HeadStart primary

Year 2

Learning Activity Booklet

For Maths & English



Name:

Class:

SECTION A

1. $2 + 8 = \square$
2. $10 - 5 = \square$
3. $7 + 1 = \square$
4. $6 - 4 = \square$

SECTION B

1. $10 - 2 = \square$
2. $7 - \square = 2$
3. $8 = 5 + \square$
4. $\square + 2 = 6$

SECTION C

1. $\square = 5 + 2 + 2$
2. $3 + 2 + 3 = \square$
3. $1 + \square + 2 = 4$
4. $3 + 6 + \square = 10$

© Copyright HeadStart Primary Ltd.

SECTION A

1. 70 - 30 = ☐

2. 20 + 60 = ☐

3. 100 - 40 = ☐

4. 0 + 70 = ☐

SECTION B

1. ☐ = 90 - 90

2. 60 + ☐ = 100

3. 20 + ☐ = 50

4. ☐ - 10 = 30

SECTION C

1. 60 + 10 + 20 = ☐

2. 40 + 10 + ☐ = 70

3. 22 + 8 + 17 = ☐

4. 15 + ☐ + 25 = 70

© Copyright HeadStart Primary Ltd.

SECTION A

1. $1 + 3 = \square$
2. $4 + 6 = \square$
3. $21 + 5 = \square$
4. $7 + 42 = \square$

SECTION B

1. $24 + 7 = \square$
2. $8 + 58 = \square$
3. $\square = 76 + 6$
4. $35 + 9 = \square$

SECTION C

1. $\square = 98 + 3$
2. $32 + 7 + 3 = \square$
3. $6 + 5 + 12 = \square$
4. $91 + 4 + 8 = \square$

© Copyright HeadStart Primary Ltd.

SECTION A

1. 14 + 43
2. 41 + 36
3. 43 + 44

SECTION B

1. 42 + 19
2. 38 + 81
3. 62 + 53

SECTION C

1. 77 + 94
2. 62 + 79
3. 86 + 35

© Copyright HeadStart Primary Ltd.

SECTION A

1. 86 - 24

2. 99 - 74

3. 46 - 21

SECTION B

1. 62 - 33

2. 74 - 57

3. 84 - 69

SECTION C

1. 84 - 17

2. 81 - 26

3. 91 - 16

© Copyright HeadStart Primary Ltd.

SECTION A

1. $5 + \square = 9$

2. $\square - 3 = 5$

3. $\square - 2 = 43$

4. $\square + 10 = 56$

SECTION B

1. $\square - 8 = 23$

2. $32 = 28 + \square$

3. $56 + \square = 83$

4. $\square - 34 = 82$

SECTION C

1. $88 = 24 + \square$

2. $523 - \square = 518$

3. $\square + 35 = 92$

4. $94 = \square - 37$

© Copyright HeadStart Primary Ltd.

SECTION A

1. $10 \times 2 = \square$

2. $22 \div 2 = \square$

3. $\square = 14 \div 2$

4. $\square = 2 \times 3$

SECTION B

1. $24 \div \square = 2$

2. $\square \div 8 = 2$

3. $2 \times \square = 18$

4. $12 = \square \times 2$

SECTION C

1. $\square = 2 \times 15$

2. $36 \div 2 = \square$

3. $74 \times 2 = \square$

4. $2 \times 1 \times 2 = \square$

© Copyright HeadStart Primary Ltd.

SECTION A

1. ☐ = 2 x 1

2. 18 ÷ 2 = ☐

3. 2 x 5 = ☐

4. ☐ = 6 ÷ 2

SECTION B

1. 11 = ☐ ÷ 2

2. 2 x ☐ = 16

3. ☐ x 2 = 14

4. ☐ ÷ 6 = 2

SECTION C

1. ☐ = 33 x 2

2. ☐ = 88 ÷ 2

3. ☐ ÷ 2 = 62

4. 2 x 2 x 2 = ☐

© Copyright HeadStart Primary Ltd.

SECTION A

1. $6 \div 2 = \square$
2. $4 \times 2 = \square$
3. $10 \times 5 = \square$
4. $10 \div 5 = \square$

SECTION B

1. $\square \div 5 = 4$
2. $8 \times \square = 16$
3. $10 \times \square = 80$
4. $9 = \square \div 2$

SECTION C

1. $950 \div 10 = \square$
2. $19 \times 2 = \square$
3. $5 \times 12 \times 2 = \square$
4. $\square = 12 \times 2 \times 10$

© Copyright HeadStart Primary Ltd.

SECTION A

1. $\frac{1}{2}$ of 6 = ☐

2. $\frac{2}{4}$ of 20 = ☐

SECTION B

1. $\frac{1}{4}$ of 8 = ☐

2. $\frac{1}{2}$ of 28 = ☐

3. $\frac{1}{3}$ of 36 = ☐

4. $\frac{1}{2}$ of 42 = ☐

SECTION C

1. $\frac{1}{5}$ of 20 = ☐

2. $\frac{1}{10}$ of 30 = ☐

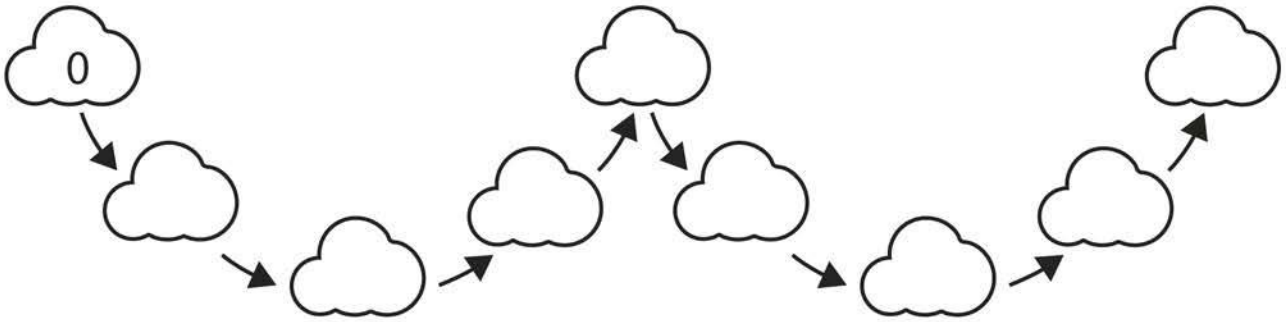
3. $\frac{3}{4}$ of 8 = ☐

4. $\frac{2}{5}$ of 20 = ☐

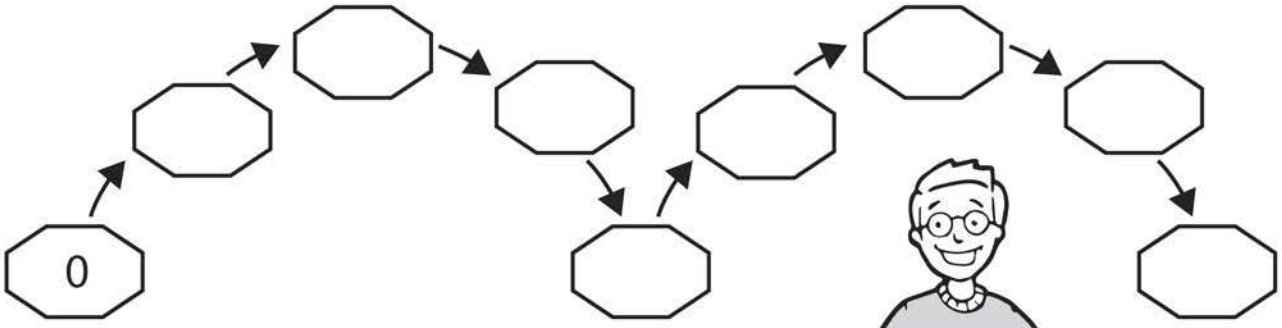
© Copyright HeadStart Primary Ltd.

Count in steps of 2, 3 and 5 from zero, forward and backward

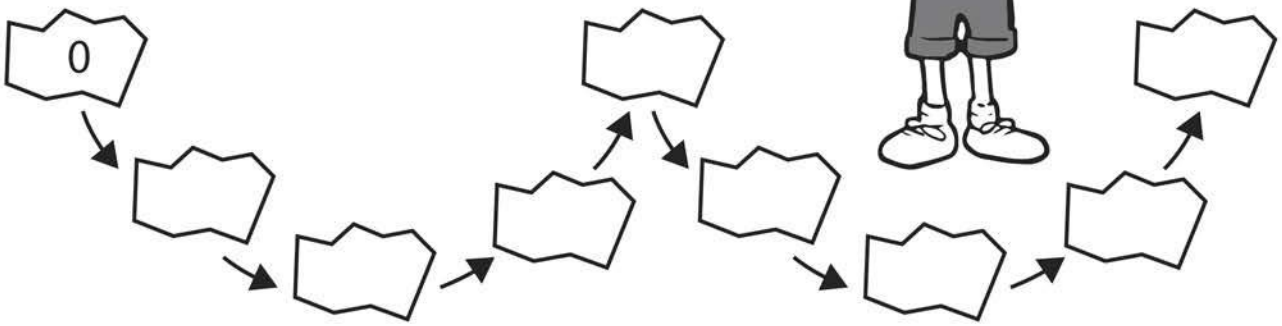
1 Count in **twos**. Write a number in each shape.



