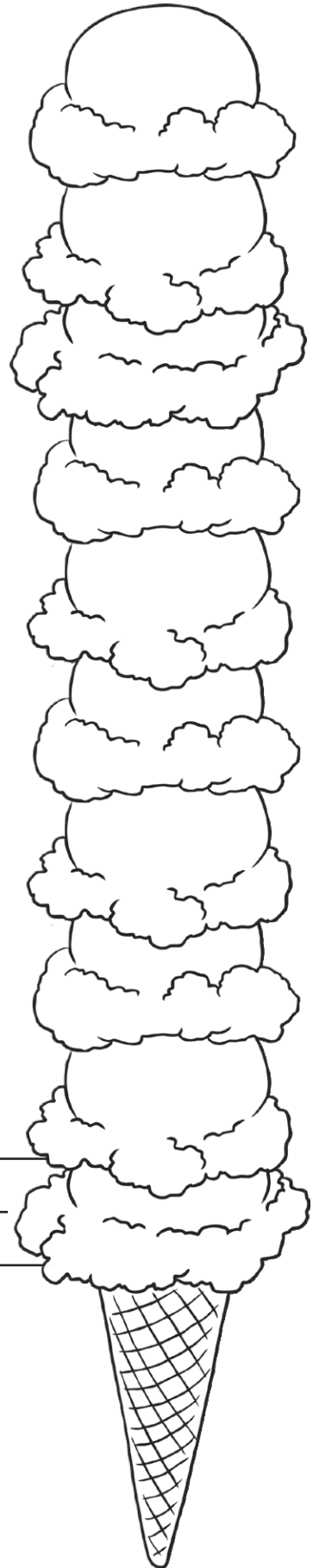
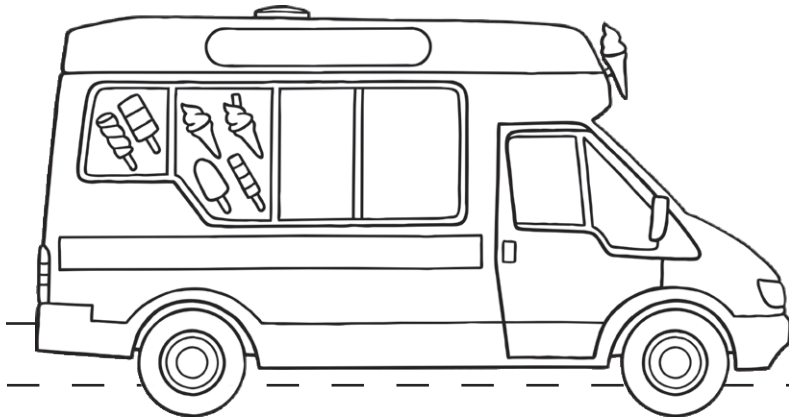
Colour the eighth scoop brown.

Colour the third scoop orange.

Colour the fifth scoop green.

Colour the sixth scoop brown.

Colour the seventh scoop pink.



I coloured my cone _____.

My cone has _____ scoops.

Castles

twinkl

castle



A castle is a strong building. An important person such as a king or a ruler would have stayed there. They used the castle to keep themselves, their army and the people they ruled over, safe from attacks.

battlements



The battlements are the square shaped openings at the top of the castle walls. The openings were used to shoot out from and stand behind for protection.

drawbridge



The drawbridge is lowered over the moat to allow people to get into the castle.

dungeon



A dungeon is a strong prison cell, which is normally underneath a castle.

great hall



The great hall would have been used to hold large feasts and banquets.

keep



The keep was a safe place within the castle where people could go if it came under attack.

moat



A moat is a deep ditch that goes all the way around a castle. It could be filled with water. The moat makes it difficult for enemies to invade the castle.

parapet



The parapet is a smaller wall behind the main castle wall, which knights could hide behind when the castle was being attacked.

portcullis



The portcullis is a heavy metal grid which can be lowered over the entrance to the castle to stop people getting in easily.

arrow slits



Arrow slits were used by knights to shoot out at their enemies. As the slits are long and slim, it makes it harder for enemies to shoot into them.

spiral staircase



A spiral staircase would usually be found inside a tower. These replaced ladders as the only way to climb to the top of the tower.

suit of armour



A knight normally wore a suit of armour. They used this to protect their bodies when fighting.

tower



The tower is useful as it can be used as a viewing point. Its height would make it perfect to see all round the castle. This way it would be easy to see enemies approaching.