2 Now count in **3s**.



3 Count in **5s**.



4 Complete the sequences, by filling in the missing numbers.

a | 50 | 48 | | | 42 | |

b | 27 | | 21 | 18 | | |

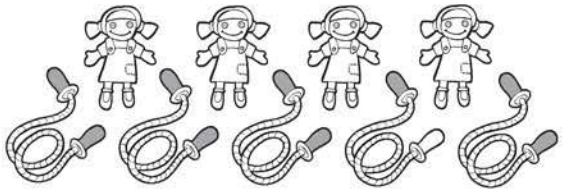
c | 100 | | 90 | 85 | | |

© Copyright HeadStart Primary Ltd.

Solve problems with addition using pictorial representations, including those involving numbers, quantities and measures

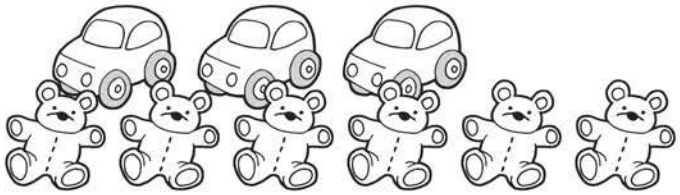
1 How many toys are there? Write the calculation to find the answer.

EXAMPLE:



4 + 5 = 9

a



.....

b



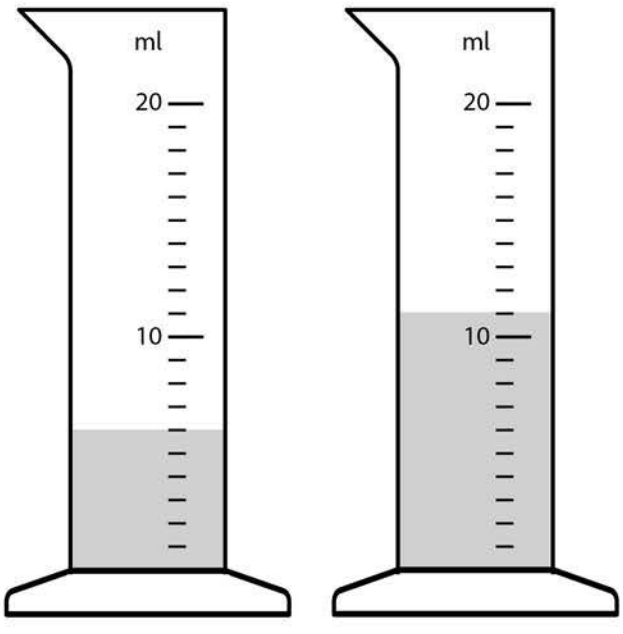
.....

c



.....

2



container **A** container **B**

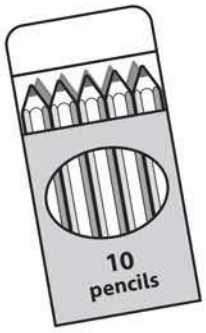
How much water is in container **A** and **B** altogether?

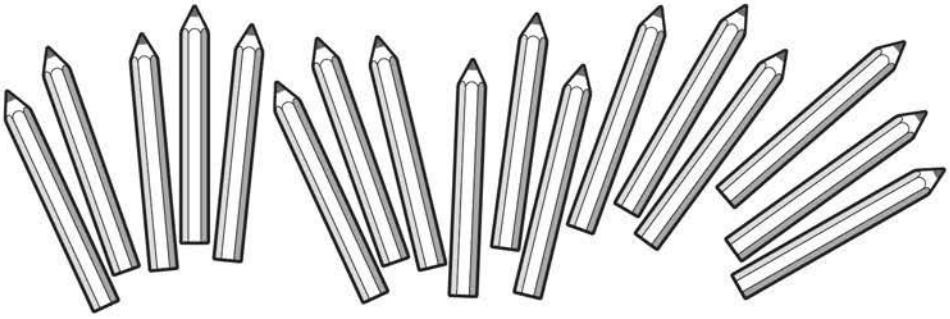
ml

© Copyright HeadStart Primary Ltd.

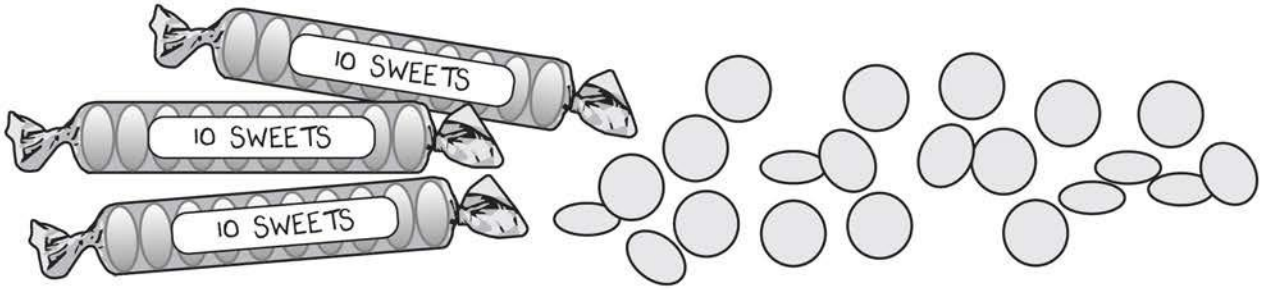
Add a two-digit number and tens

1 How many pencils are there altogether? ☐ + ☐ = ☐





2 How many sweets are there in total? ☐ + ☐ = ☐



3 Solve the following.

a) 23 + 30 = ☐

b) 40 + 52 = ☐

c) 60 + 38 = ☐

d) 28 + 50 = ☐

e) 74 + 20 = ☐

f) 70 + 26 = ☐

4 Try these harder ones.

a) 80 + 34 = ☐

b) 72 + 40 = ☐

c) 60 + 83 = ☐

d) 50 + 96 = ☐

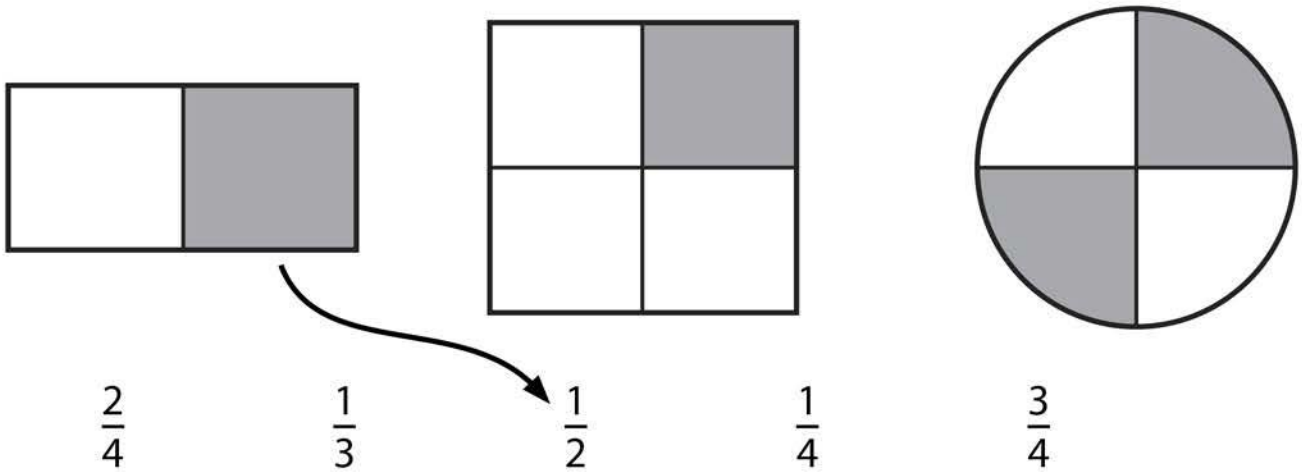
© Copyright HeadStart Primary Ltd.

Recognise and name fractions

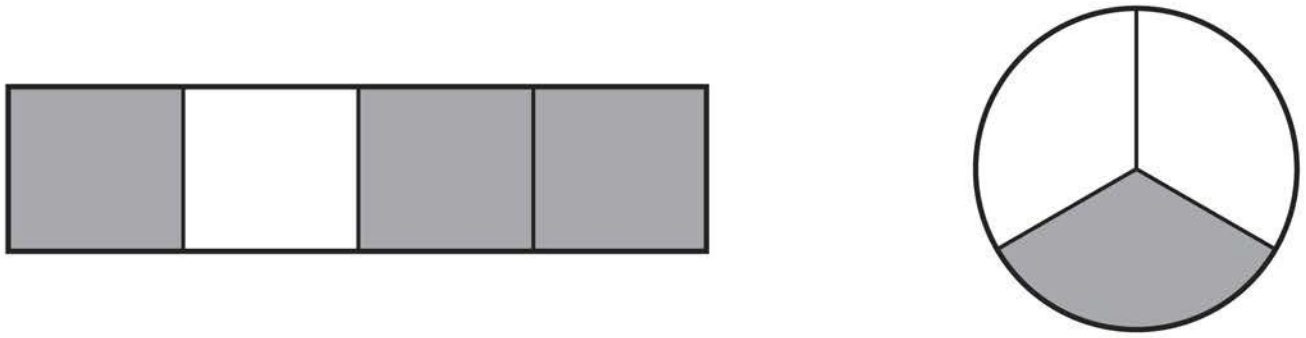
1 Match up the fractions. One is done for you.

$\frac{1}{3}$	three quarters
$\frac{1}{4}$	one half
$\frac{3}{4}$	one quarter
$\frac{1}{2}$	one third

2 Now match the following. An example is shown.



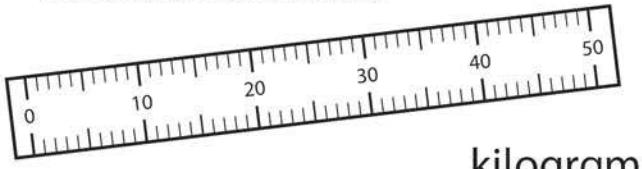
$\frac{2}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$



© Copyright HeadStart Primary Ltd.

Choose appropriate standard units to measure length/height, mass, temperature and capacity

1 Draw arrows to match the units of measurement to the correct measurement scale.





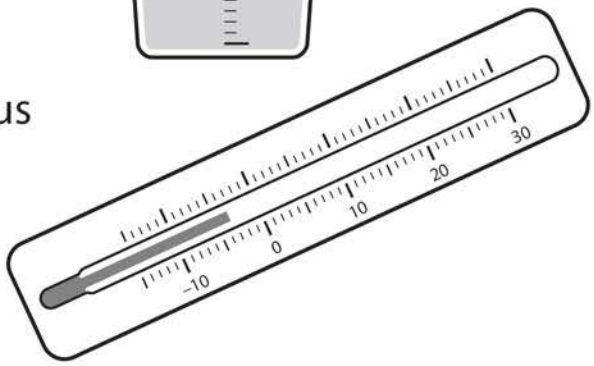
kilograms

litres

degrees Celcius

centimetres

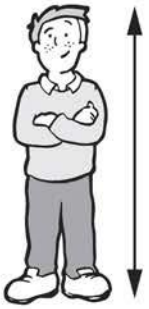




2 Put the correct measurements in each of the following. Choose from **cm** (centimetres), **m** (metres), **g** (grams), **kg** (kilograms), **ml** (millilitres), **l** (litres) or **°C** (degrees Celcius)

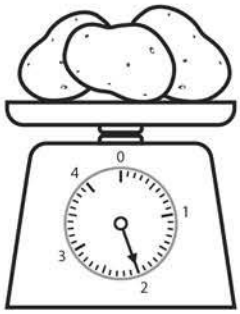
a The temperature was **21** ☐.

b The boy is **1** ☐ tall.





c There are **400** ☐ of water in the glass.



d **2** ☐ of potatoes are on the scale.

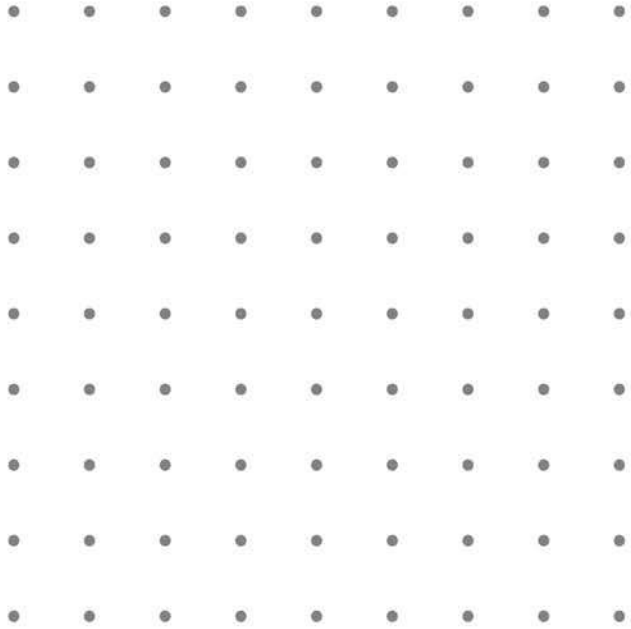
e The book has a length of **28** ☐.



© Copyright HeadStart Primary Ltd.

Draw lines and shapes using a straight edge

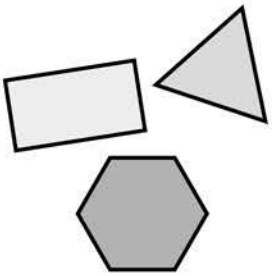
1 Using a ruler, draw the following shapes on the grid.



a rectangle

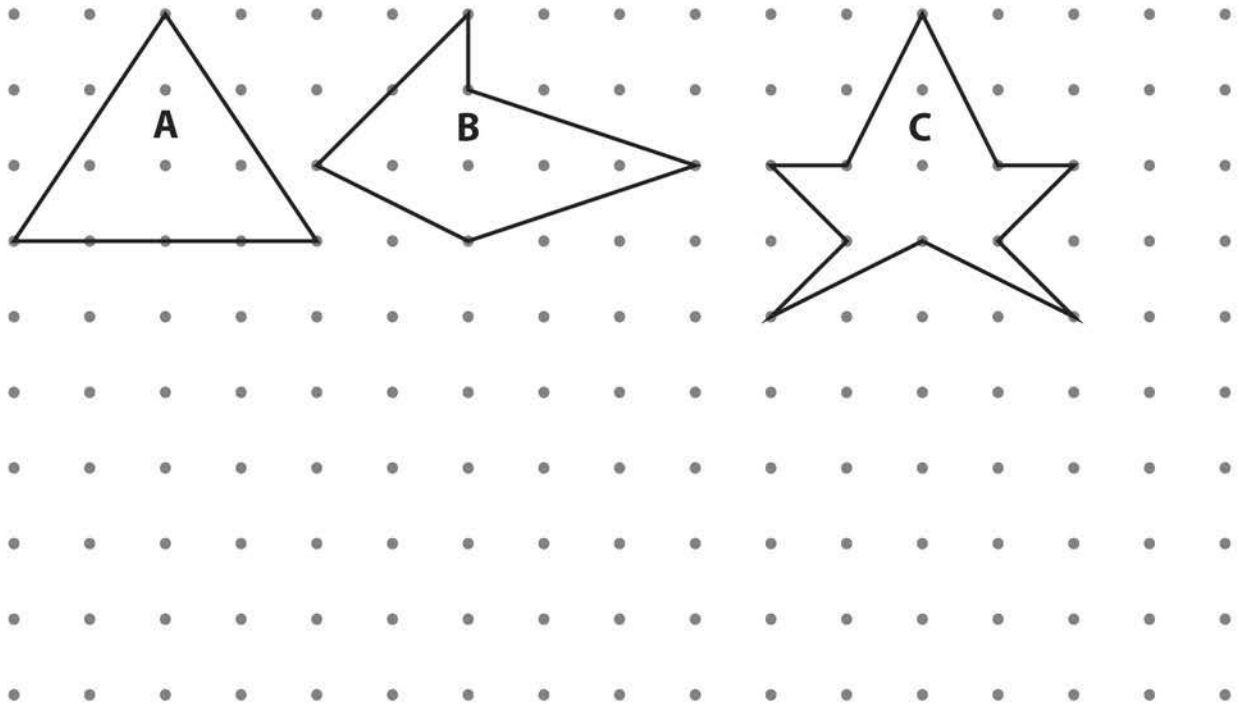
b triangle

c hexagon





2



a Draw a line of symmetry in the triangle.

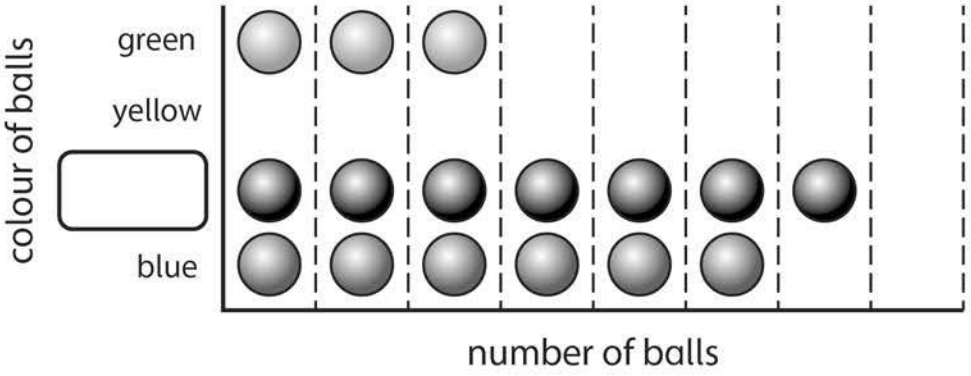
b Draw a line of symmetry on shape **C.**

c Shape **B** is a pentagon. Use the dots to draw **2** different pentagons.