turrets

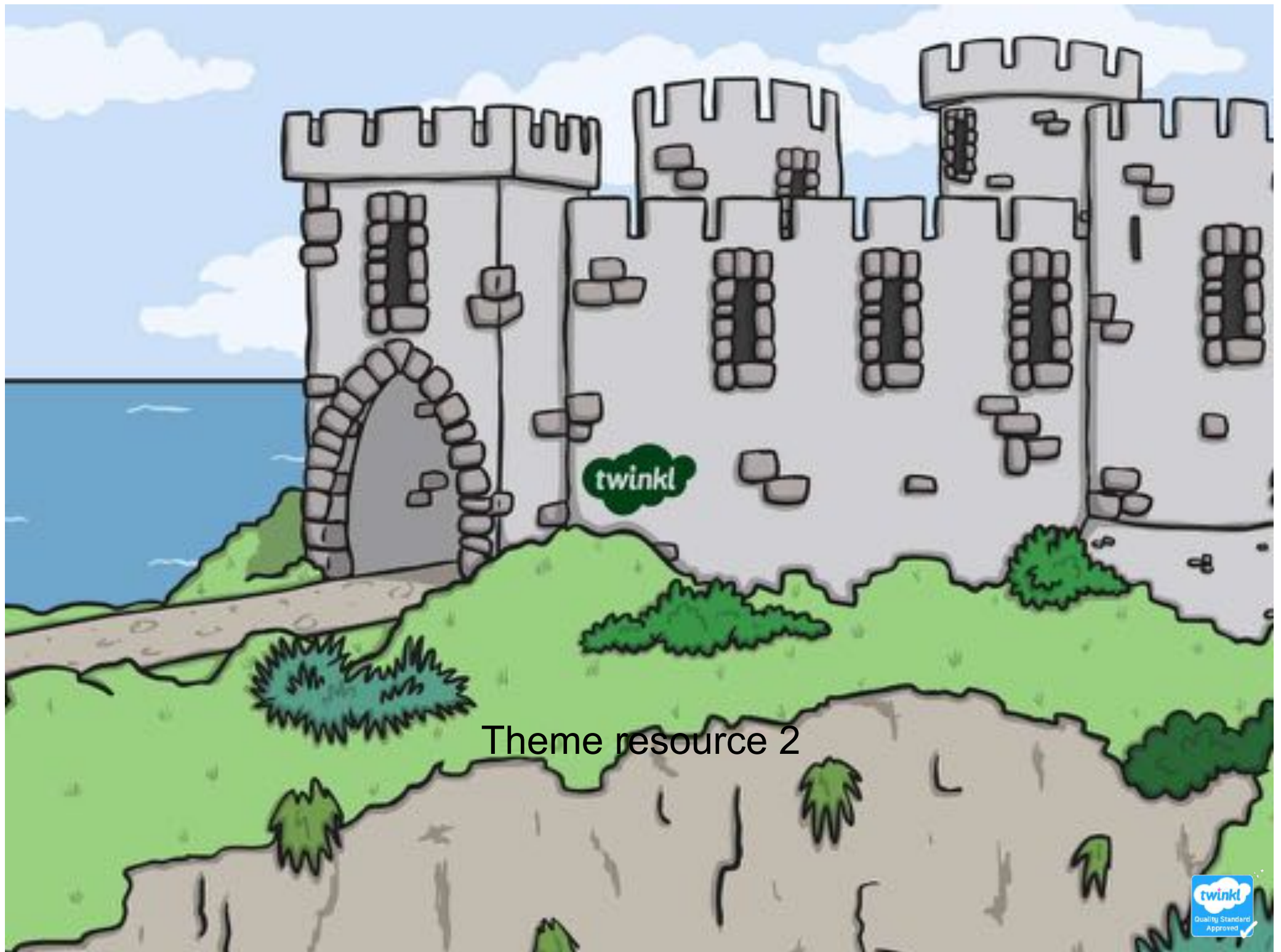


Turrets were often used in castles to make them look grand and attractive.