© Copyright HeadStart Primary Ltd.

Construct simple pictograms, tally charts, block diagrams and tables

1 The pictogram shows the colour of the balls in the basket. There are some blue, red, yellow and green balls.



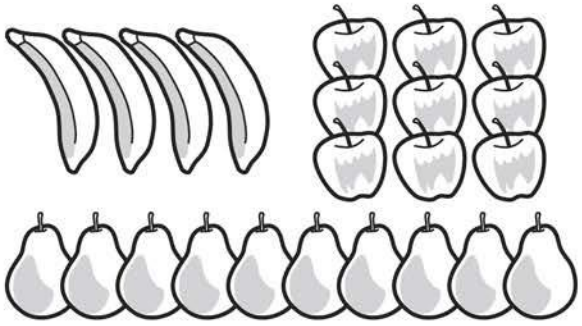
a Fill in the missing box showing the colour of the balls.

b There were **5** yellow balls. Add this information to the pictogram.

---

2 Count the different fruit and complete the tally chart.

Fruit	Tally
apple	
banana	
pear	



---

3 Now, on a separate piece of paper, construct your own pictogram and tally chart to show the information below.

Colour of cars arriving on the carpark from 2pm to 3pm			
red	black	silver	white
5	4	3	2

© Copyright HeadStart Primary Ltd.

Further mastery – number and place value

1 Choose the smallest number and write it in words.

EXAMPLE: 82 36 → thirty-six



a) 58 92 → .....

b) 76 4 → .....

c) 107 84 → .....

d) 103 130 → .....

2 For the following, write how many groups of **10** and how many **ones** there are.

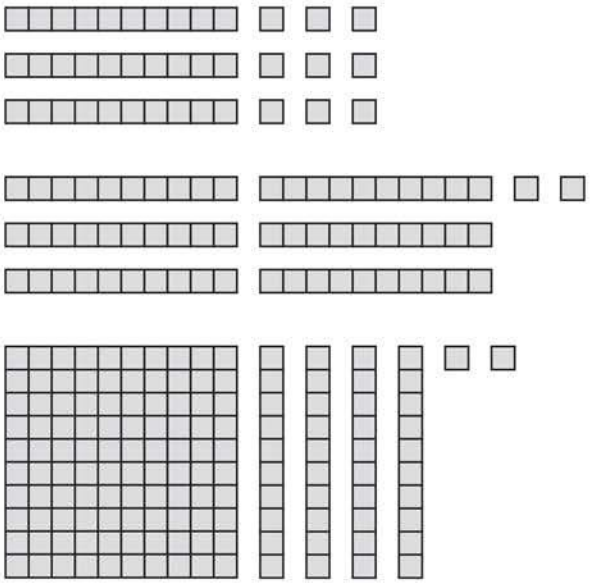
EXAMPLE: 37 → 3 groups of ten and 7 ones



a) 94 → ☐ groups of ten and ☐ ones.

b) 87 → ☐ groups of ten and ☐ ones.

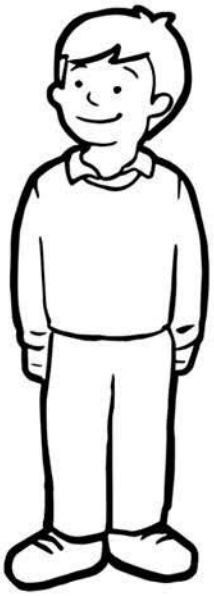
3 What numbers are represented by the pictures?



a) ☐

b) ☐

c) ☐



© Copyright HeadStart Primary Ltd.

4 Write >, < or = to make each number sentence correct.

a) 3 + 6 ☐ 4 + 4

b) 8 + 7 ☐ 6 + 6

c) 20 + 3 ☐ 16 + 9

d) 20 – 4 ☐ 8 + 8

e) 27 – 12 ☐ 8 + 9

f) 34 – 14 ☐ 3 + 6 + 8

5 Write the number sentences to match the bar model.

64	
21	43

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ – ☐ = ☐

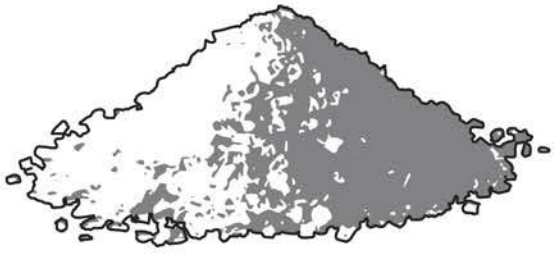
☐ – ☐ = ☐

6 Dom has **120 g** of flour.

a) He uses **80 g**. How much does he have left? ☐ g

b) He used **15** more **grams** of sugar than flour.

How much sugar did he use? ☐ g

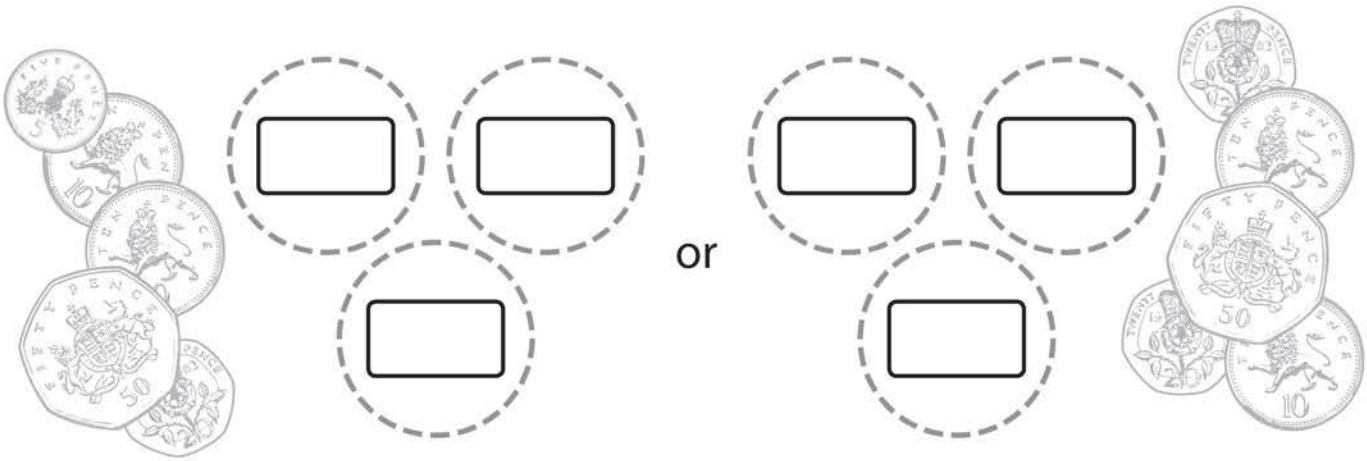




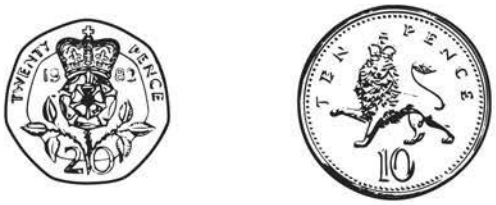
© Copyright HeadStart Primary Ltd.

Further mastery – measurement

1 Sophie has **3** coins, which total **60p**. Write **2** different combinations of coins she could have.

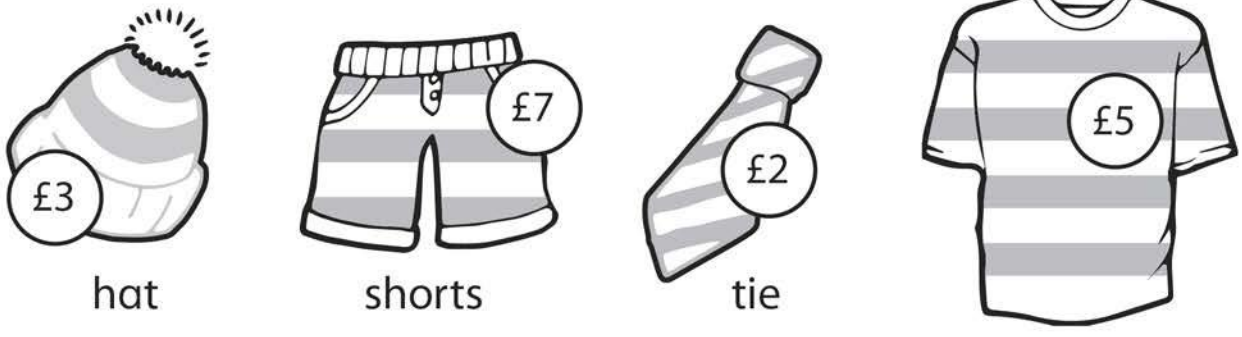


2 Naeem had **50p**. He bought a lollipop and got this change.



How much was the lollipop? ☐ p

3



hat shorts tie t-shirt

a Max bought **2** items, which cost **£9** altogether.

Which items did Max buy? ☐ and ☐

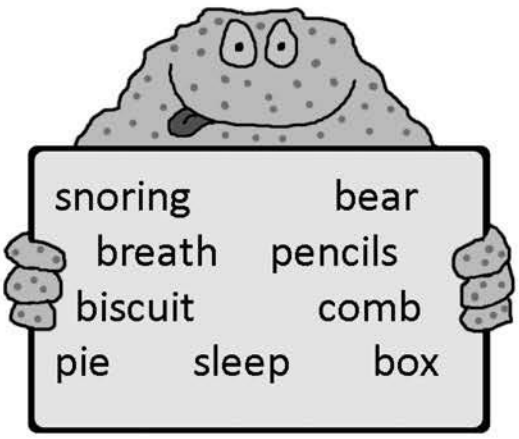
b Mrs Smith bought one of each item.

How much change did she get from **£20**? £ ☐

© Copyright HeadStart Primary Ltd.

THE GREEN BLOBBY MONSTER

Here is a story with missing words. All of the words are being held up by the Green Blobby Monster. See if you can put the right words in the right places.



The Green Blobby Monster

Zuzu has lost something. It isn't her favourite, snuggly blanket. It isn't her cuddly teddy _____. And it isn't the _____ she uses to do her squiggly hair. She's lost her Green Blobby Monster.

It's time for bed. But Zuzu can't _____. She won't be happy until she's found her Green Blobby Monster.

She looks inside her toy _____. He's not hiding among the cuddly elephants and giraffes.

Zuzu peers under the sofa. There's nothing there but a tiny wind-up robot, a chocolate _____, a book full of blobby things to colour in and some colouring _____.

She opens the fridge and peers inside. There's orange juice and a cheese sandwich, but no Green Blobby Monster. The apple _____ has been eaten.

She runs all over the house until she's out of _____. Now it's bed time. She looks under her bed. There is the Green Blobby Monster, fast asleep and making a _____ noise.

It goes: "Zu...zu...zu...zu...zu..."

© Copyright HeadStart Primary Ltd.

A FABLE: THE MAN, THE BOY AND THE DONKEY

Read this fable (a story containing a lesson), then answer the questions.

The Man, the Boy, and the Donkey

A man and his son were taking their donkey to market. As they walked along by its side, a countryman passed and said, "You fools, what is a donkey for but to ride upon?" So the man put the boy on the donkey, and they went on their way.



Soon, they passed a group of men. One said, "See that lazy boy. He lets his father walk while he rides."

The man took his son off and climbed on himself. They hadn't gone far when they passed two women. One said to the other, "Shame on that lazy lout to let his poor son trudge along."

The man didn't know what to do, so he pulled his son up beside him on the donkey. When they reached the town, the people laughed and pointed at them. The man asked what they were laughing at.

The people said, "Aren't you ashamed of yourself for overloading that poor donkey of yours – you and your son?"

So they both got off and wondered what to do. They cut down a pole and tied the donkey's feet to it. Then they raised the pole and the donkey to their shoulders. They staggered along until they came to a bridge. The donkey, getting one of its feet loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell over the bridge, and was drowned.

The old man and his son, feeling sad, made their way home, thinking: "When we try to please everybody, we please nobody."

© Copyright HeadStart Primary Ltd.

Now check the fable again for the answers to these questions.



1. Who called the man and his son **fools**?

_____

2. Who was the first one to sit on the donkey?

_____

3. What word did the group of men use to describe the boy?

_____

4. Who did the man and his son see after the group of men?

_____

5. Where were they when people laughed and pointed at them?

_____

6. What word tells you the man and his son found it hard to carry the donkey?

_____

7. What happened to the donkey at the end?

_____

8. What lesson did the man and his son learn?

_____

© Copyright HeadStart Primary Ltd.

THE EGG AND SPOON RACE – The Start

The teacher is trying to line up everybody for the egg and spoon race. But he's having trouble. Look at the order in which things happen.

The teacher, Mr Jackson, was about to blow his whistle to start the race. Then he saw that Eric had a real egg instead of a potato. Luckily, Mr Jackson had an extra potato handy and gave it to Eric. Everybody held up their spoons, ready to go. Then Bartek asked if he could go to the toilet. Mr Jackson nodded and looked at his watch. When Bartek returned, Samira asked if she could go as well. Mr Jackson sighed. Once everyone was lined up again, Mina dropped her potato. They all waited until she had picked it up. At last, Mr Jackson blew his whistle.



1. When Mr Jackson saw that Eric had an egg, what did he do?

_____

2. Once Eric was ready, what did everyone do?

_____

3. What did Mr Jackson do when Bartek asked to go to the toilet?

_____

4. What happened after Bartek came back?

_____

5. What happened just before Mr Jackson blew his whistle?

_____

© Copyright HeadStart Primary Ltd.

HOW IS ZOE TODAY?



You can often tell how people are feeling by the way they behave. How do you think this person feels?

Tick one box.

Zoe opened the door and blushed when she saw that the room was full of people she didn't know.	**shy**	☐
	angry	☐
	happy	☐
When Zoe saw the present at the foot of her bed, she jumped up and down.	**sorry**	☐
	sad	☐
	excited	☐
Zoe didn't get on with Harriet. So when Harriet asked her to play, her mouth fell open.	**cross**	☐
	surprised	☐
	upset	☐
When Zoe couldn't do her homework, she stamped her foot and snapped her pencil.	**sad**	☐
	angry	☐
	happy	☐

© Copyright HeadStart Primary Ltd.

L. S. LOWRY

Read this information about the British painter, Laurence Stephen Lowry. To answer the questions that follow, you'll have to use the clues in the text.

Artist – L. S. Lowry



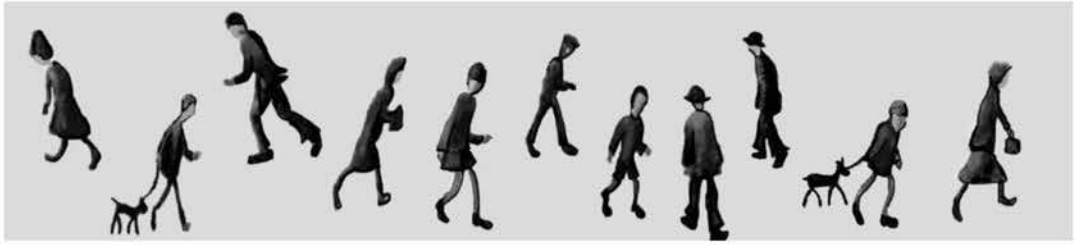
Laurence was born in 1887. As a child, he did not have many friends. His mother had dreamt of becoming a famous pianist, but her health was bad after he was born.

As a young boy, he lived on the edge of Manchester surrounded by trees. This became too expensive. The family had to move house. Then Laurence had to get used to seeing the smoke from factory chimneys rather than trees. Later, this was to become part of his art.

After leaving school, he studied art. He was interested in painting the landscape of factories, football crowds and working people that surrounded him. He is often described as painting 'matchstick men'.

His mother, who was ill for some time, died in 1939, before she could see how successful he had become.

He died in 1976. By then, he had done over 1000 paintings and 8000 drawings. Thirty-five years later, in 2011, one of his paintings sold for five million pounds.



© Copyright HeadStart Primary Ltd.

1. Do you think Laurence had a happy childhood?



_____

2. Why do you think that?

_____

_____

3. What words tell you that Laurence's mother was longing to be a great pianist?

_____

4. How do you know the family was not rich?

_____

_____

5. How did Laurence make use of the factories he saw around him?

_____

6. Laurence's mother never saw what a famous artist he became. Why was that?

_____

_____

7. How do we know he spent a lot of time painting?

_____

_____

© Copyright HeadStart Primary Ltd.

THE PENGUIN

Here is a page out of an information book about penguins. See how the picture of the penguin has labels to help you read the facts.

Black feathers seen from above and white feathers seen from below make it hard for predators to spot them while swimming.

Penguins' beaks have a little hook at the end to help them feed on fish. They are also able to drink salty seawater.

Penguins can't fly, but, instead of wings, they have flippers that help them swim.

They have a layer of fat, called *blubber*, under their skin to keep them warm in freezing temperatures.



The bodies of penguins are shaped to swim easily through the water. They can swim at 15 miles per hour.

They have fluffy feathers next to their skin, as well as an outer layer of feathers to keep in the heat.

Their feathers are oily so that they can stay waterproof while they are swimming.

The feet of penguins help them to grip the ice as well as helping them to steer when they are swimming.

They also huddle together to stay warm. As many as 5000 penguins will crowd close together when freezing winds are blowing.

© Copyright HeadStart Primary Ltd.

1. How fast can a penguin swim?



2. Penguins are fast swimmers. Write down **two** things that help them.

3. How is being black and white good for the penguin?

4. What do penguins drink?

5. Which part of the penguin's body helps it to steer while it is swimming?

6. Write down **three** things that help a penguin stay warm.

© Copyright HeadStart Primary Ltd.

PICTURE THIS

Look at this picture. Below, parts of the picture are compared to other things. **Tick the sentence** that you think is right, then say **why** you chose that one.