windows

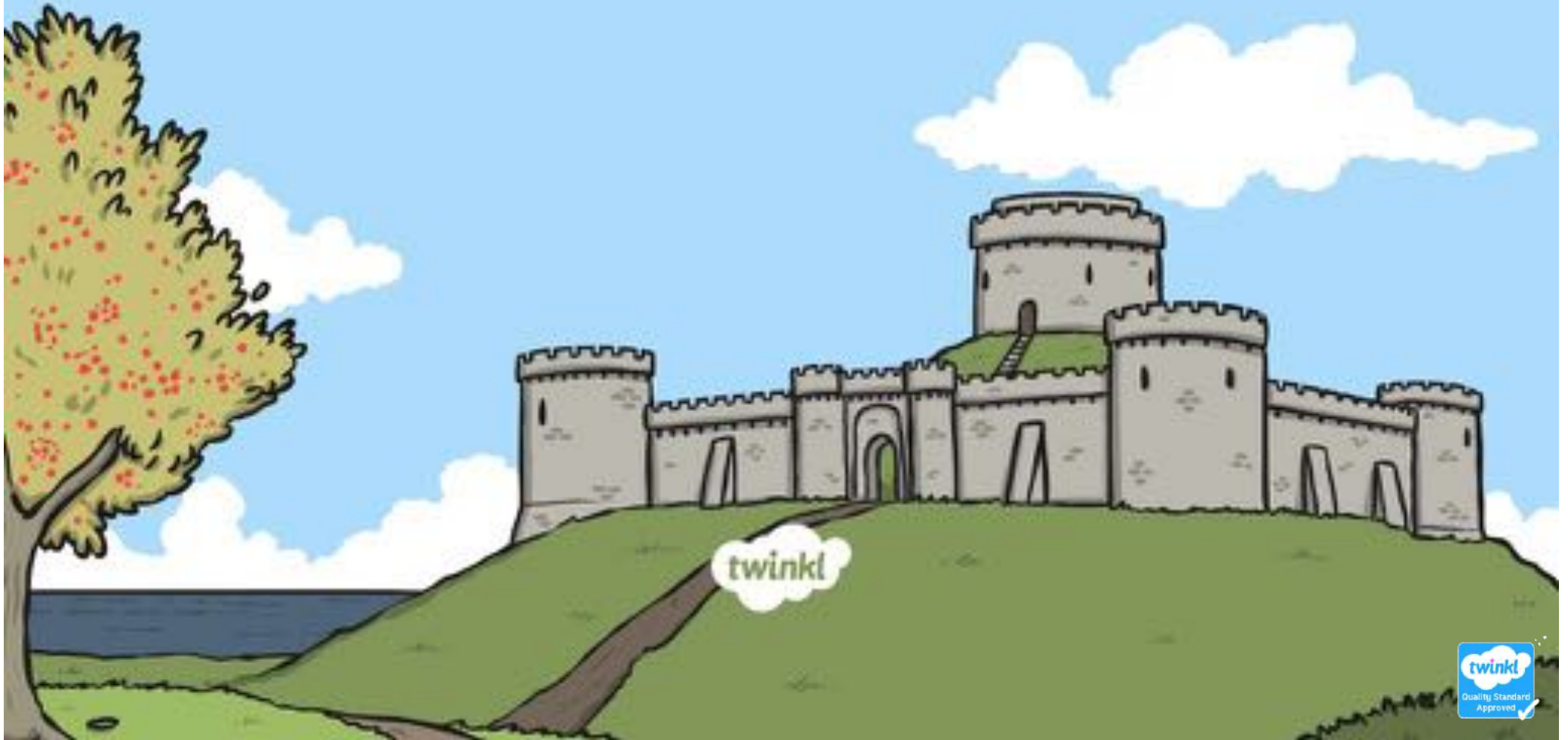


Castles have very few windows at ground level or on the first floor. Lower windows were harder to defend and made it easier for enemies to gain entry.



Theme resource 2

Parts of a Castle



Defence Against Enemies

Castles were built for important and wealthy people to live in. As so many wealthy people lived in castles, there were usually lots of lovely things that people wanted to steal. Sometimes enemies wanted the whole castle!

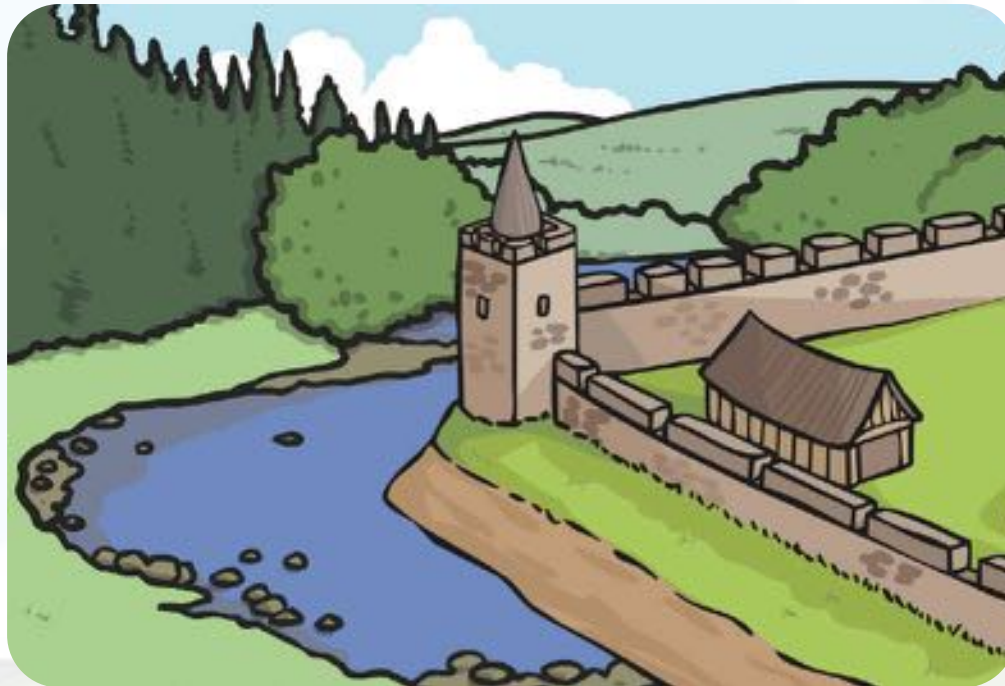
Because of this, it was very important that castles were protected against enemies.



The Moat

The moat was a deep trench or ditch that was dug all around the outside of the castle walls. Then it was filled with water.

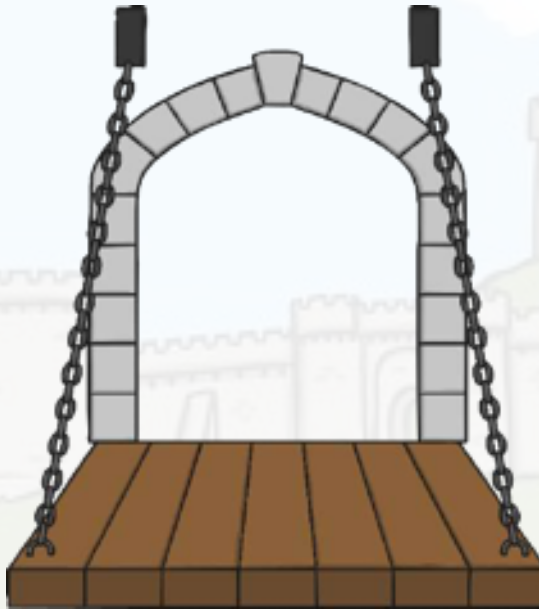
If people wanted to invade the castle they would have trouble crossing the moat.



The Drawbridge

A drawbridge was used as a way to prevent or allow people in or out of the castle. It led from the castle gateway, over the moat, to the other side.

The impressive thing about a drawbridge was it could be raised up, so that invaders could not cross the moat or easily get into the castle.



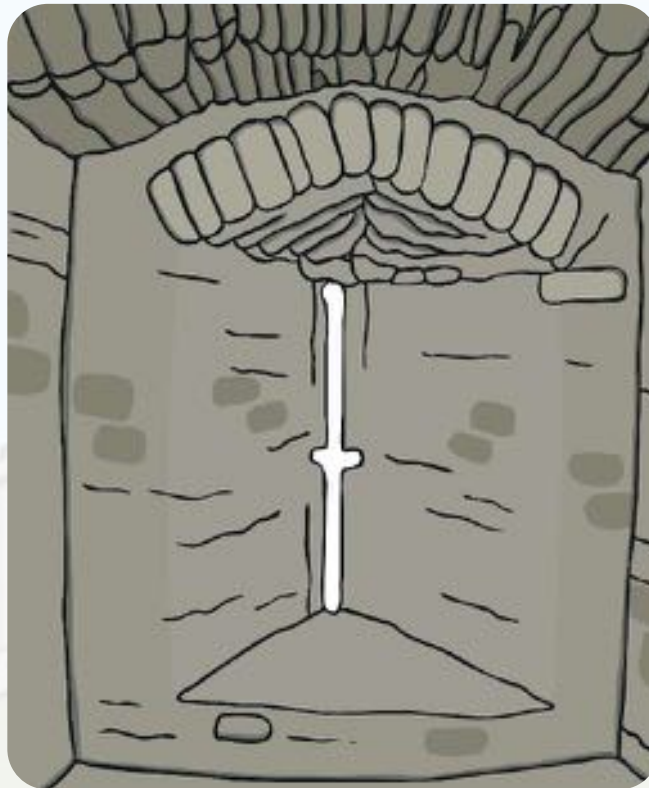
The Bailey

The bailey was an inner courtyard in the middle of the castle. It was a large piece of open ground. The bailey often had different types of castle buildings on it like the kitchens, chapel, barracks, stables, workshops, forges, stores and halls.