1. Does the moon look like a... **smile** ☐
   or a... **balloon?** ☐
   Why did you tick that one?

   _____

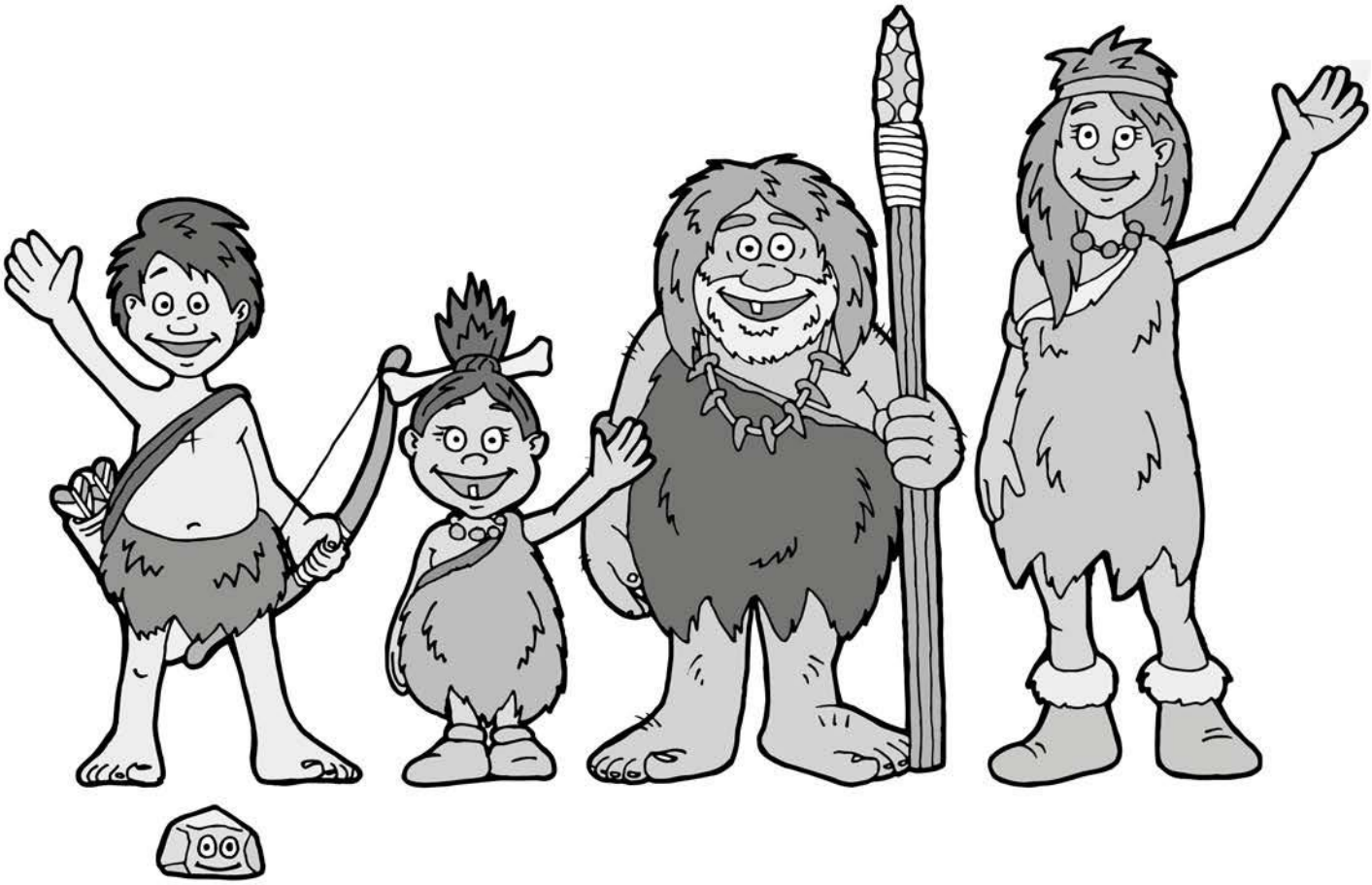
2. Do the fireworks look like a... **fountain** ☐
   or... **flowers?** ☐
   Why did you tick that one?

   _____

3. Do the bats look like... **black hats** ☐
   or... **black umbrellas?** ☐
   Why did you tick that one?

© Copyright HeadStart Primary Ltd.

1. Meet the Firestones



This is Axel.

This is his baby sister, Tuft.

This is his dad, Ash.

This is his mum, Flame.

Meet the Firestone family.

© Copyright HeadStart Primary Ltd.

Using full stops and capital letters

Write out the sentences below using capital letters and full stops. (Remember: names need capital letters.)

1. axel firestone is a caveboy

.....

2. axel has a baby sister called tuft

.....

3. his mum and dad are called flame and ash

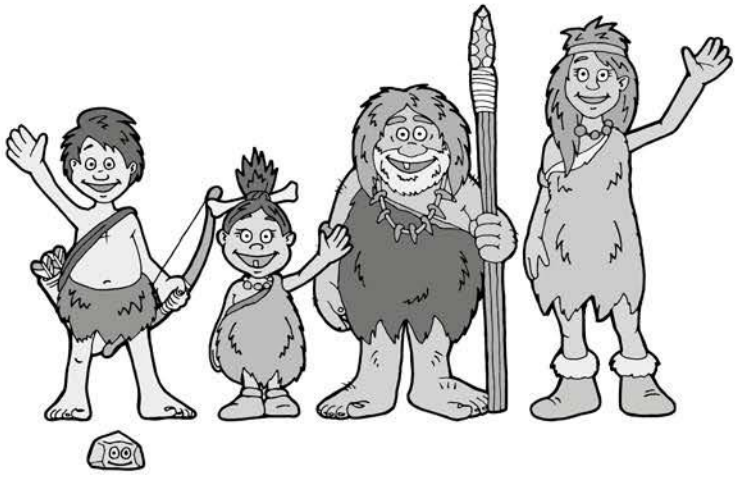
.....

4. they all live together in a cave

.....

Look at the picture and write a sentence of your own.

.....

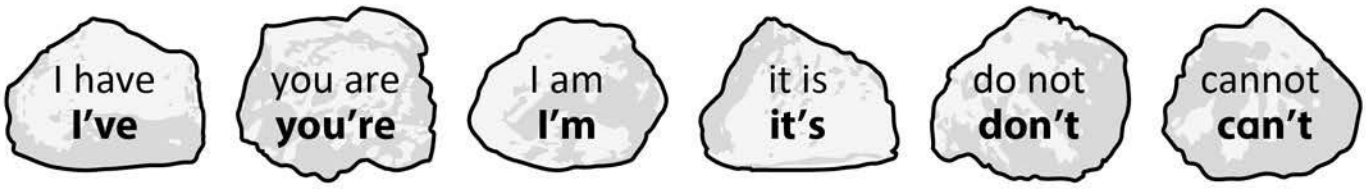


Write more sentences about the Firestone family.

© Copyright HeadStart Primary Ltd.

Using an apostrophe for contraction

Use the contractions in the rocks to complete the sentences.



Dusk told Axel what she was going to do.

1. (It is) ..... too far to walk back with these heavy baskets.
2. (I have) ..... got a plan.
3. (I am) ..... going back to get help.
4. We (cannot) ..... both go back.
5. So (you are) ..... going to stay here.
6. (Do not) ..... move from this spot.

Dusk left Axel to guard the baskets of fruit and vegetables.



Write the contractions in the story in full.

© Copyright HeadStart Primary Ltd.

2. Meet the Moonlights



This is Dusk Moonlight.

She lives with her mum and dad.

Her mum is called Luna Moonlight and her dad is called Sol Moonlight.

They live next to the Firestones.

They live at 2, Cave Street, Blackrock, Dinoland.

© Copyright HeadStart Primary Ltd.

Using capital letters for names of people and places

Write out the sentences below using capital letters for names. All the nouns that need capital letters have been written in bold to help you. (Don't forget the full stops!)

1. **dusk moonlight** lives at 2, **cave street**

.....

2. her friend, **axel firestone**, lives next door

.....

3. **axel** lives at 1, **cave street**

.....

4. they live in the town of **blackrock**

.....

5. they live in the country of **dinoland**

.....

Write Axel's address on the envelope.



Name .....

Street .....

Town .....

Country .....



Write your name and address.

© Copyright HeadStart Primary Ltd.

Writing commands

To write **commands** you need to put the **verb** (the doing or action word) at the beginning of the sentence.

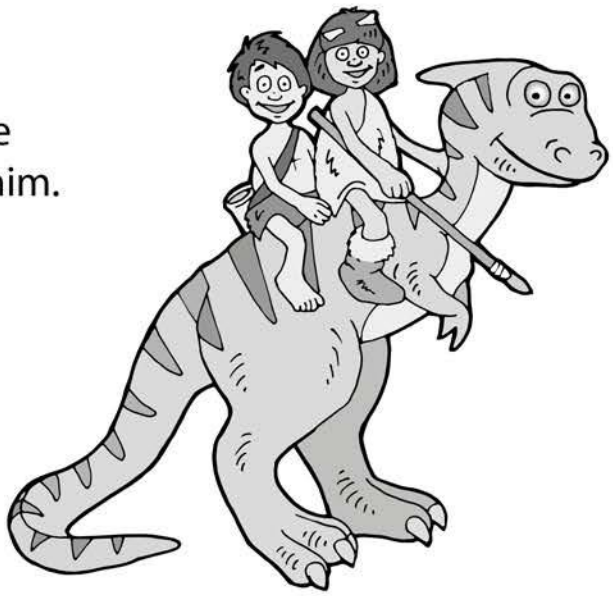
Write the sentences as commands. The first one has been started for you.