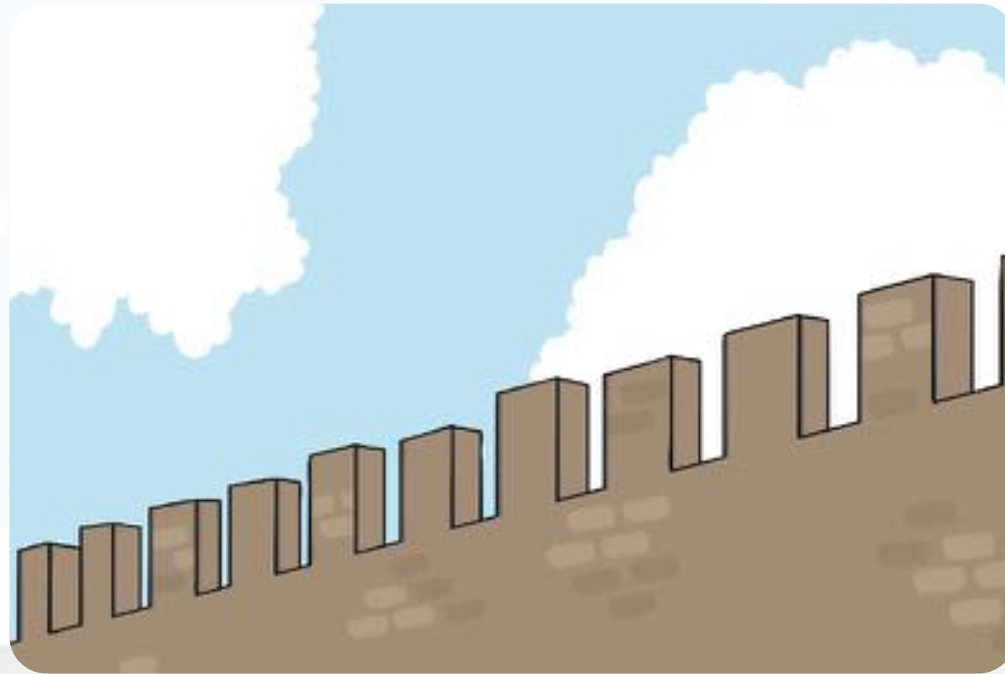
Arrow Loops

Arrow loops, or slits, were used to defend the castle from invaders. These narrow slits were cut into the stone walls and used to shoot arrows through. The flying arrows would come as a big surprise to the invaders down below!



Battlements

Battlements were the square-shaped part of the walls around the top of the castle. They were useful for spying across the fields to check no one was coming to attack the castle. They were also useful for soldiers firing arrows through the gaps, as they offered protection from arrows coming from the enemy.



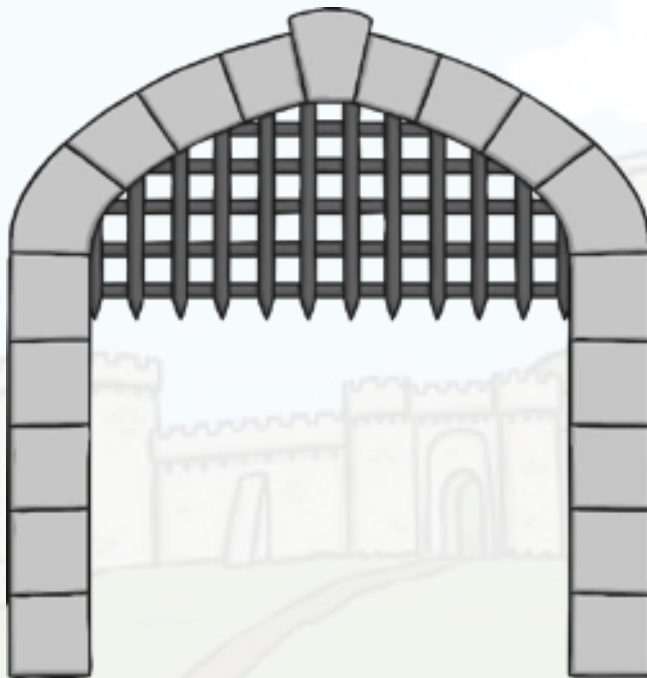
The Barbican

The barbican was a section of wall which jutted out around the gateway. Its main job was to add strength to the gatehouse.



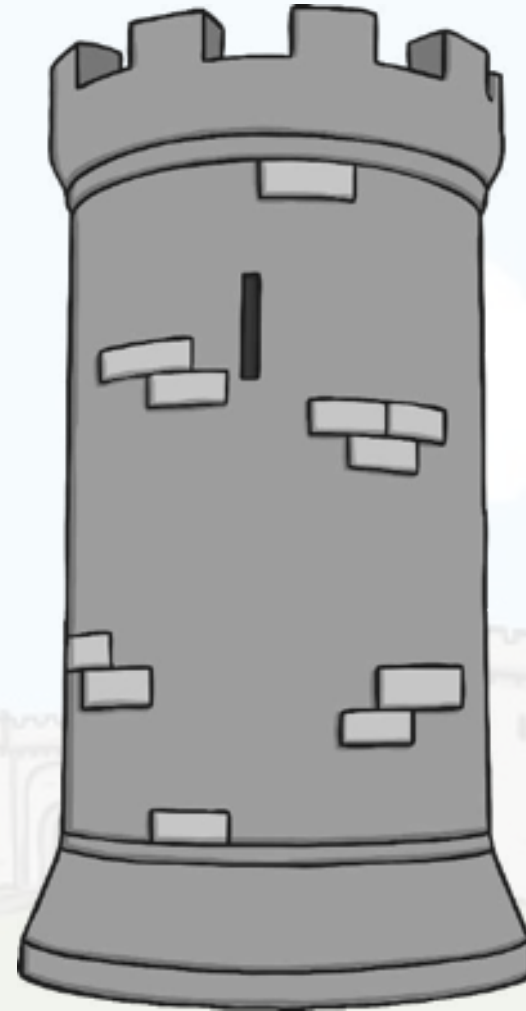
The Portcullis

The portcullis was also an important feature for defence. It was a very heavy gate made of metal and very strong wood. It had jagged 'teeth' at the bottom. It lifted vertically, but could also be dropped very quickly, to stop people getting in or easily breaking their way in through the gateway.

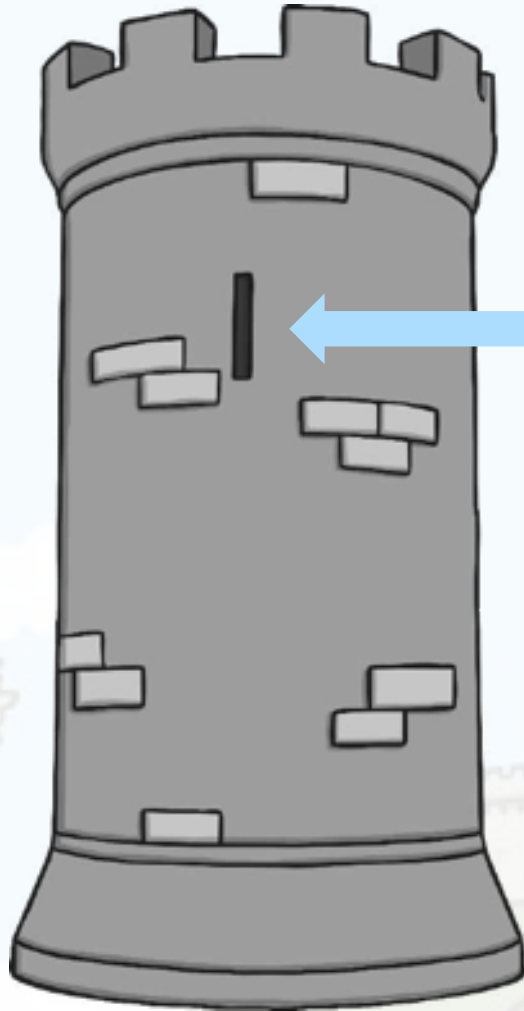


The Tower

The tower was a circular or square building which was used for a lookout and for defence. It made the castle more stable and could even put off attackers trying to invade the castle.