1. You will stop shouting, Axel. Stop .....
2. You will be brave. .....
3. You will jump on Seff's back. .....

Axel jumped on the dinosaur's back. The sabre-tooth tiger growled at them. Dusk pointed her spear at the tiger.

4. You will get away from us. .....
5. You will gallop off, Seff. .....
6. You will hold on tight, Axel. .....

Seff galloped off and soon they were safely back home. Dusk had saved him.



Write some more commands that Dusk might say.

© Copyright HeadStart Primary Ltd.

3. Hungry Axel



Axel was hungry. There was nothing to eat.

Dad hadn't gone hunting for over a week.

Dad was too busy making a new firestone.

Axel took his bow and arrow off the wall.

"If Dad won't go hunting, I'll go on my own," said Axel.

Outside the cave he met Dusk, the girl from the cave next door.

"Where are you going?" asked Dusk.

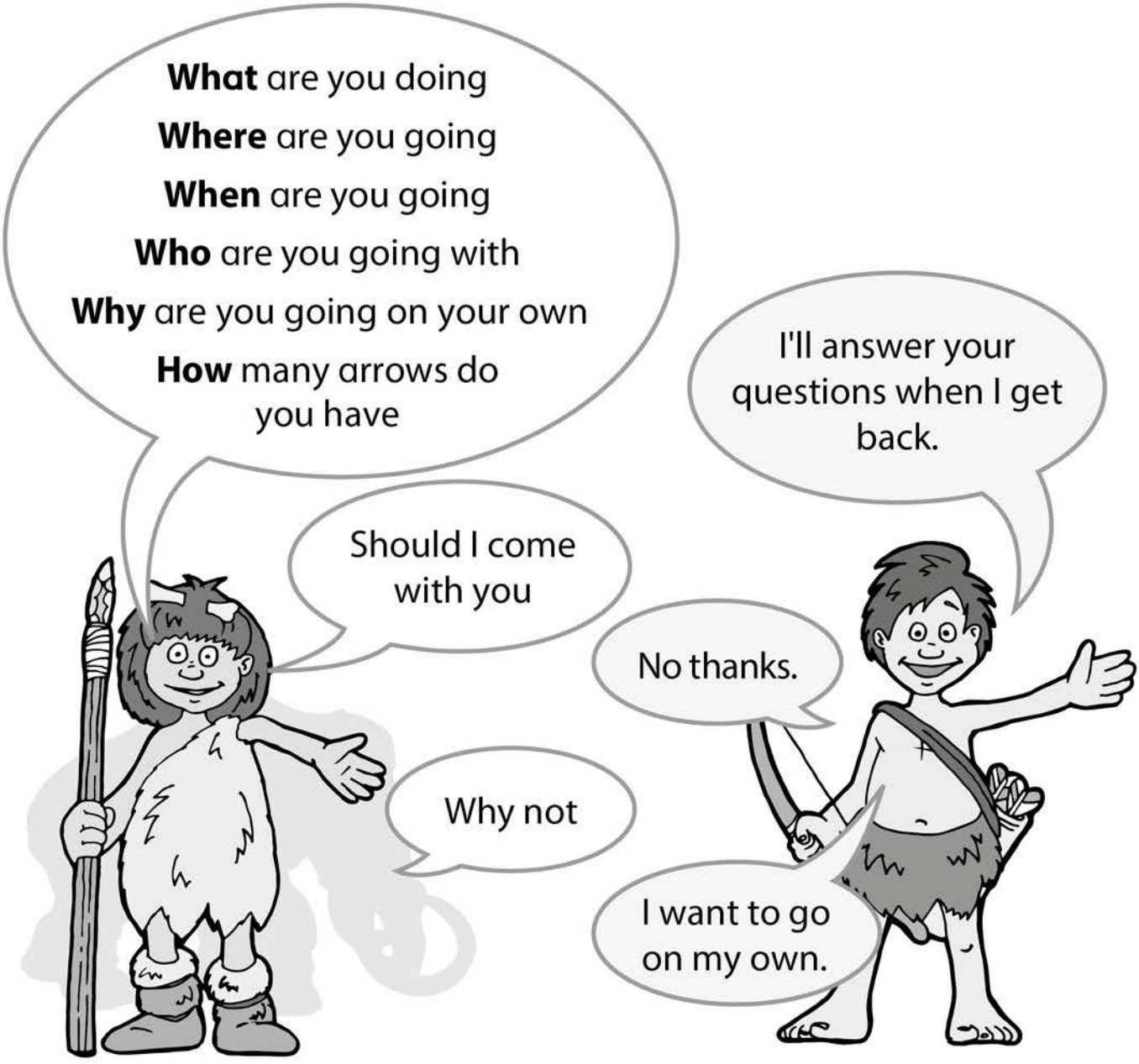
"Hunting," said Axel.

"Should I come with you?" asked Dusk.

© Copyright HeadStart Primary Ltd.

Using question marks with questions

Put question marks at the end of the questions.



What are the six question words that Dusk uses?

....

Write some questions you would want to ask Axel.

© Copyright HeadStart Primary Ltd.

Using the prefix 'un'

Use the words in the box to complete the sentences below. Remember to add the prefix 'un' to change the meaning.

wise	safe	friendly	sure	lucky	healthy

1. Axel was ..... what to do.
2. Was it ..... to go in the cave?
3. He knew it was ..... to stay in the rain.
4. But was the cave an ..... place to shelter?
5. Were there any ..... creatures in the cave?
6. Was he going to be lucky or ..... .



Find the words with the prefix 'un' in the story and write your own sentences using them.

© Copyright HeadStart Primary Ltd.

Using exclamation marks

Put exclamation marks after the words Axel speaks.



Axel hears a roar.

Oh-oh

Axel hears a rustle in the leaves.

Huh



Axel runs away.

Aghhh

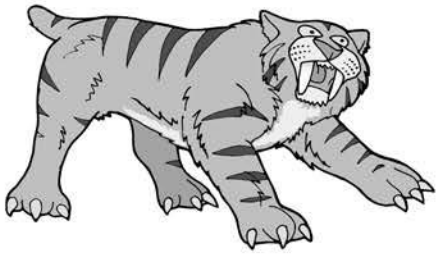
Axel sees a sabre-tooth tiger.

Oh, dear

Get me out of here

Help

The sabre-tooth tiger runs after Axel.





Axel climbs up a tree.

Write some exclamations of your own that Axel might say.

© Copyright HeadStart Primary Ltd.

Put the words in sets.

giraffe	ace	huge	jewel	centre	nice
fudge	rage	charge	edge	jingle	city
budge	circle	pace	magic	join	engine

I'm collecting **ge** words.



I'm collecting **dge** words.



I'm collecting **gi** words.



I'm collecting **j** words.



I'm collecting **c** words.



I'm collecting **ce** words.



© Copyright HeadStart Primary Ltd.

Complete the sentences using the words below.

change pence cage once jog angel

That will cost twenty ..... please.



I'm an ..... in the Christmas nativity.



..... upon a time.



The mice are in their ..... .



I'm going for a ..... around the playground.



Do you have any ..... .



© Copyright HeadStart Primary Ltd.

The children say the words backwards.
Write the words the correct way around.

wonk

.....



tink

.....



elbaf

.....



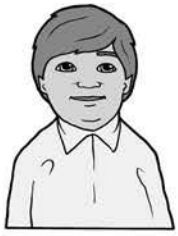
elddum

.....



parw

.....



etirw

.....



wang

.....



emong

.....



latem

.....