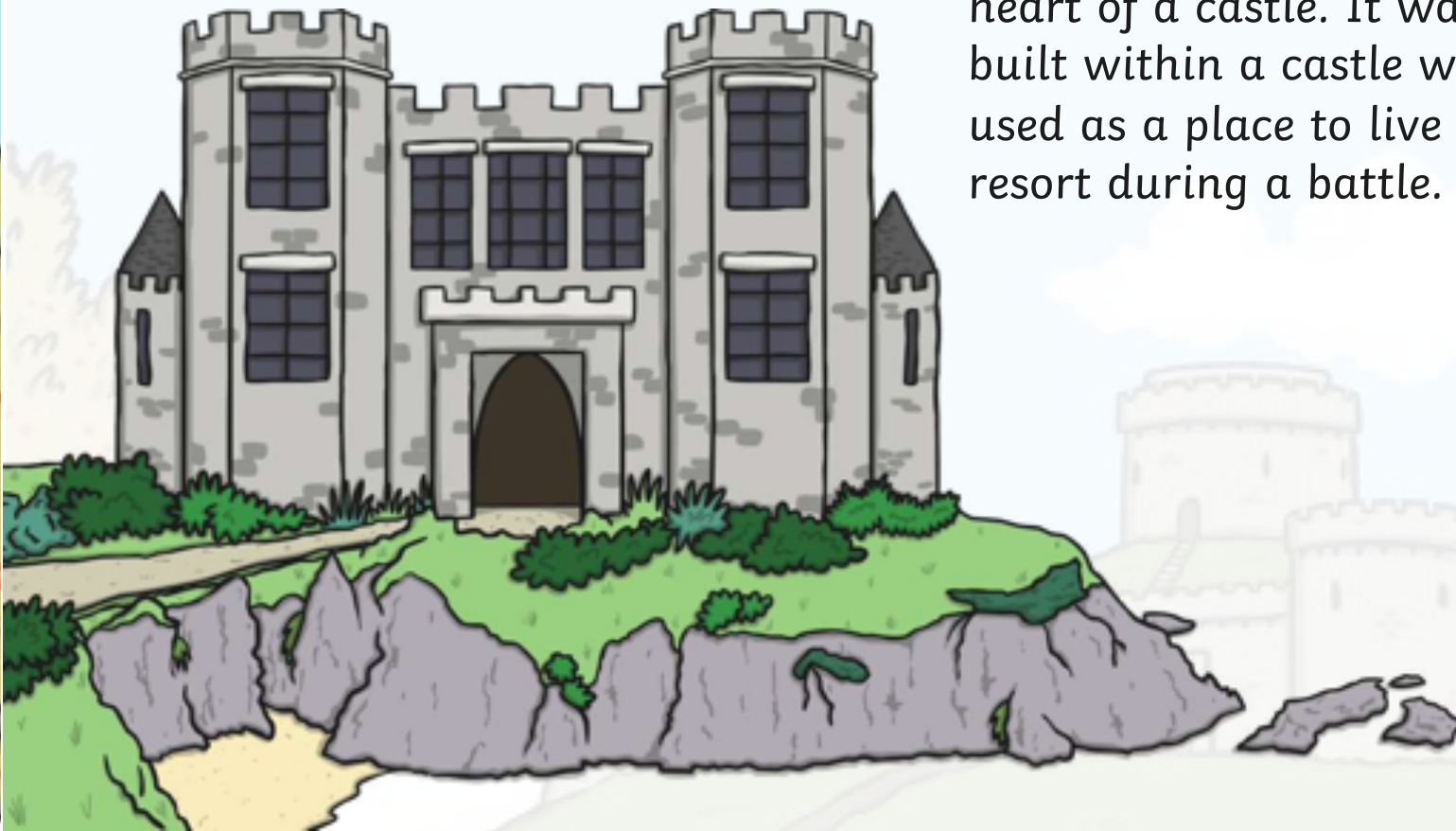
The Turrets

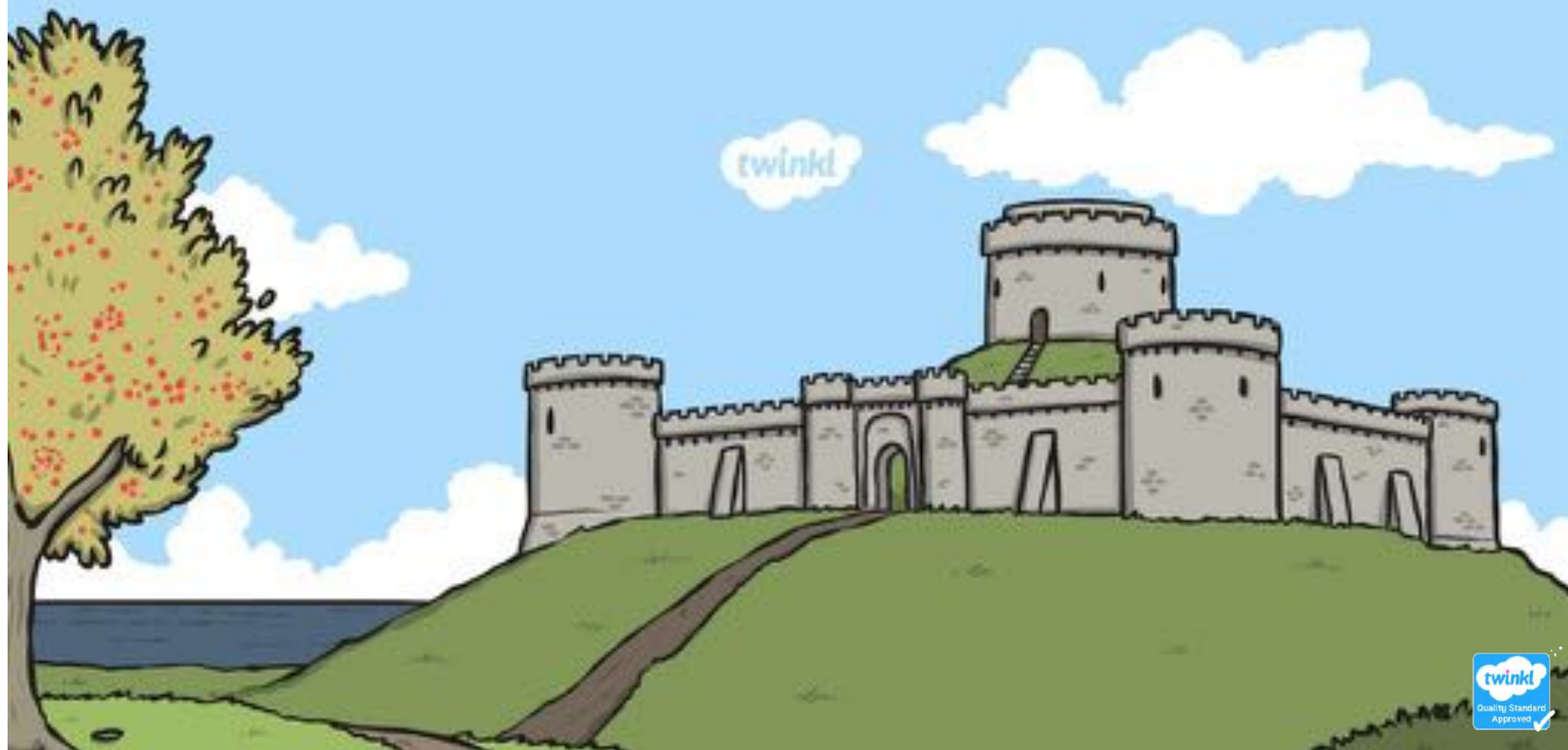


The castle turrets rested on the main towers and were used to see far across the land to warn them when enemies were coming. Small slit-like windows allowed anyone inside to see out and shoot arrows at their enemies, but protected those inside from arrows being shot back.

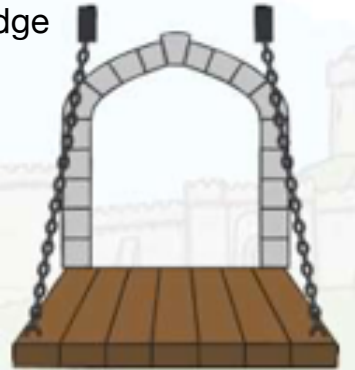

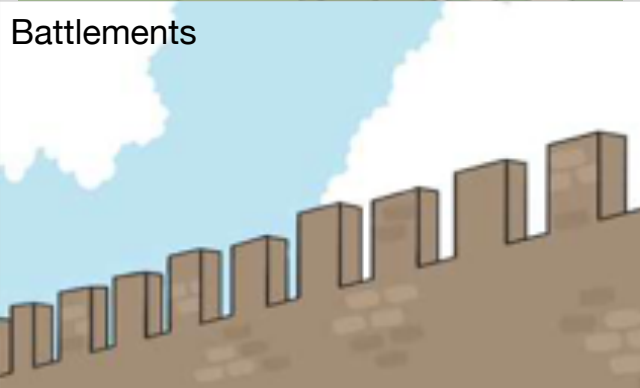
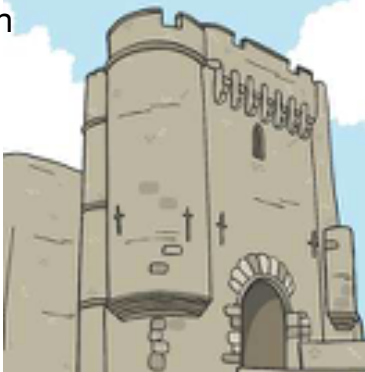
The Keep

The keep is usually found at the heart of a castle. It was a tower built within a castle which was used as a place to live as last resort during a battle.