latot

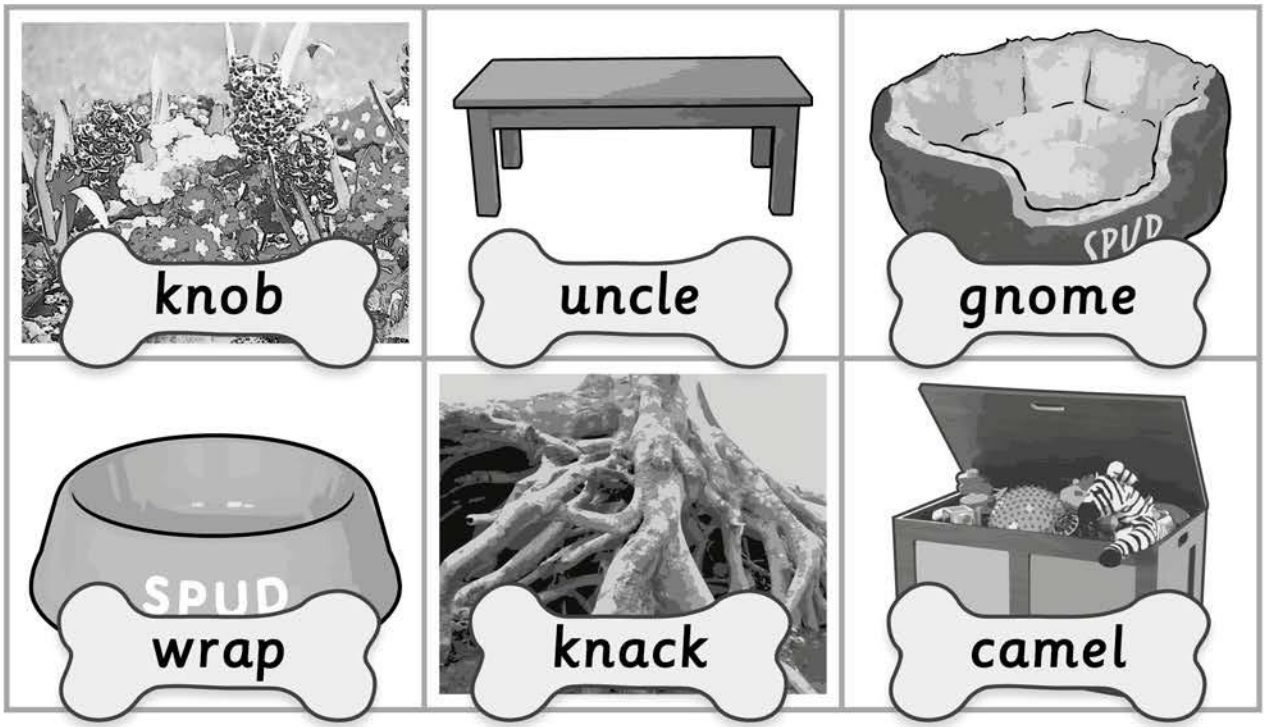
.....



© Copyright HeadStart Primary Ltd.

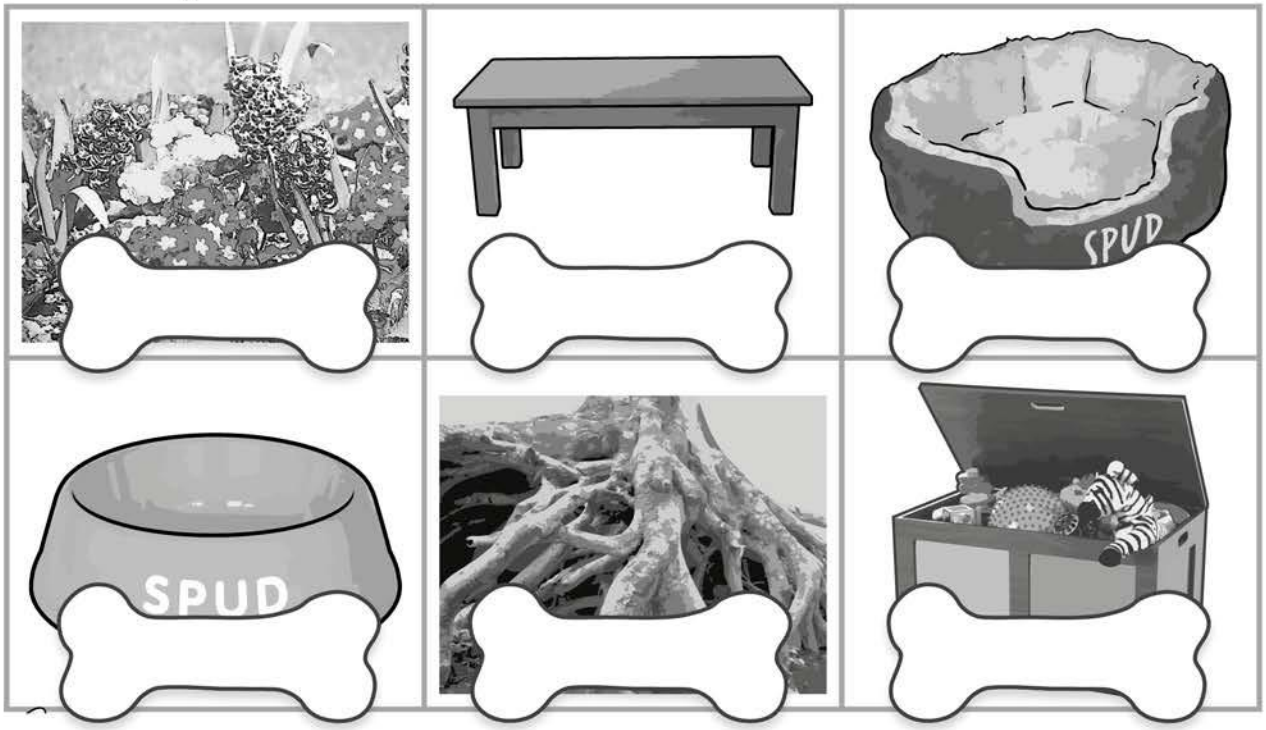
Spud, the dog, has hidden his bones in different places. Can you remember where he put them?

Look at the picture.



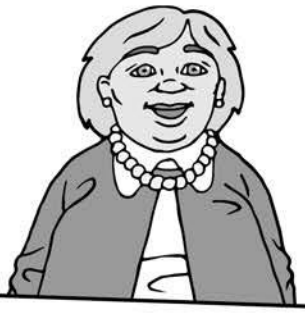
camel gnome knob wrap knack uncle

Cover it up. Write the words in the correct bone below.



© Copyright HeadStart Primary Ltd.

The children have all done a spelling test.
They have each made one mistake.
Can you spot the mistake and correct it?



Name **Bean** .....

knock
nash
write
table
metal
travel

.....

Name **Petal** .....

knew
gnat
wrapper
puzzle
animal
camle

.....

Name **Buddy** .....

knee
gnome
wrist
muddle
total
labal

.....

Name **Blossom** .....

knight
gnaw
rote
bottle
animal
tunnel

.....

Name **Sprout** .....

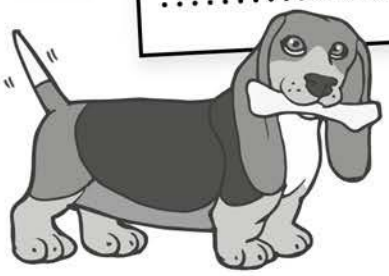
knot
gnash
wrap
middel
capital
label

.....

Name **Twiggy** .....

knob
gnat
wrist
simple
musicle
camel

.....



© Copyright HeadStart Primary Ltd.

Put the words in sets.

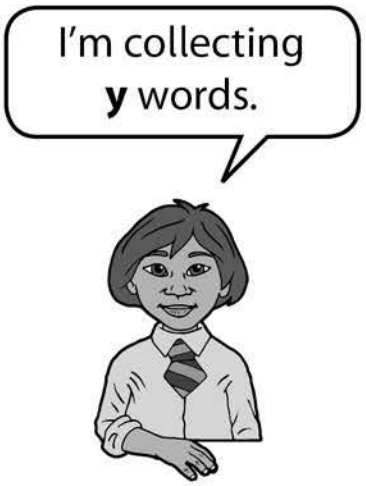
pupil	dries	parties	hurried	reply	hurry
marrying	great	carried	gerbil	copying	every
berries	even	replying	stencil	worried	shy



.....

.....

.....



.....

.....

.....



.....

.....

.....



.....

.....

.....



.....

.....

.....



.....

.....

.....

© Copyright HeadStart Primary Ltd.

The letters are muddled up. Put them in the right order to spell words.



ed words

depprod ..... **nedring** .....



ing words

gegginb ..... **ginghug** .....



all words

lastl ..... **slalm** .....



alk words

halck ..... **kalts** .....



o words

thomn ..... **thonnig** .....



common exception words

sargs ..... **rafeth** .....

© Copyright HeadStart Primary Ltd.

Complete the words below.

Add **eys** to complete these words.



monk.....

donk.....

chimn.....

Add an **a** to complete these words.



w.....nt

w.....nd

w.....tch

Add an **s** to complete these words.



u.....e

u.....ual

televi.....ion

Add **tion** to complete these words.



fic.....

addi.....

subract.....

Add **or** to complete these words.



w.....d

w.....k

w.....st

© Copyright HeadStart Primary Ltd.

The letters are muddled up. Put them in the right order to spell words.



ey words

nemkoy ..... **denkyo** .....



qua words

shuaqs ..... **tinqauty** .....



ar words

wadra ..... **dowarts** .....



or words

strow ..... **korw** .....



tion words

nitopo ..... **tistona** .....



common exception words

resu ..... **doluc** .....

© Copyright HeadStart Primary Ltd.

One word needs a plural and one the possessive singular.





Should it be **girls** or **girl's**?

Here are the ..... .

This is the ..... bag.



Should it be **teachers** or **teacher's**?

The ..... car is in the car park

The ..... are in the staffroom.



Should it be **mums** or **mum's**?

The ..... are waiting by the gate.

My ..... car is red.



Should it be **boys** or **boy's**?

The ..... ball is on the roof.

The ..... wanted to play football.



Should it be **dads** or **dad's**?

That's my ..... phone.

The ..... are chatting in the playground.

© Copyright HeadStart Primary Ltd.