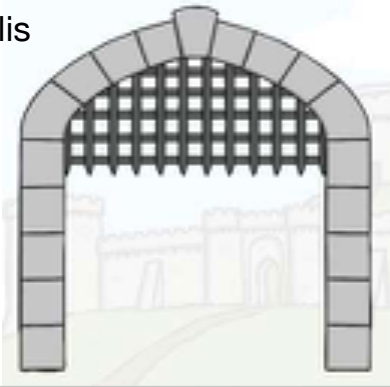


Theme resource 3

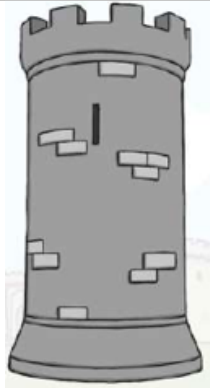
Part of the castle	Which materials were used?
<p data-bbox="161 232 344 271">Drawbridge</p> 	
<p data-bbox="161 620 256 658">Bailey</p> 	
<p data-bbox="161 1008 349 1046">Battlements</p> 	
<p data-bbox="161 1395 301 1433">Barbican</p> 	

Theme resource 3

Portcullis



Tower



How to Make a Sandwich



You will need:

How to be Safe Crossing the Road



You will need:

How to Make a Potion



You will need:

How to Wash Your Hands Properly



You will need:
