



Dear  
Postman

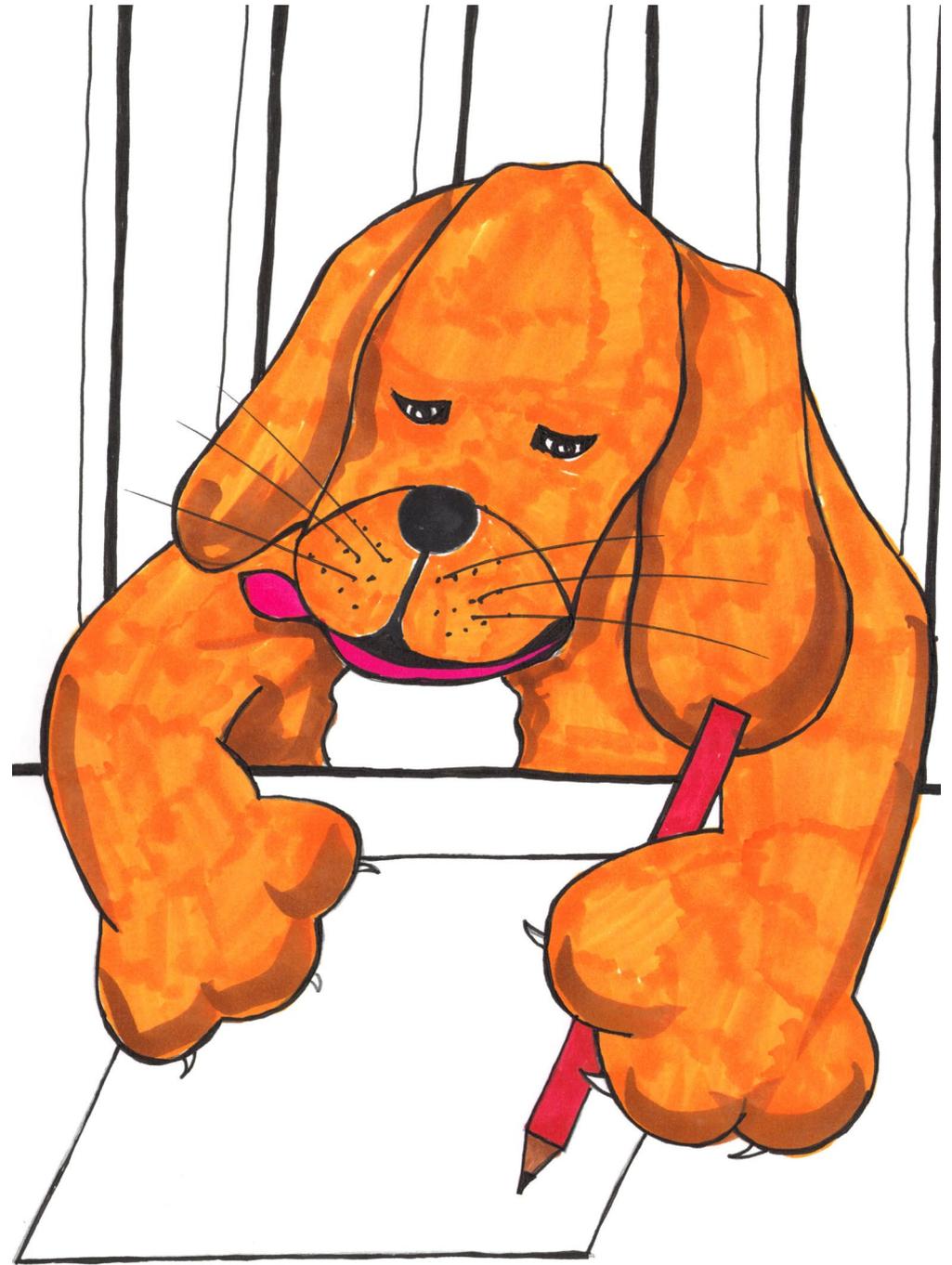
Written by Ruth Merttens,  
illustrated by Jackie Abey

Dear Postman,

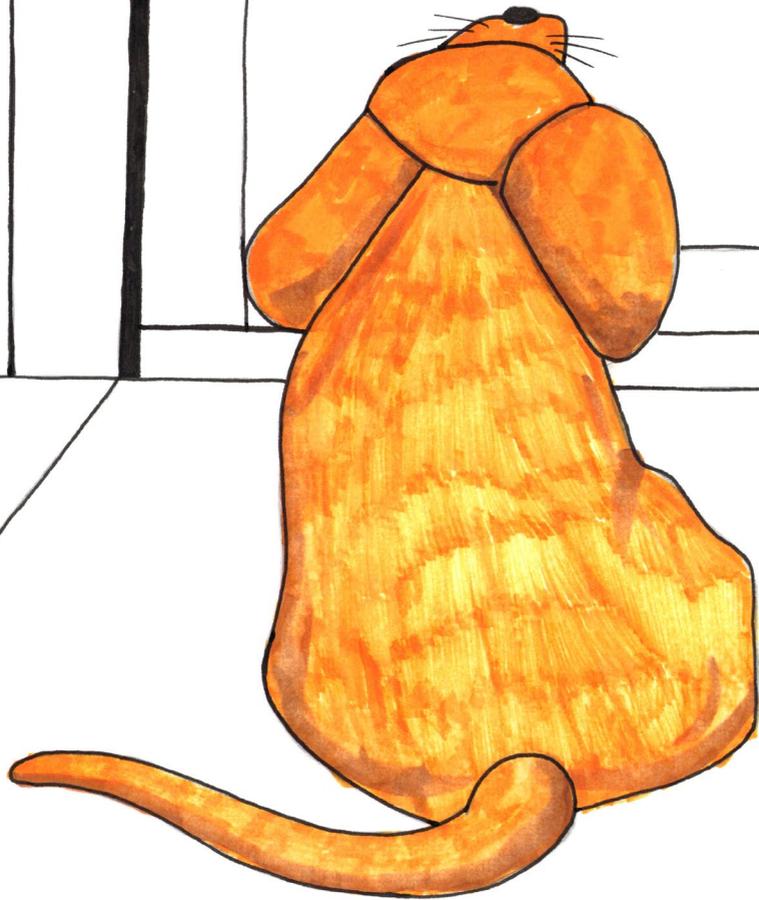
Please can you bring  
me a bone?

Love,

Puppy



Puppy waited.



It is in the post!



Dear Postman,

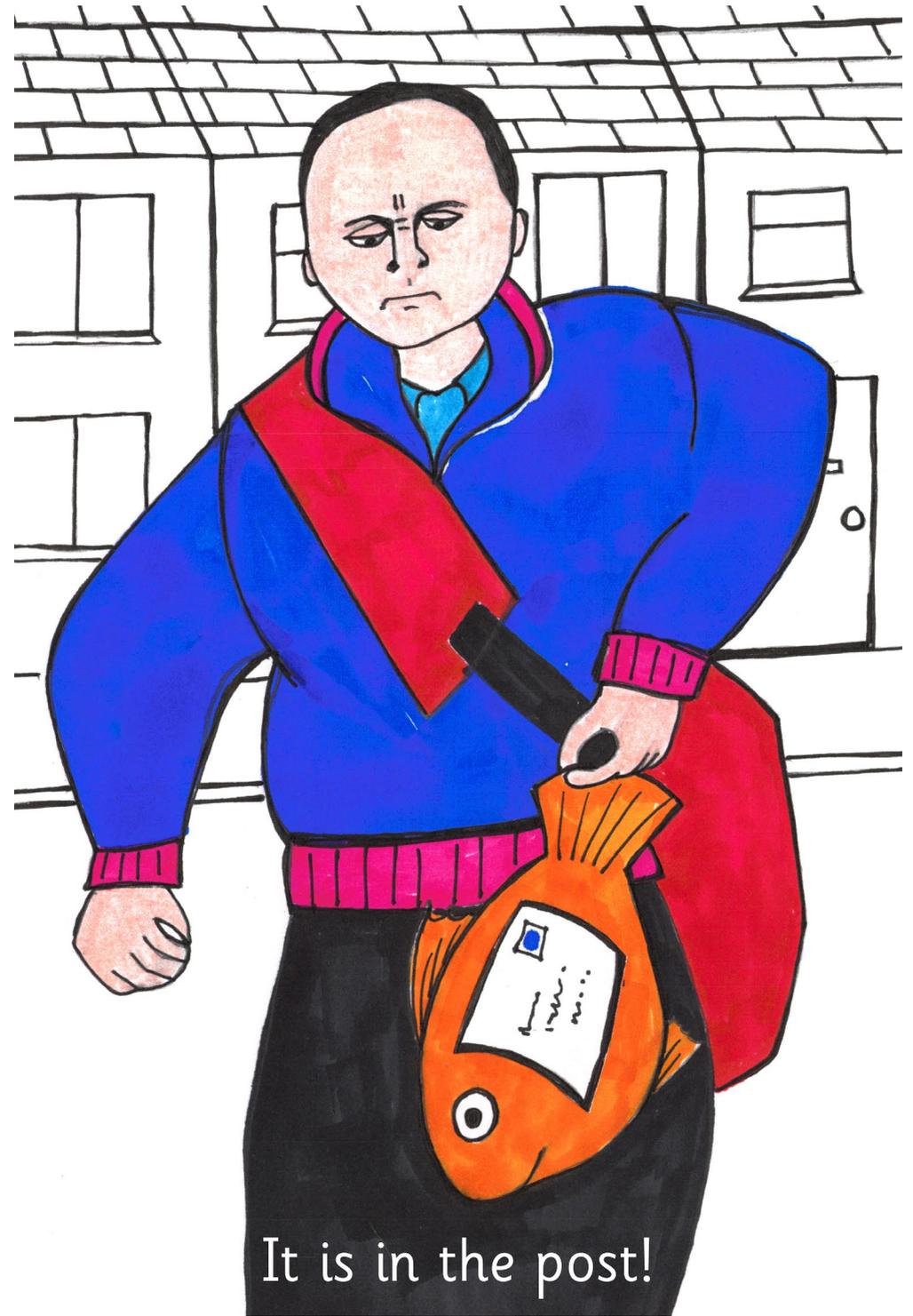
Please can you bring  
me a fish?

Love,

Kitten



Kitten waited.



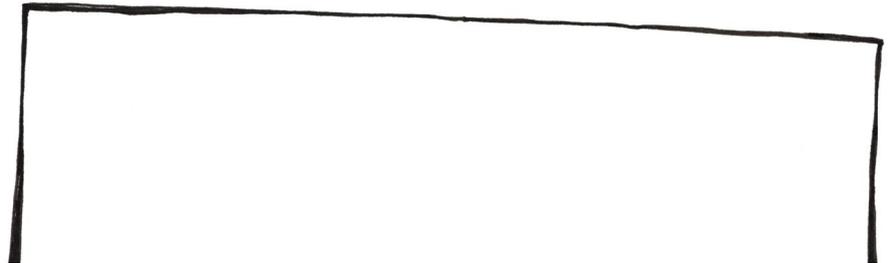
It is in the post!

Dear Postman,

Please can you bring me  
some millet?

Love,

Budgie





Budgie waited.

It is in the post!



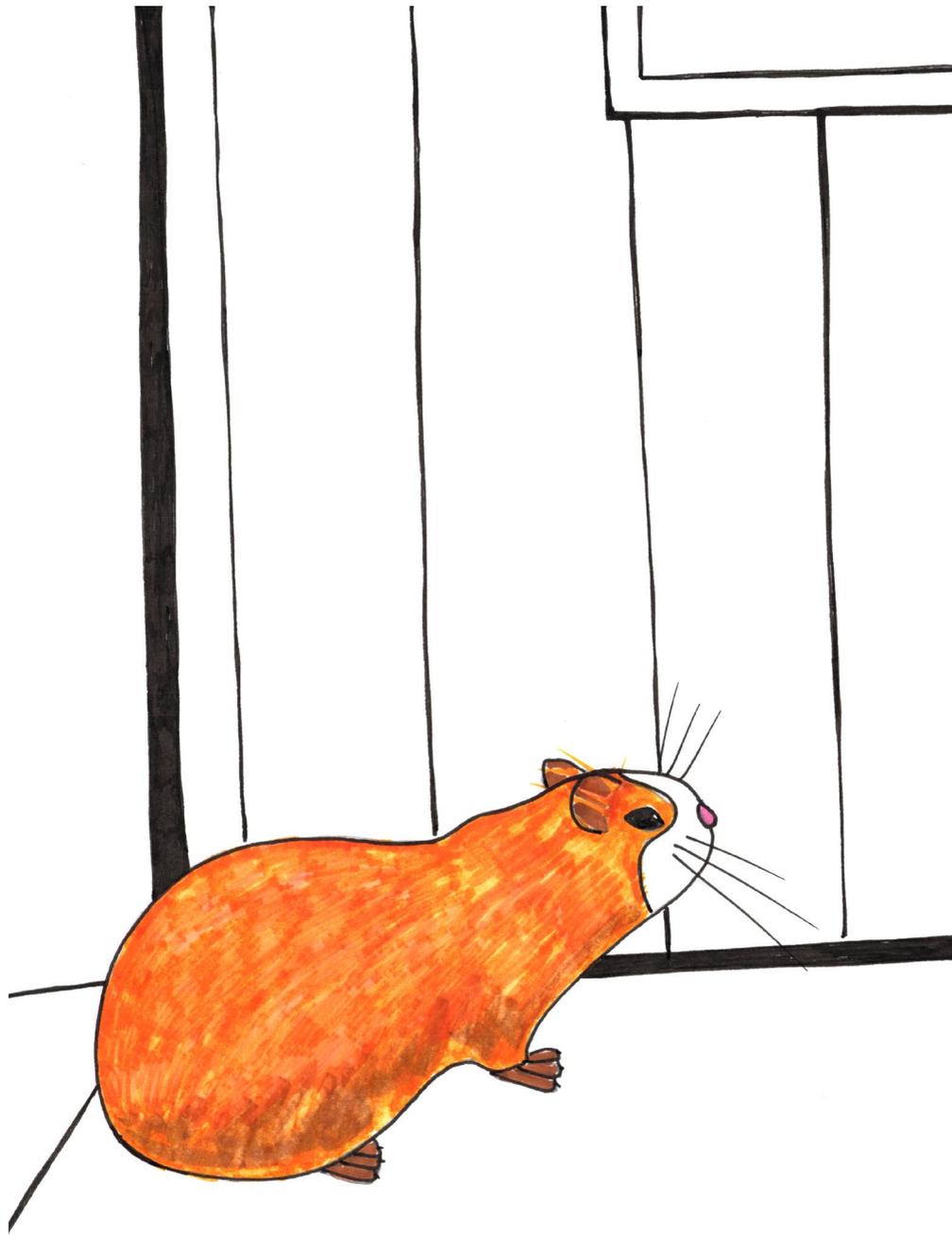
Dear Postman,

Please can you bring me a nut?

Love,

Hamster



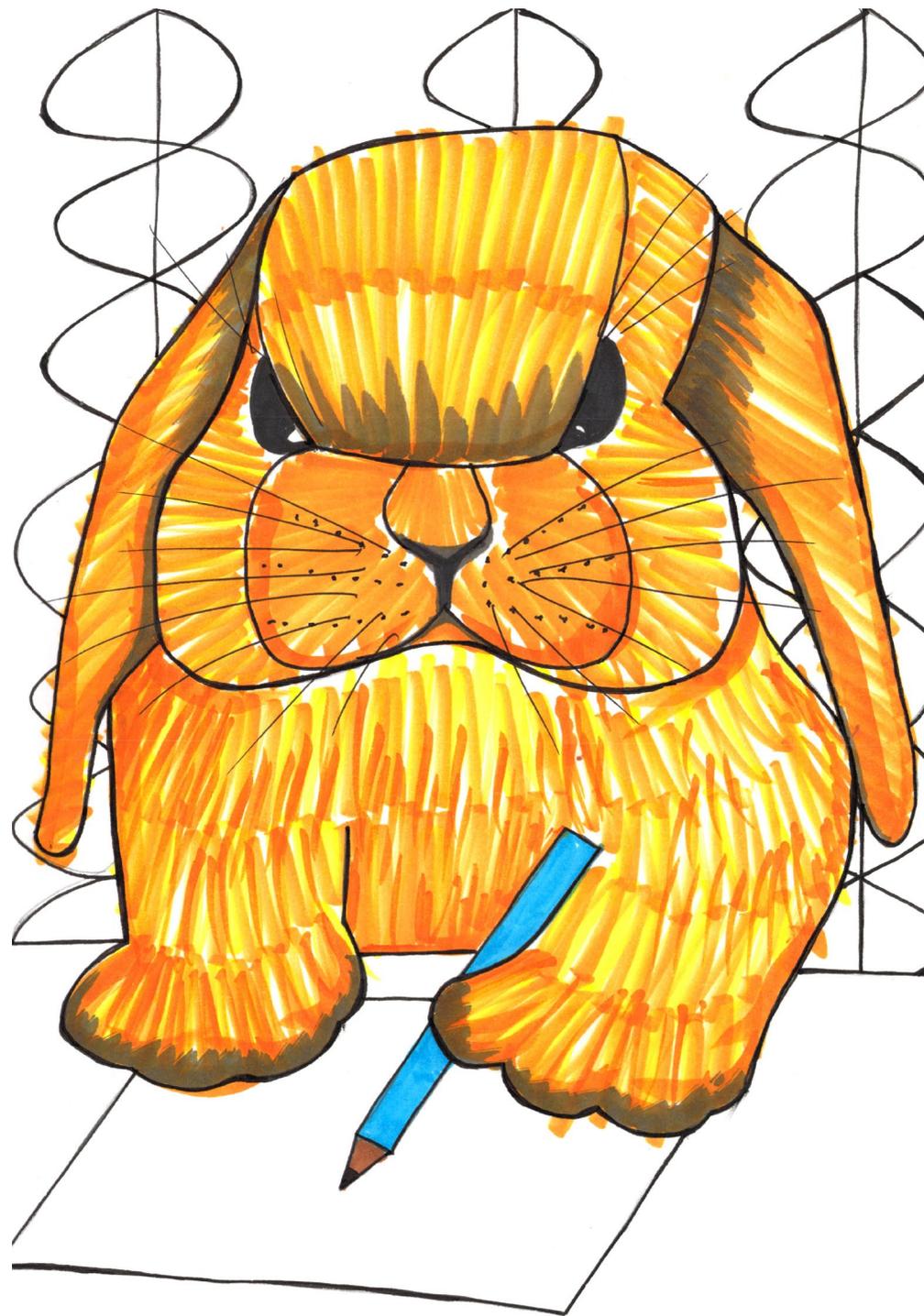


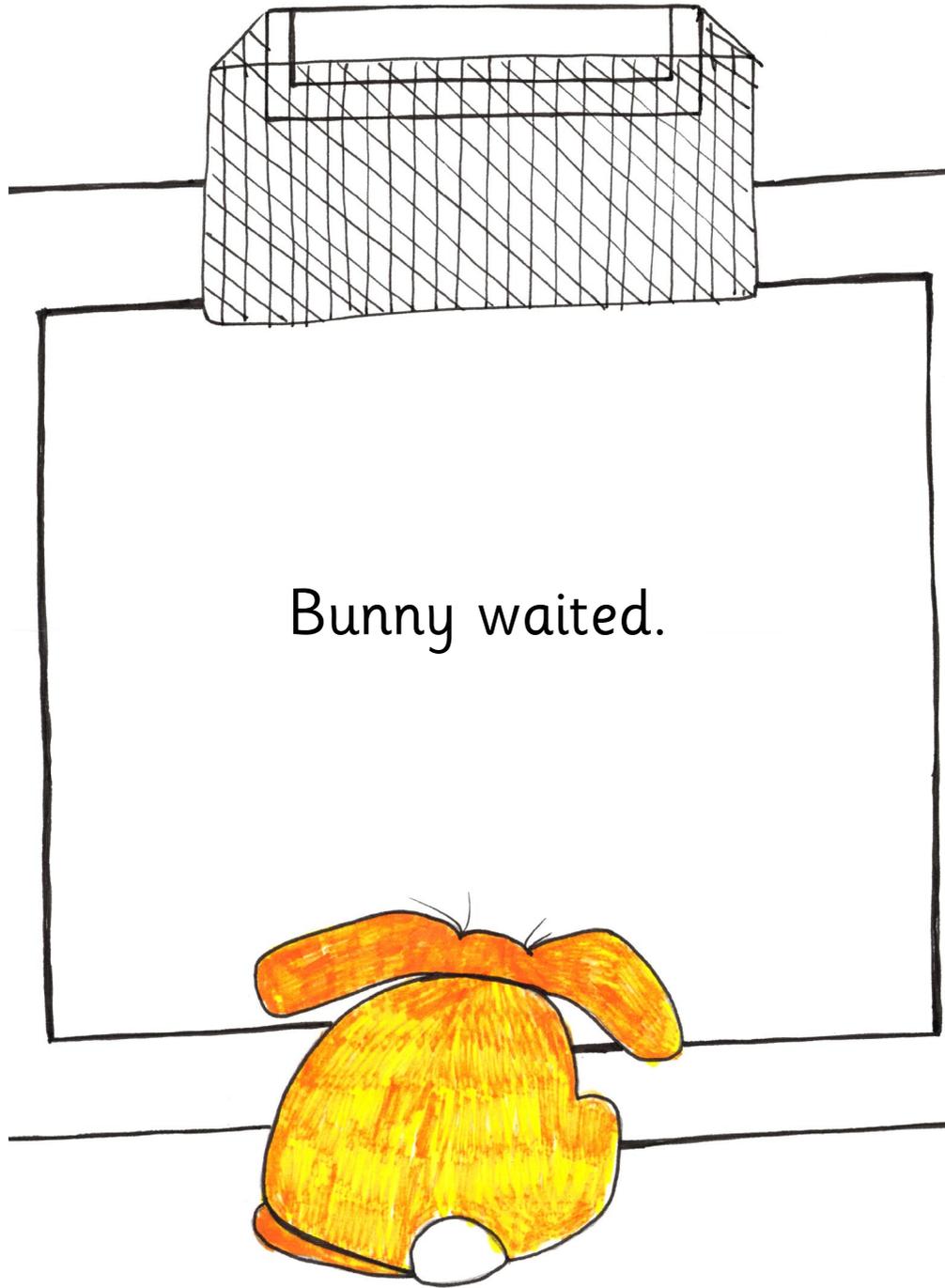
Hamster waited.

It is in the post!



Dear Postman,  
Please can you bring me a carrot?  
Love,  
Bunny





Bunny waited.



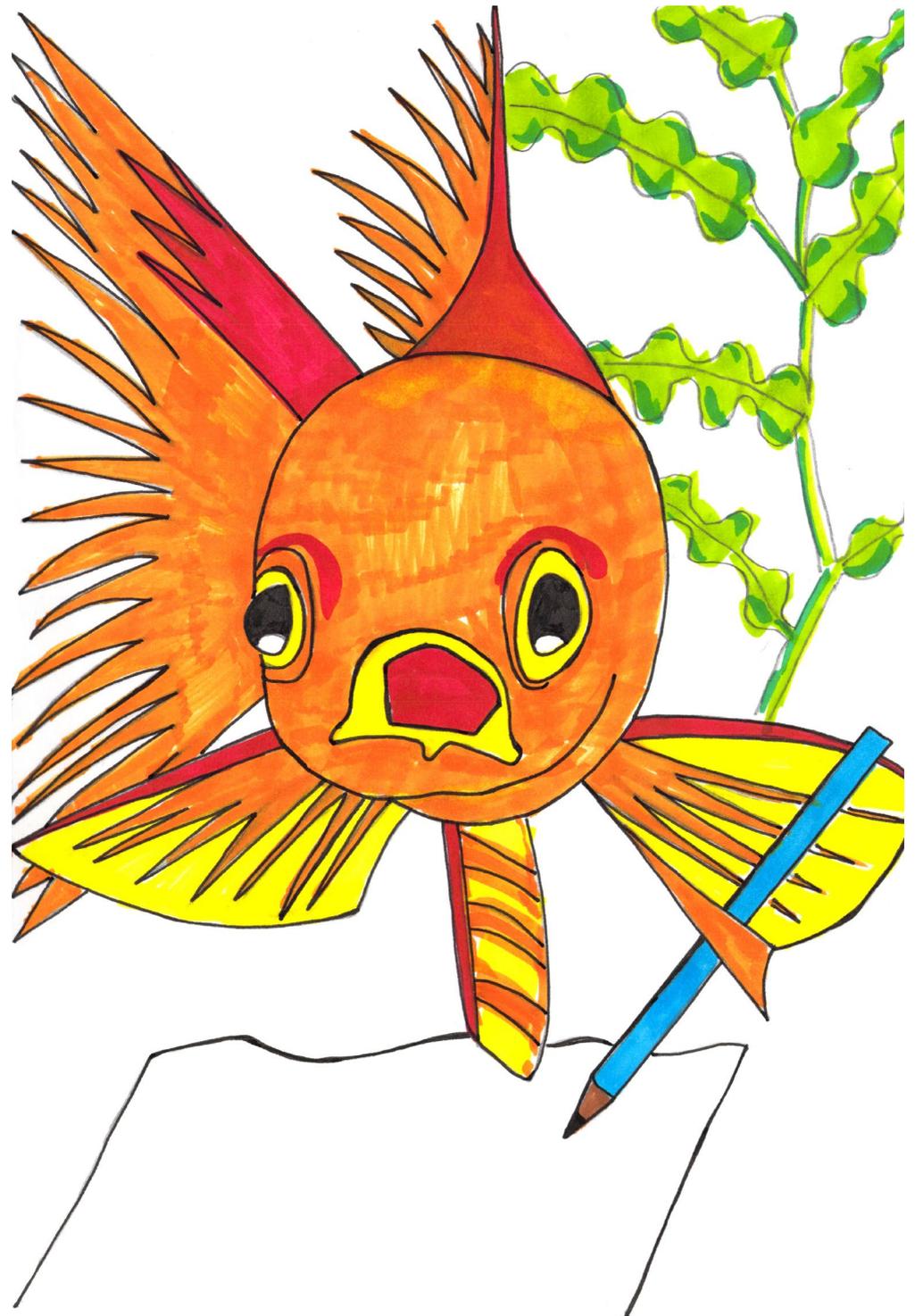
It is  
in the  
post!

Dear Postman,

Please can you bring  
me a worm?

Love,

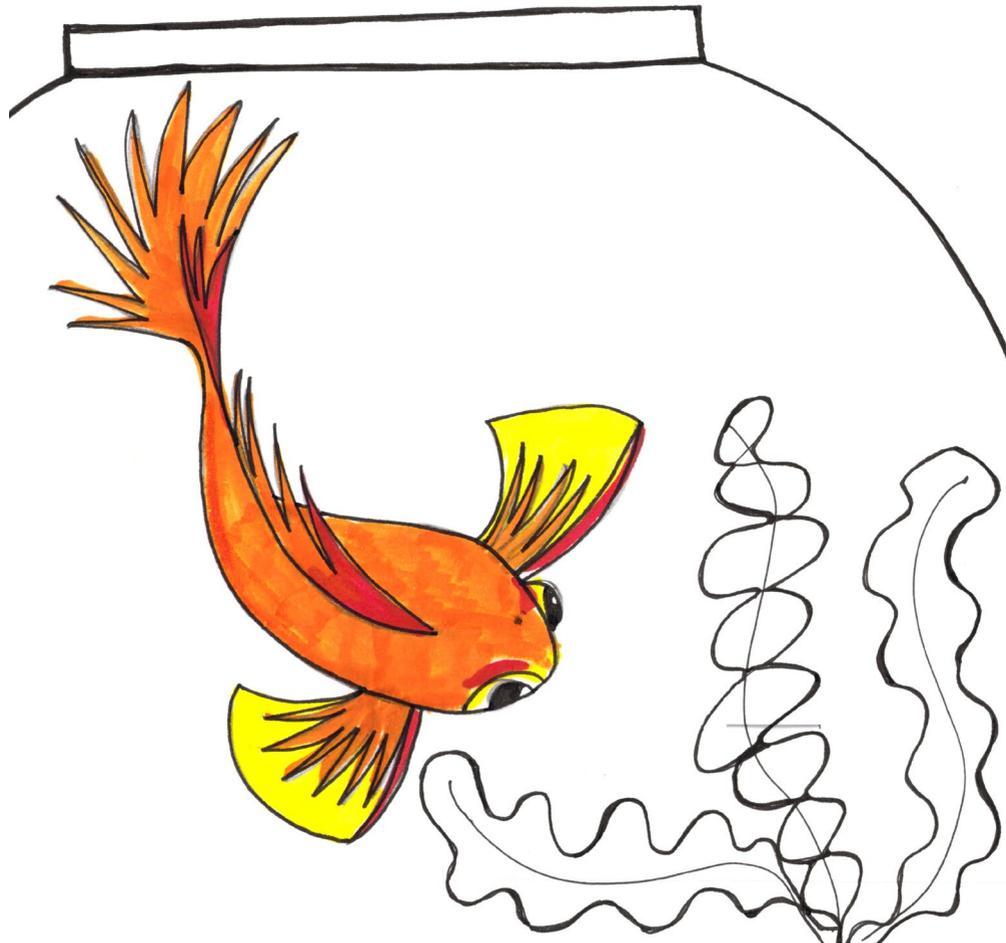
Goldfish



It is in the post!



Fish waited.

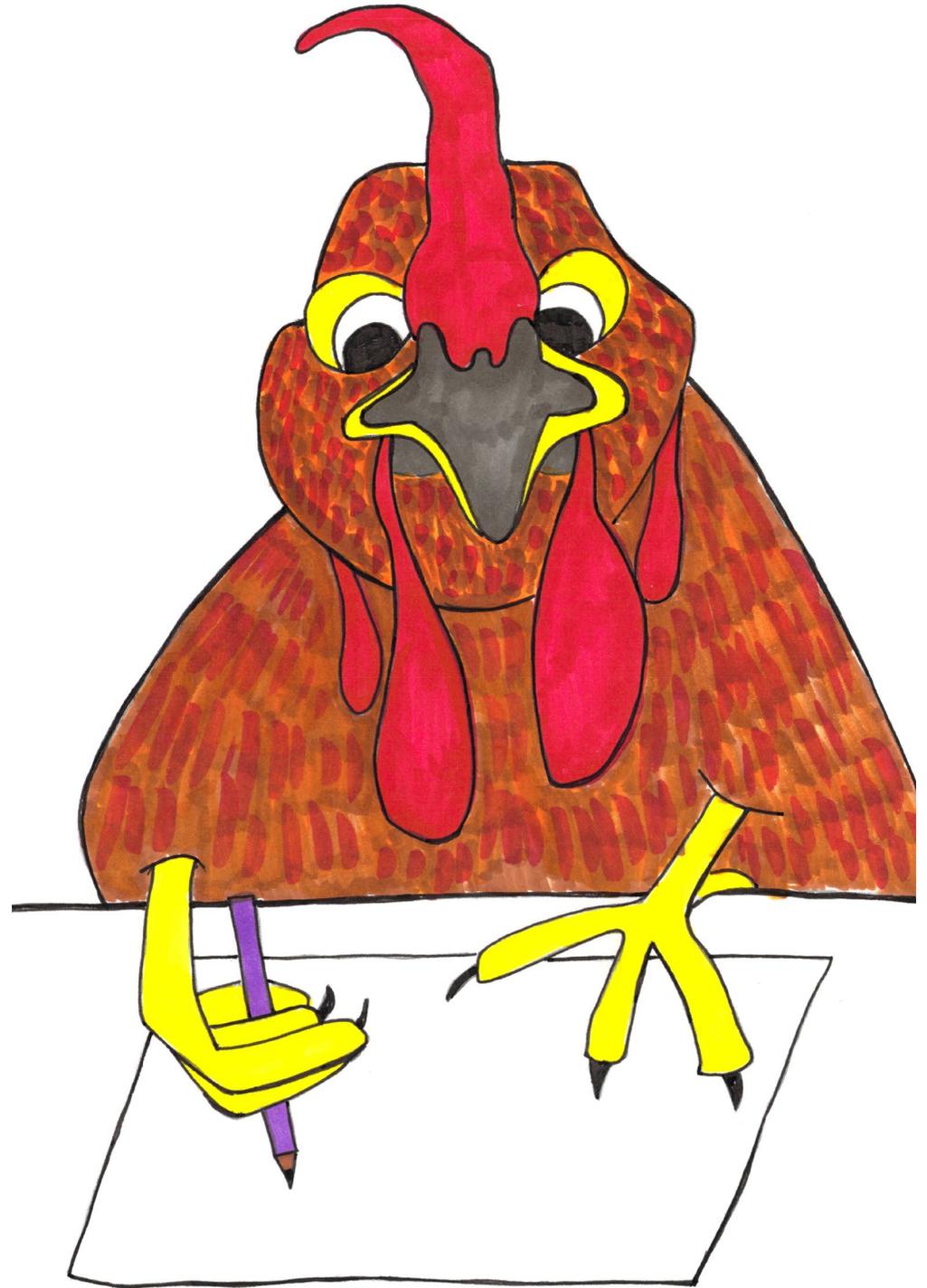


Dear Postman,

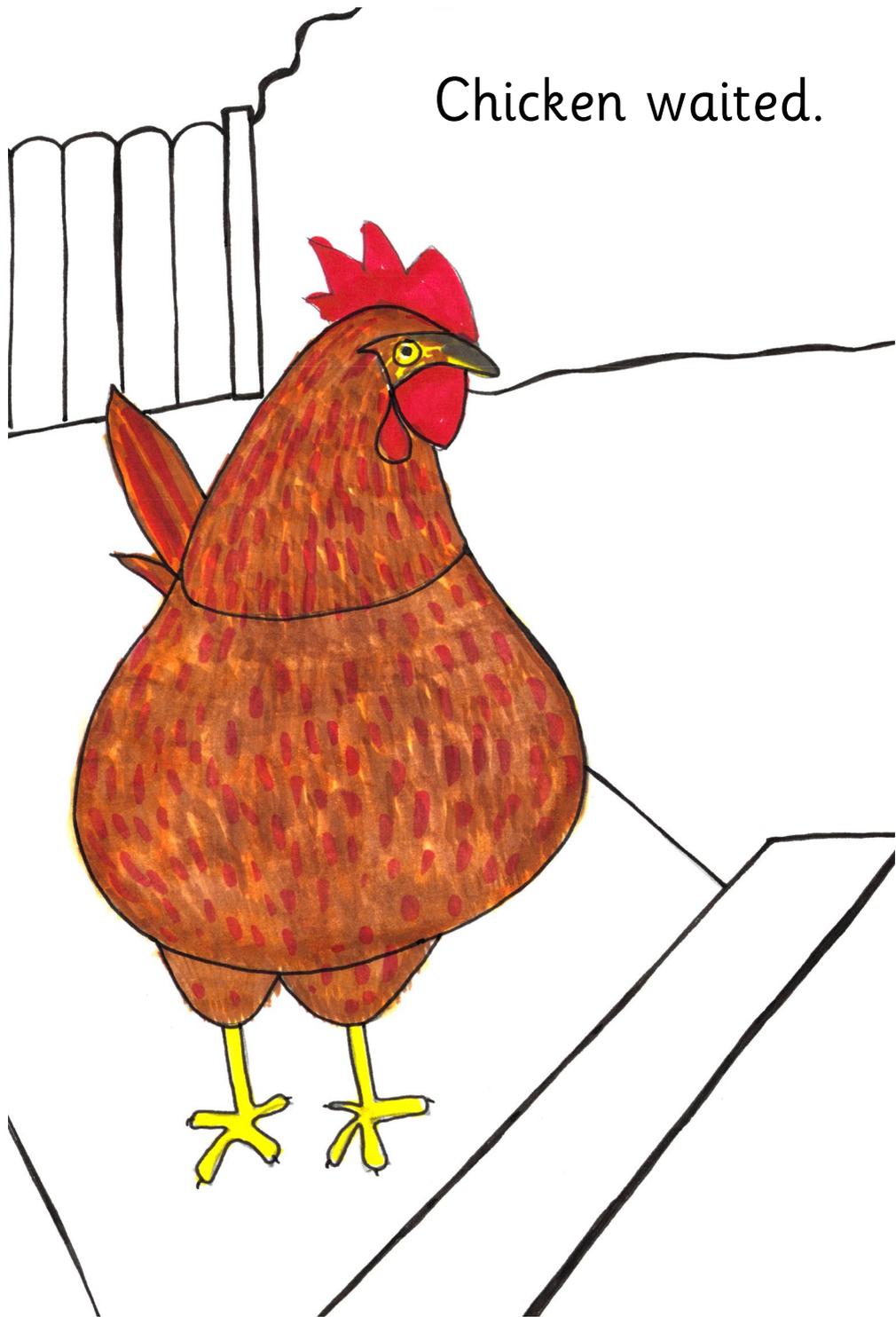
Please can you bring me  
some corn?

Love,

Chicken



Chicken waited.



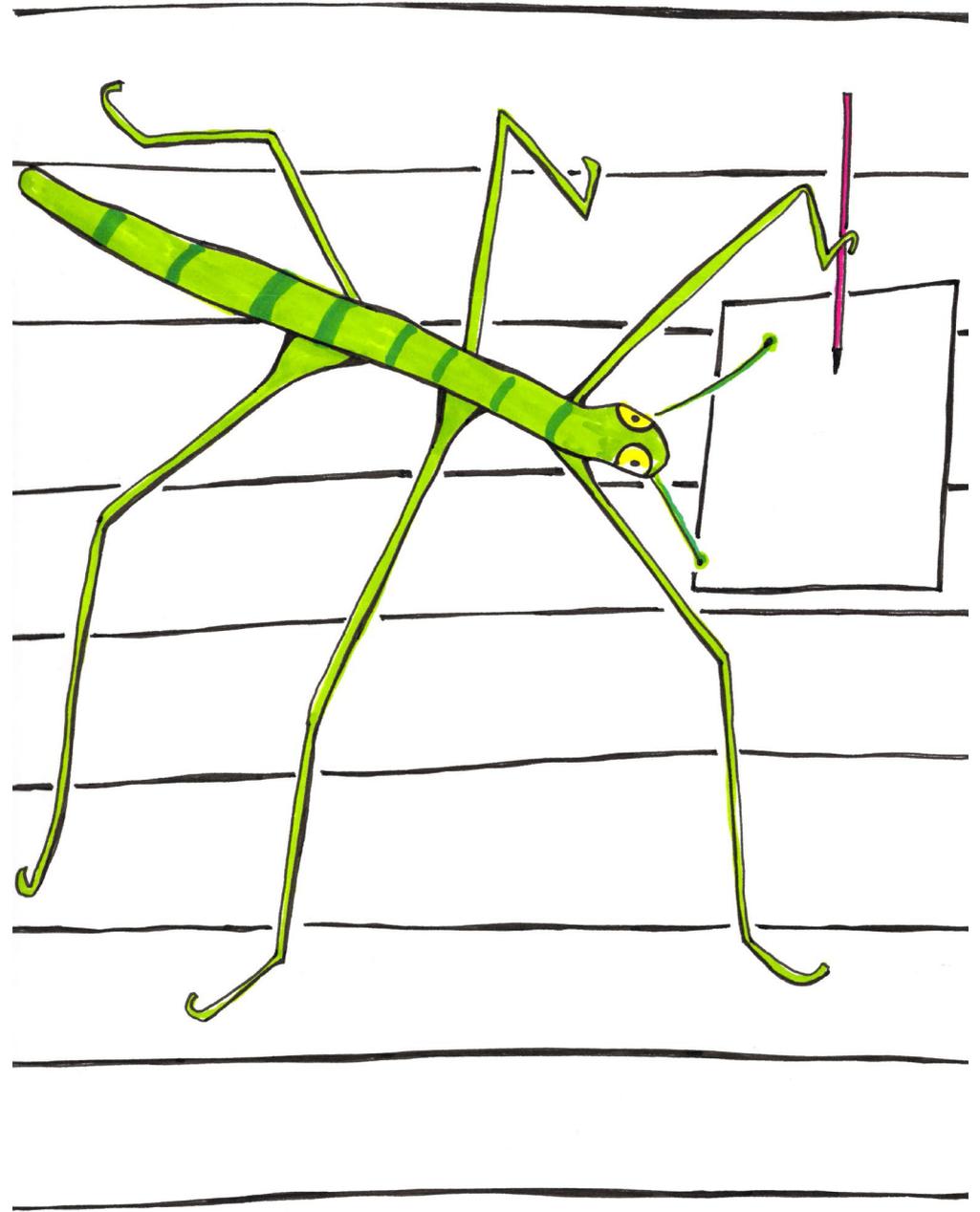
It is in the post!

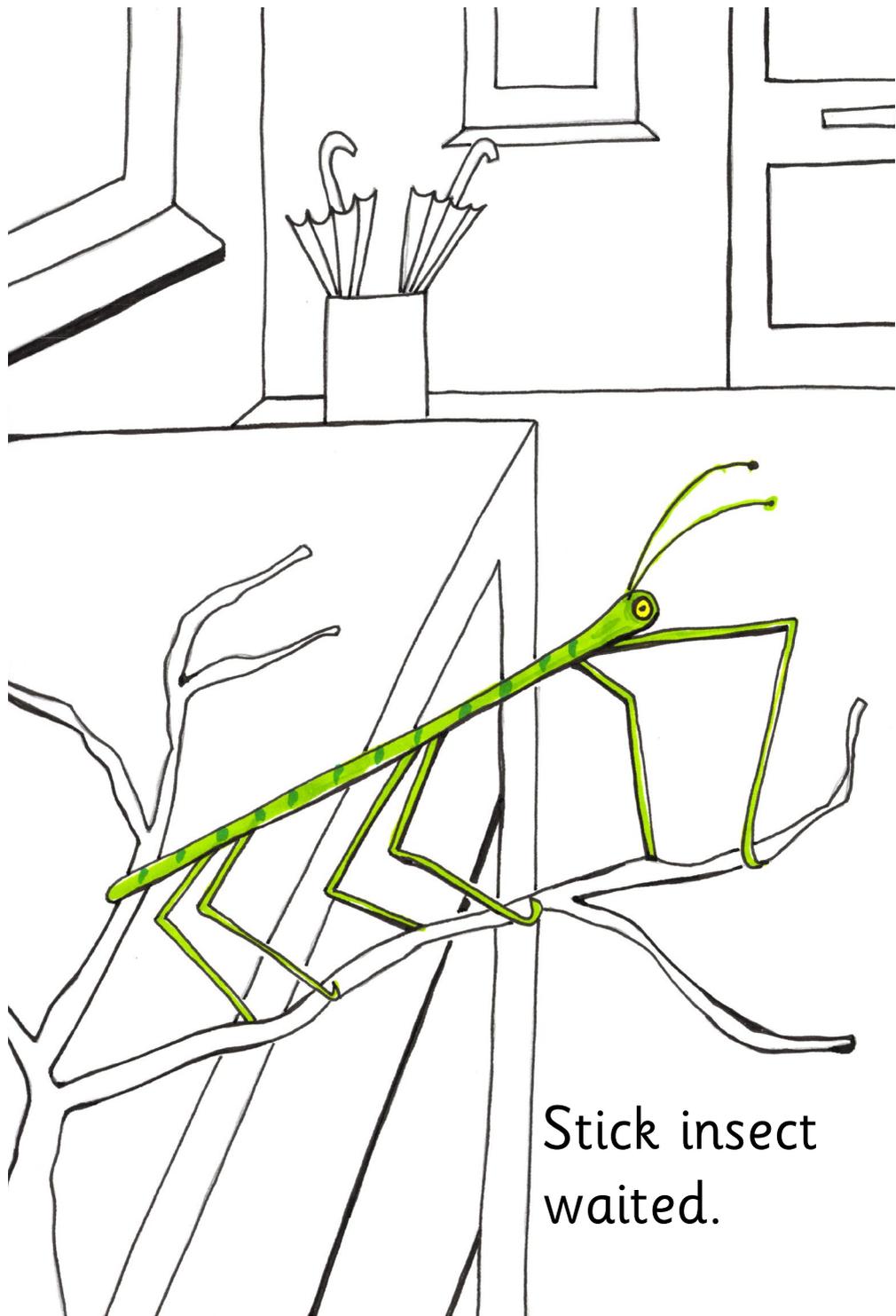
*Dear Postman,*

*Please can you bring  
me a leaf?*

*Love,*

*Stick Insect*





Stick insect  
waited.



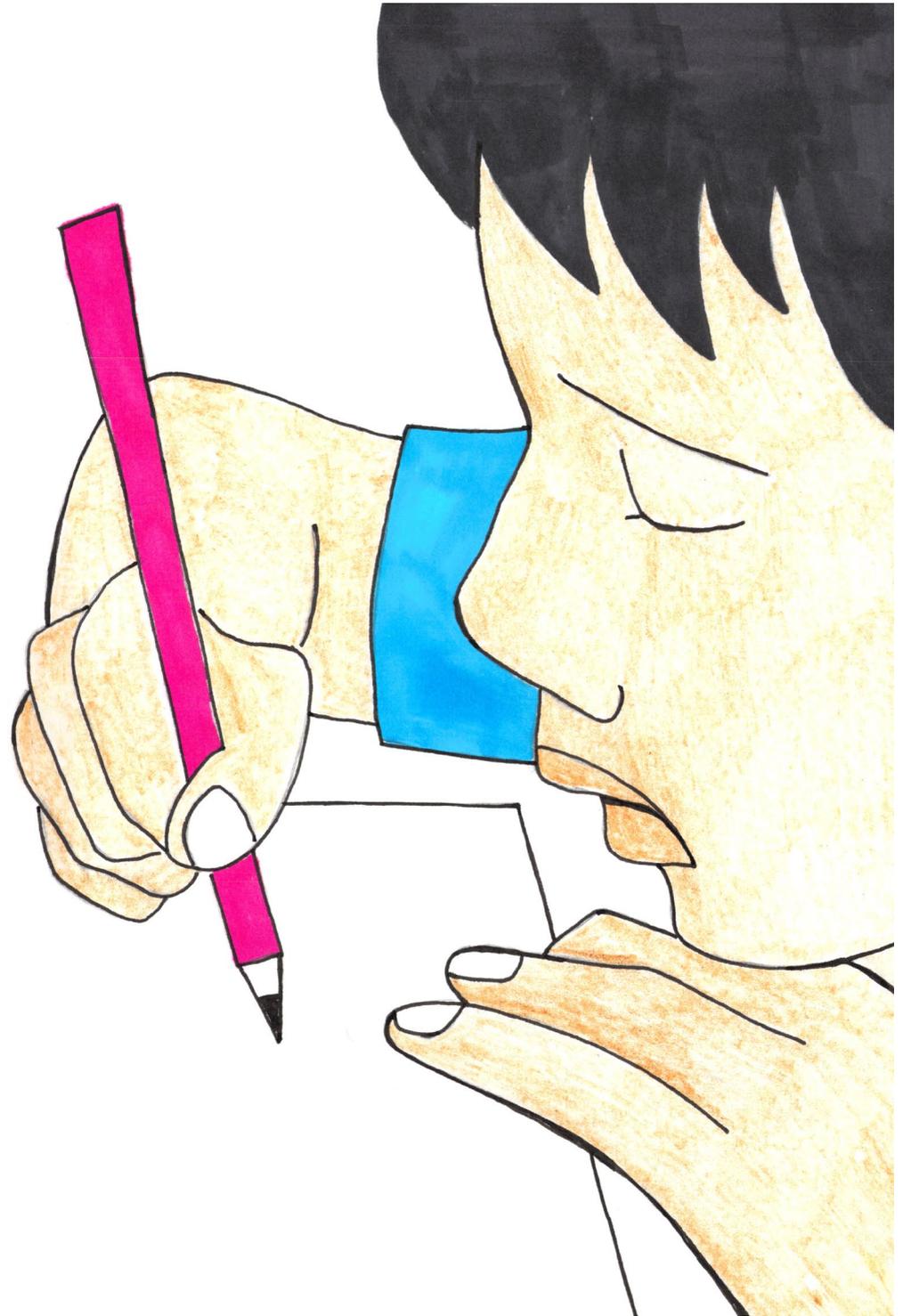
It is in the post!

Dear Postman,

Please can you bring  
me a tiger?

Love,

Sam



Sam waited.



A letter  
arrived.



Dear Sam,

Sorry, no!

I cannot bring you a  
tiger.

Have this instead!

Love,

Postman



# Ticket

for a trip to the Zoo.

## Sounds and Letters

*/c/ as c, /t/ as t, /a/ as a*

*/d/ as d, /g/ as g, /o/ as o*

*/m/ as m, /n/ as n*

*/i/ as i, /s/ as s and ss*

*/u/ as u, /r/ as r*

*/h/ as h, /l/ as l and ll*

*/e/ as e, /b/ as b*

*/f/ as f and ff, /sh/ as sh*

*/p/ as p, /c/ as k and ck*

*/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)*

*/ee/ as ee, ea, e*

*/w/ as w and wh\*, /ch/ as ch*

*/th/ as th, /ng/ as ng*

*/tth/ as th, /v/ as v and ve*

*/oo/ as oo, u and oul*

*/j/ as j, /ar/ as ar and a\**

*/ou/ as ou, ow and ough*

*/or/ as or, ore, aw and a*

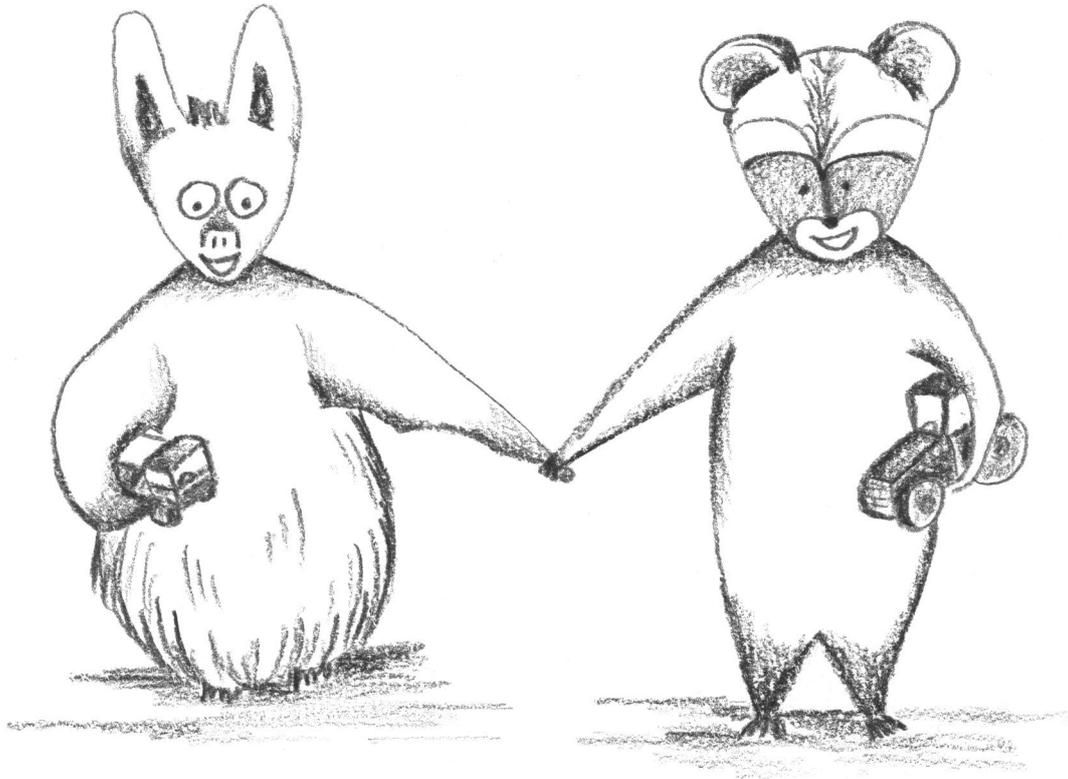
*/ay/ as ay, a-e, ai*

## Code-Breakers

Extended Texts ~ Book 2

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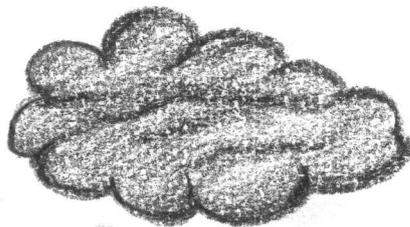
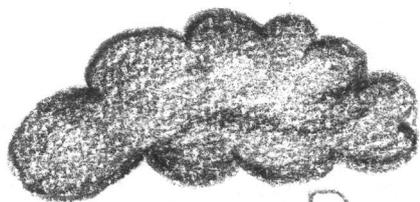
Registered Charity no. 1150524.



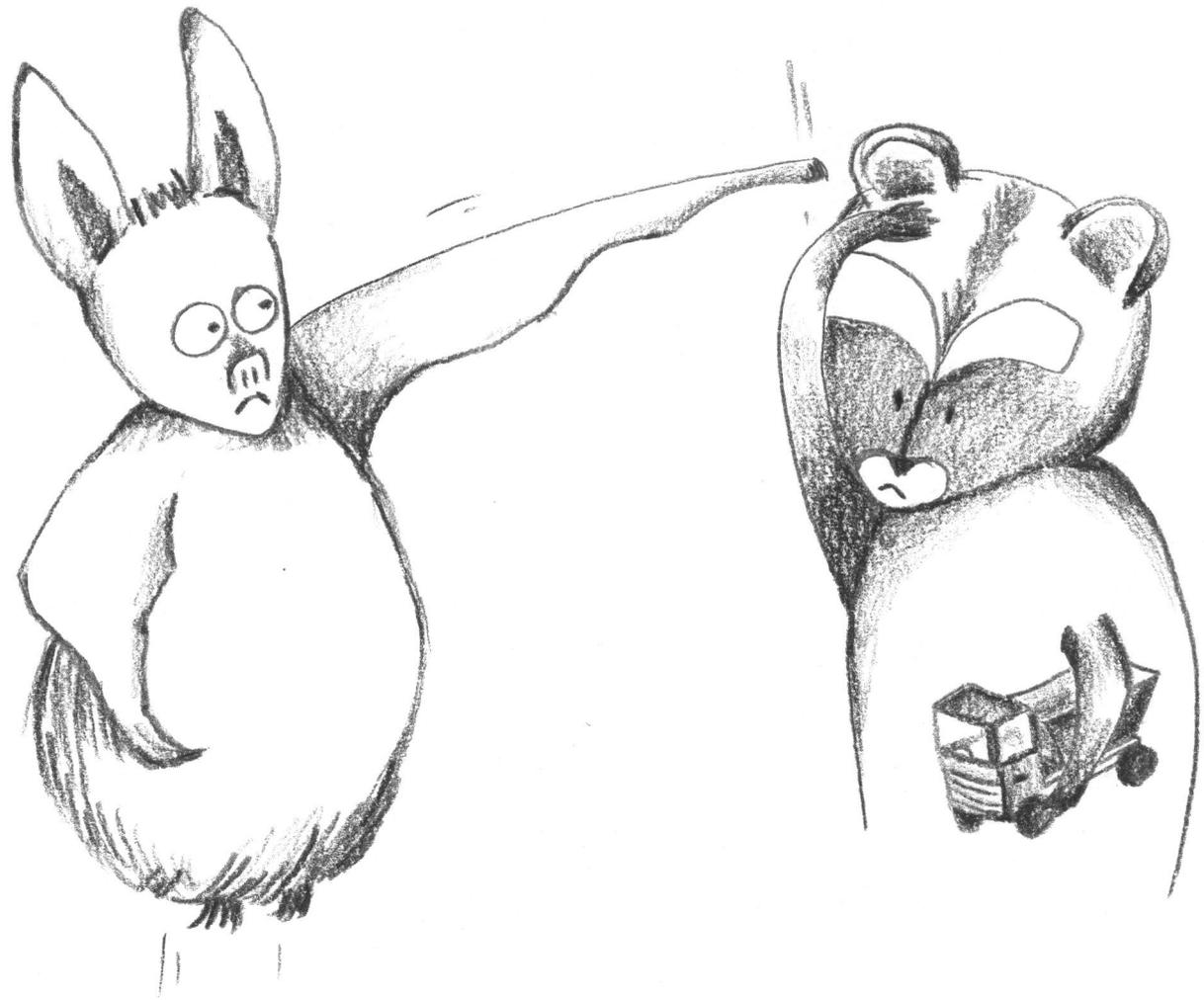
Boris and Sid are bad!

Story by Ruth Merttens  
Illustrated by Anne Holm Petersen

Boris is cross.  
Sid has his lorry.



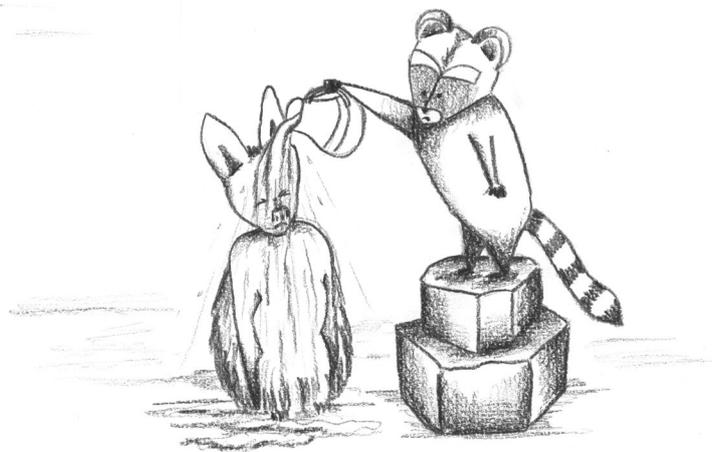
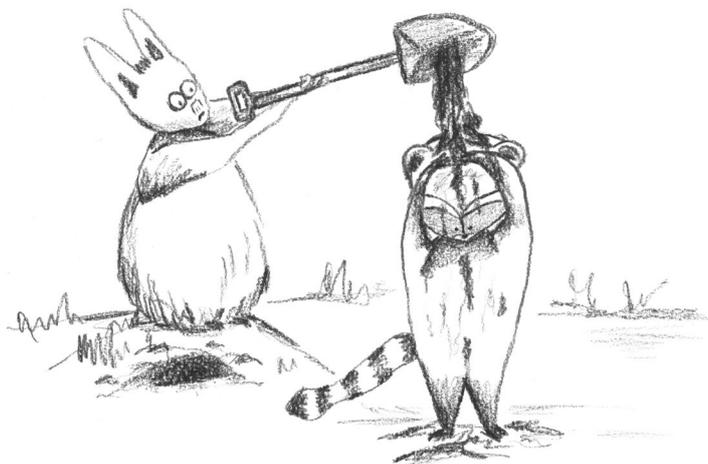
Boris hits Sid.  
Sid hits Boris.



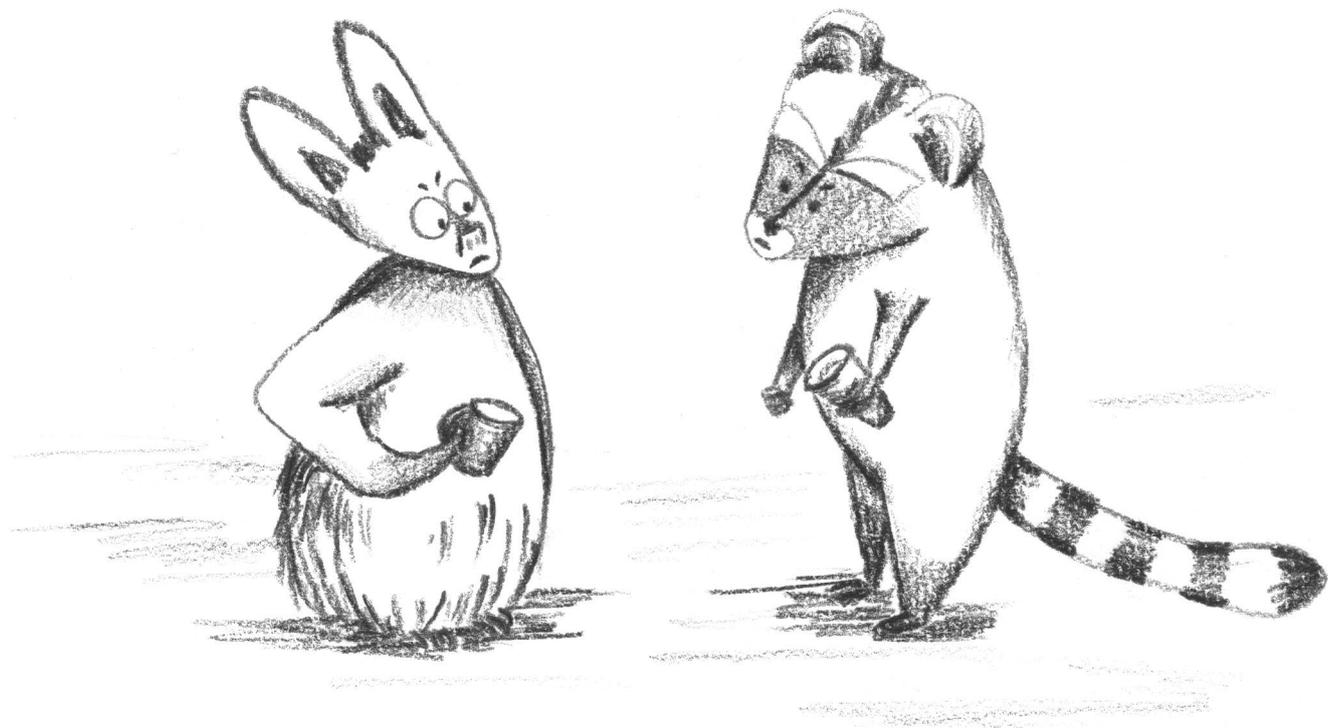
Boris tips socks on Sid.  
Sid tips sand on Boris.



Boris tips mud on Sid.  
Sid tips milk on Boris.



Boris grabs a mug.  
Sid grabs a cup.



Boris chucks the mug at Sid.  
Sid chucks the cup at Boris.

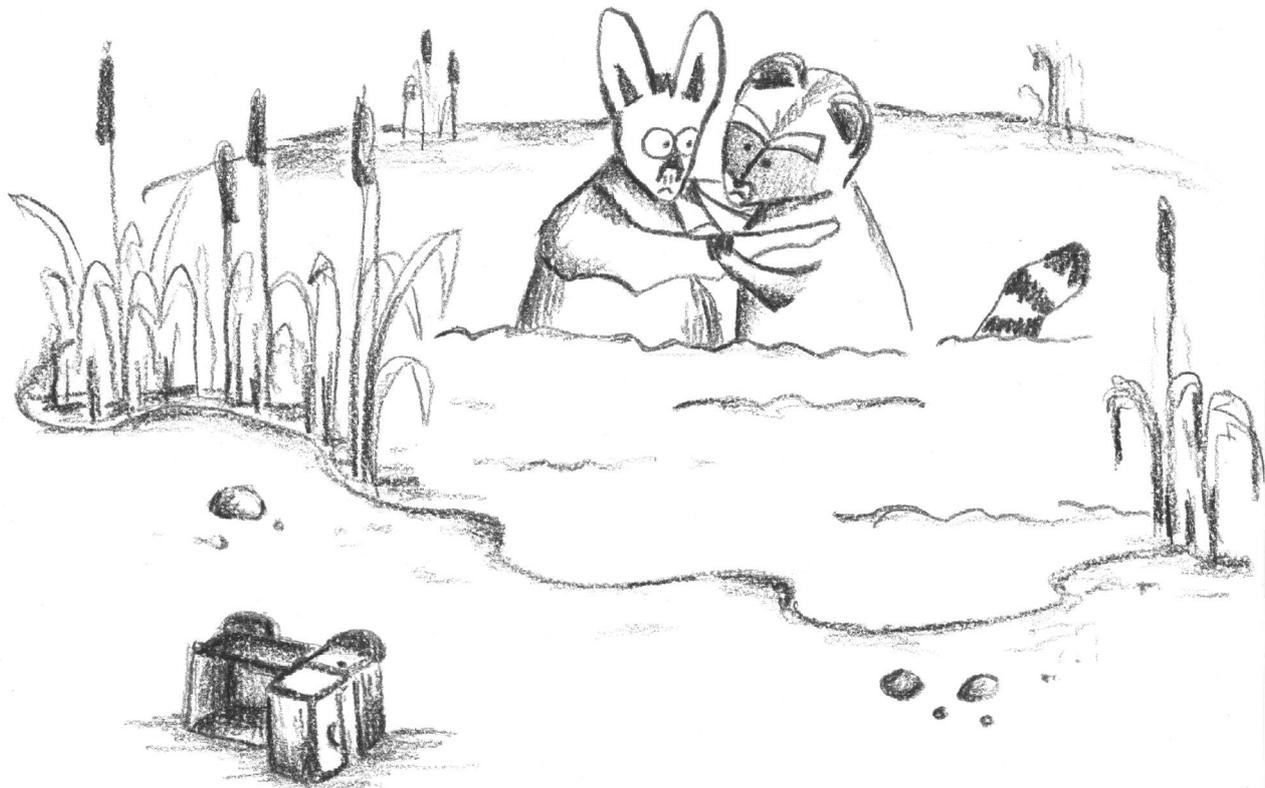


Boris is cross.

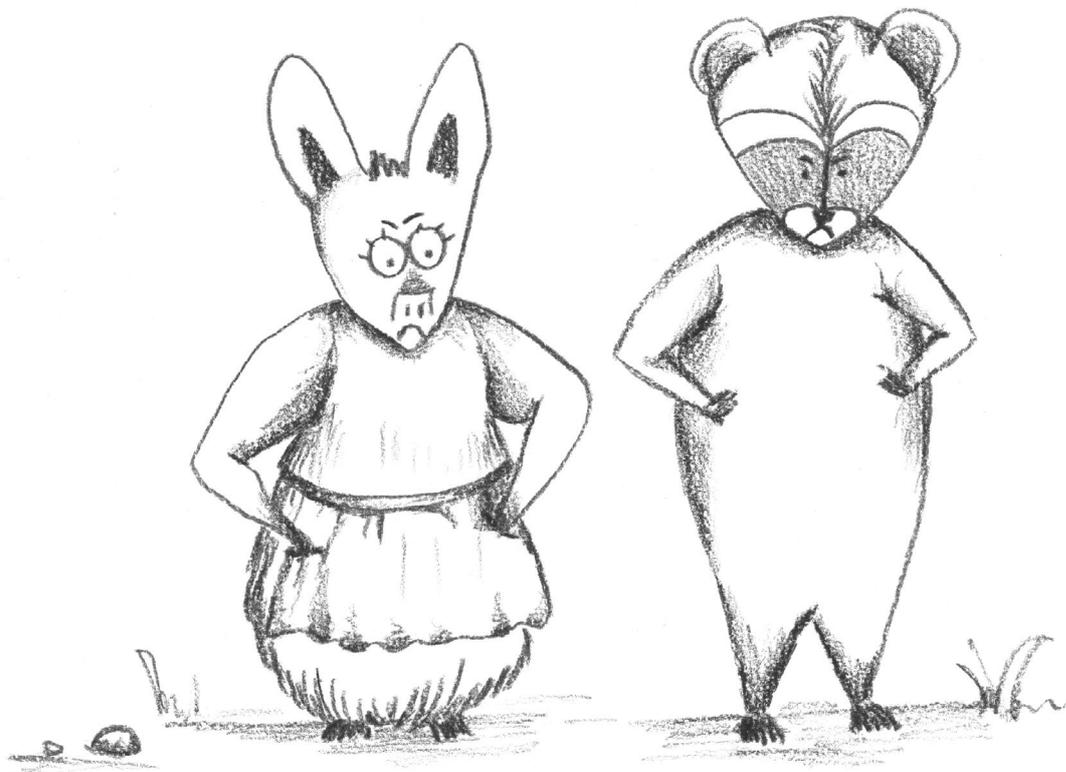
Sid is cross.



Boris and Sid are in the pond!



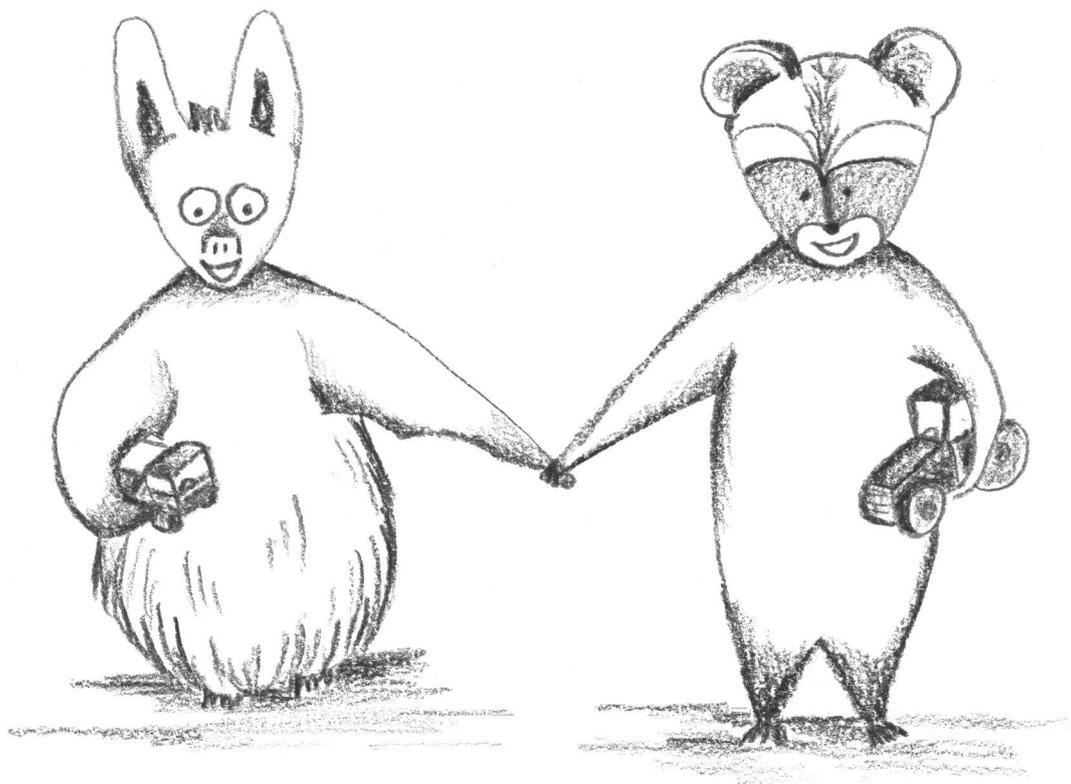
Mummy and Daddy are here.



Boris is muddy and damp.  
Sid is muddy and damp.



Boris is sorry.  
Sid is sorry.



## Sounds and letters

/c/ as c, /t/ as t, /a/ as a

/d/ as d, /g/ as g, /o/ as o

/m/ as m, /n/ as n

/i/ as i, /s/ as s and ss

/u/ as u, /r/ as r

/h/ as h, /l/ as l and ll

/e/ as e, /b/ as b

/f/ as f and ff, /sh/ as sh

/p/ as p, /c/ as k and ck

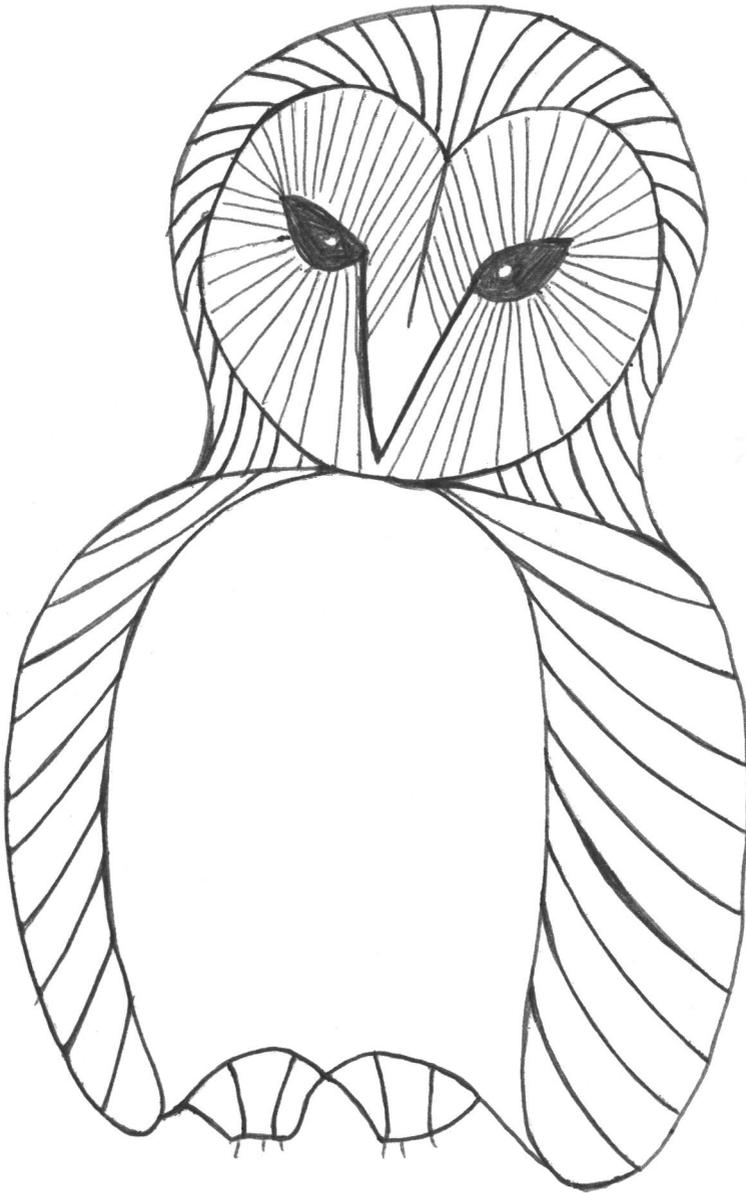
/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)

## Code-Breakers

Extended Texts ~ Book 1

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Registered Charity no. 1004205.



# The Owl and the moon

Story by Ruth Merttens  
Illustrated by Jackie Abey

It is night time.

Most animals are asleep.

A screech owl sits in her nest in the  
tree. She is looking out  
for the moon to rise.

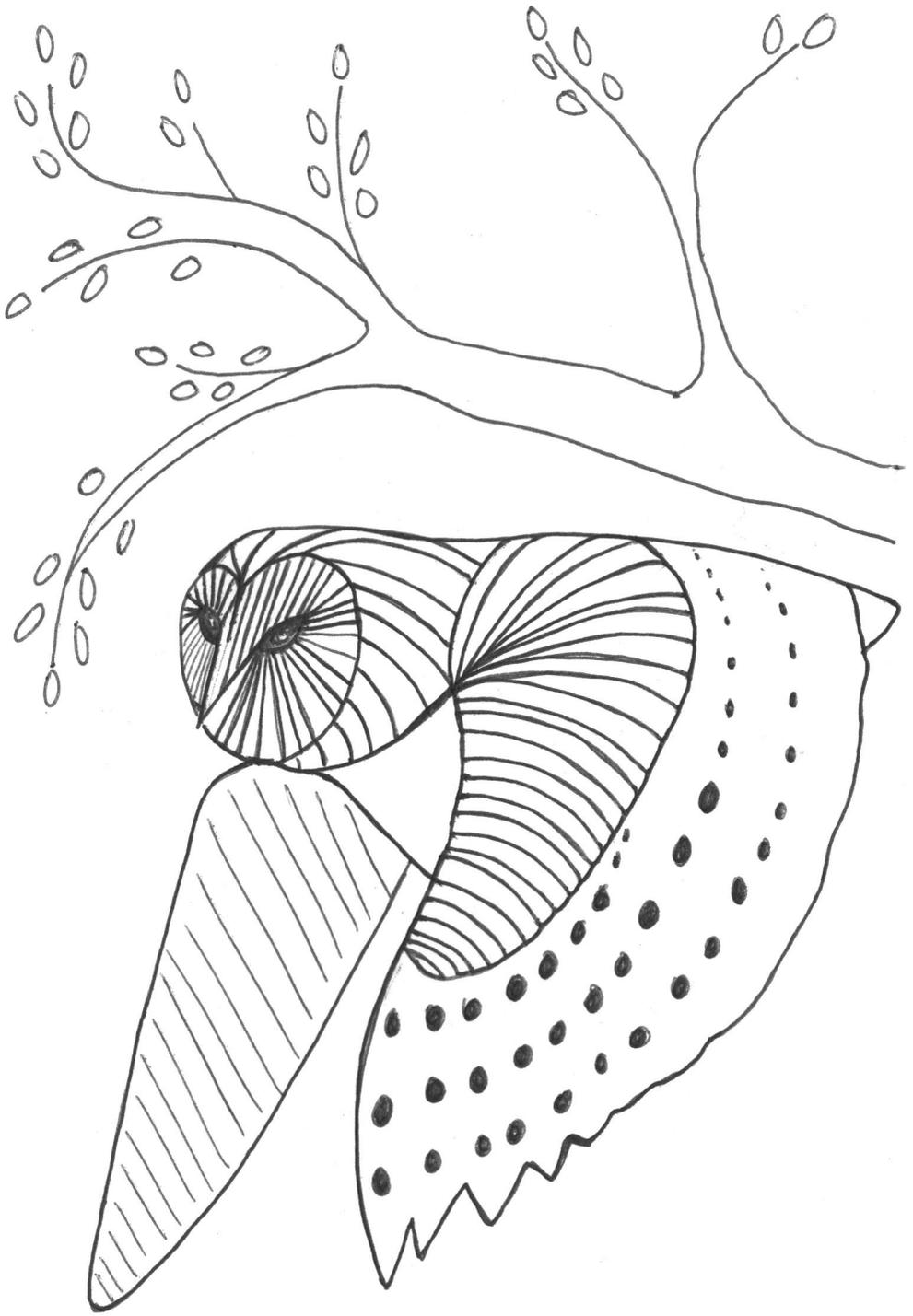
She hopes it will come soon.



Owl is very happy when  
the moon comes up.  
Then she can catch mice  
beside the house, voles  
under the hedge and  
moles in the garden.

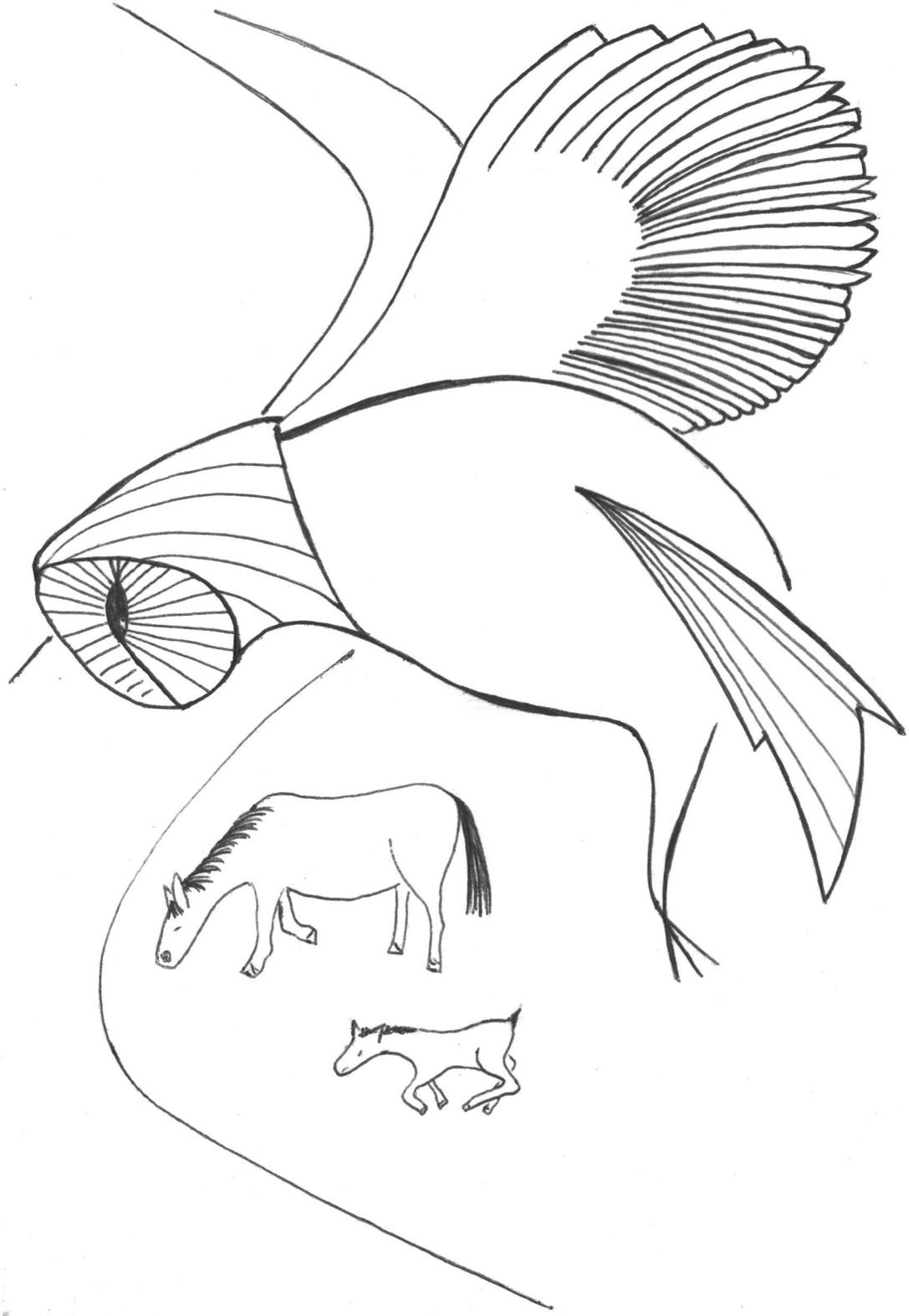


Owl is still looking,  
waiting for the moon.  
It has not yet come up.  
It is late at night,  
so she flies off to find it.



Owl goes past a horse  
with her foal.

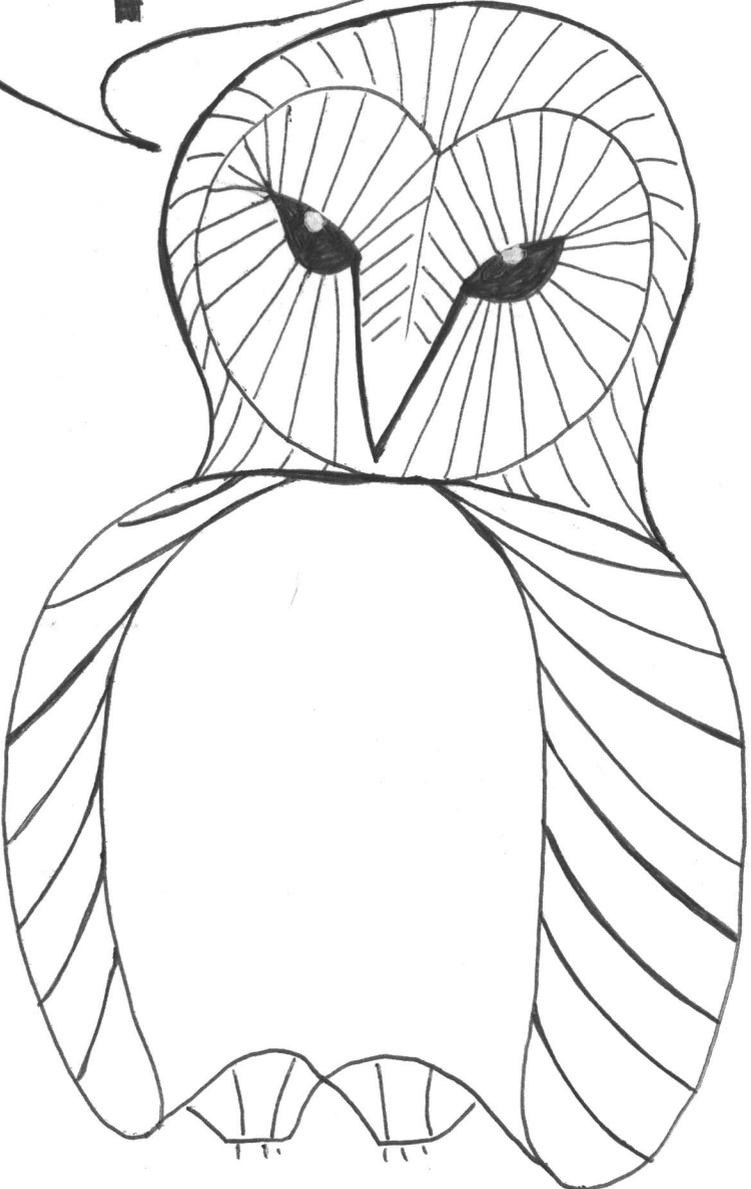
She is standing beside  
the river, eating some grain.



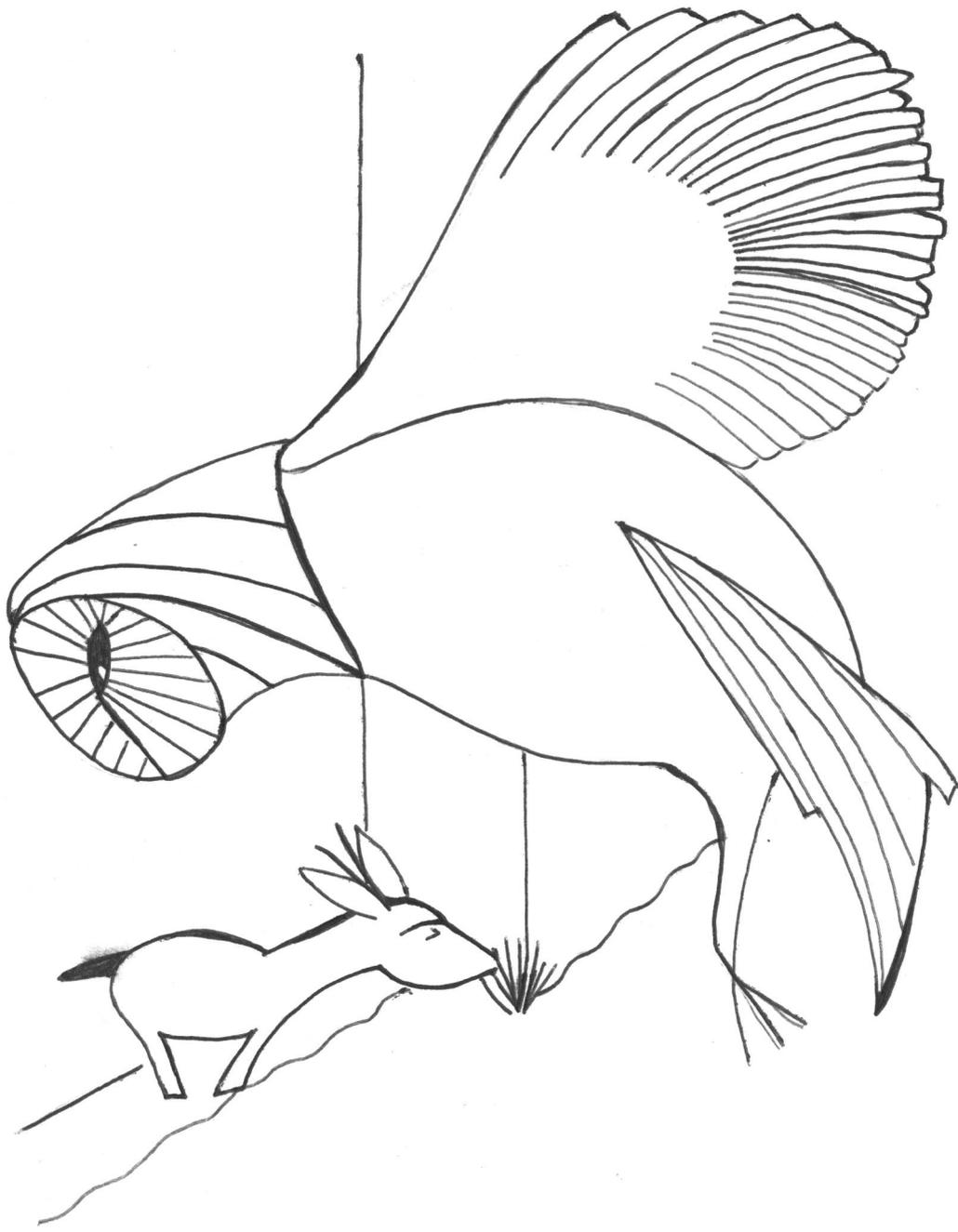
Owl lands on a  
fence beside them.  
“Have you seen the  
moon tonight?”

The horse goes on chewing  
the grain in her mouth.

Then she says,  
“No. I have not seen the moon.”  
Perhaps it is still in bed!”



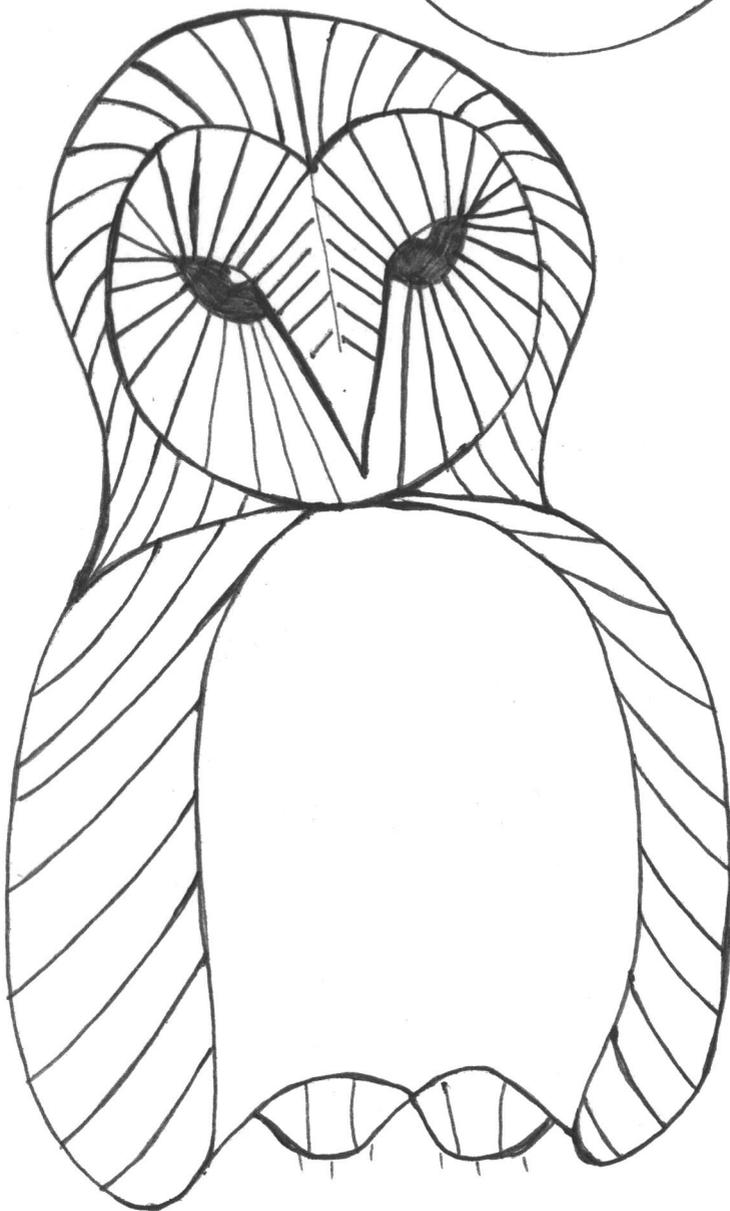
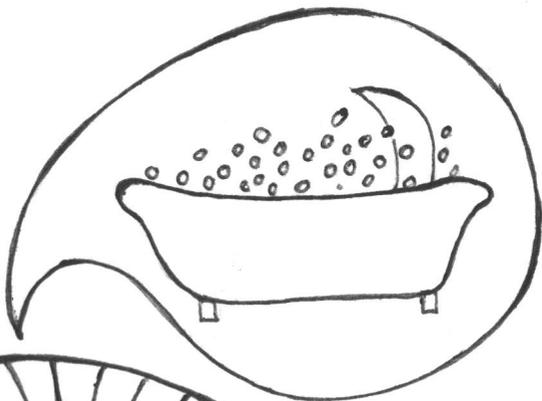
Owl loops round the  
river and spots a goat.  
He is standing on a ledge  
on the side of the bridge.  
He is leaning over to  
eat a small bush growing  
out of the wall.



Owl drops down to the bridge.

“Have you seen the  
moon tonight?”

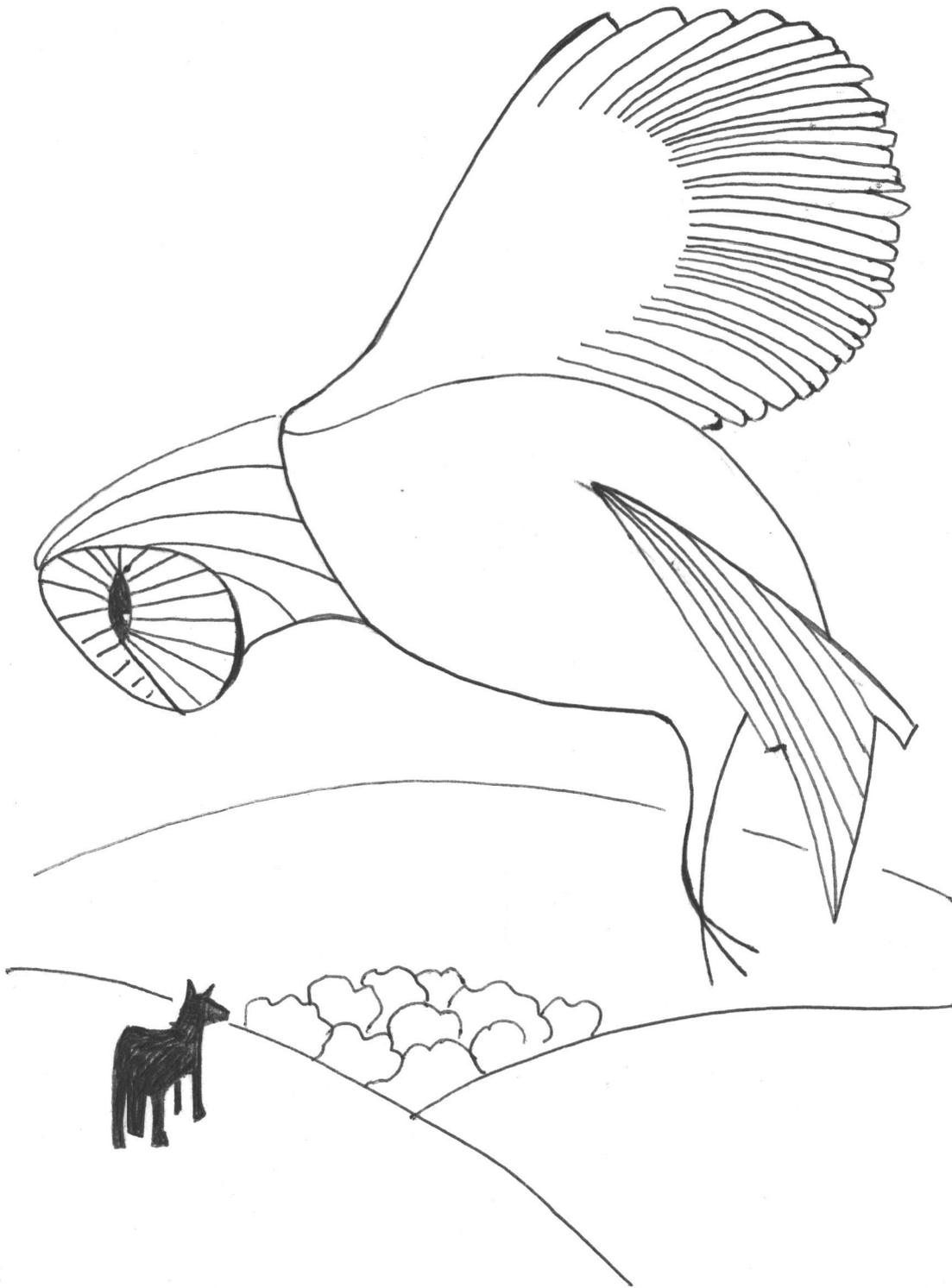
The goat goes on trying to  
eat the bush. Then he says,  
“No. I have not seen the moon.  
Perhaps it is in the bath!”



Owl flies high along the  
edge of the moor.

There is a pony standing  
on the side of the gorge.

He is gazing out over the  
sleeping trees.



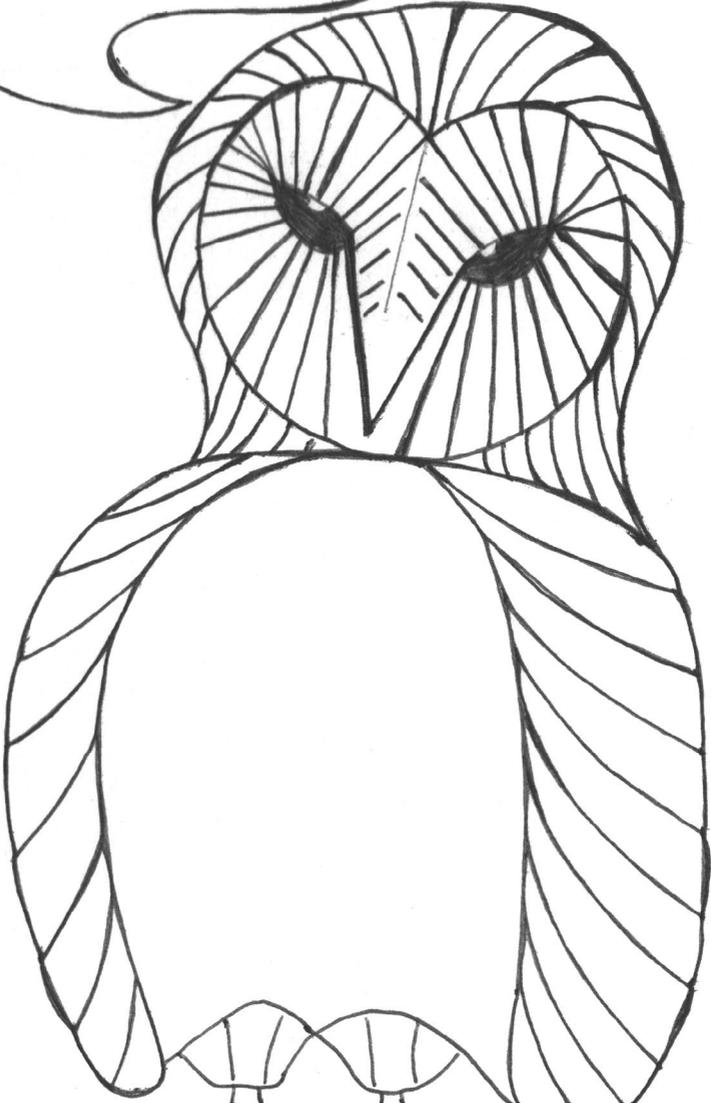
Owl alights on the top  
of the ridge.

“Have you seen the  
moon tonight?”

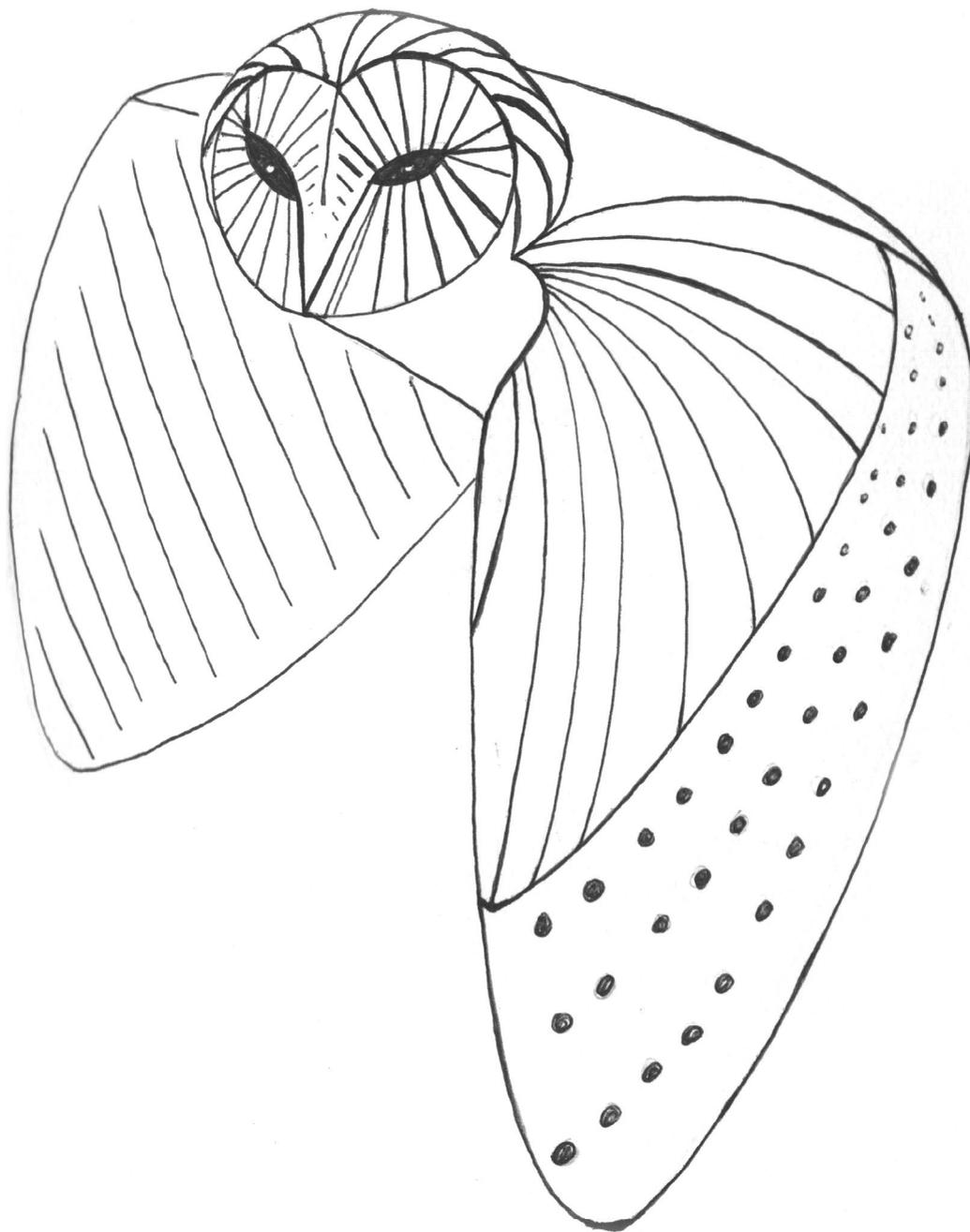
The pony thinks about this.

“No. I have not seen the moon.

Perhaps it is going down  
the river and out over the sea.”



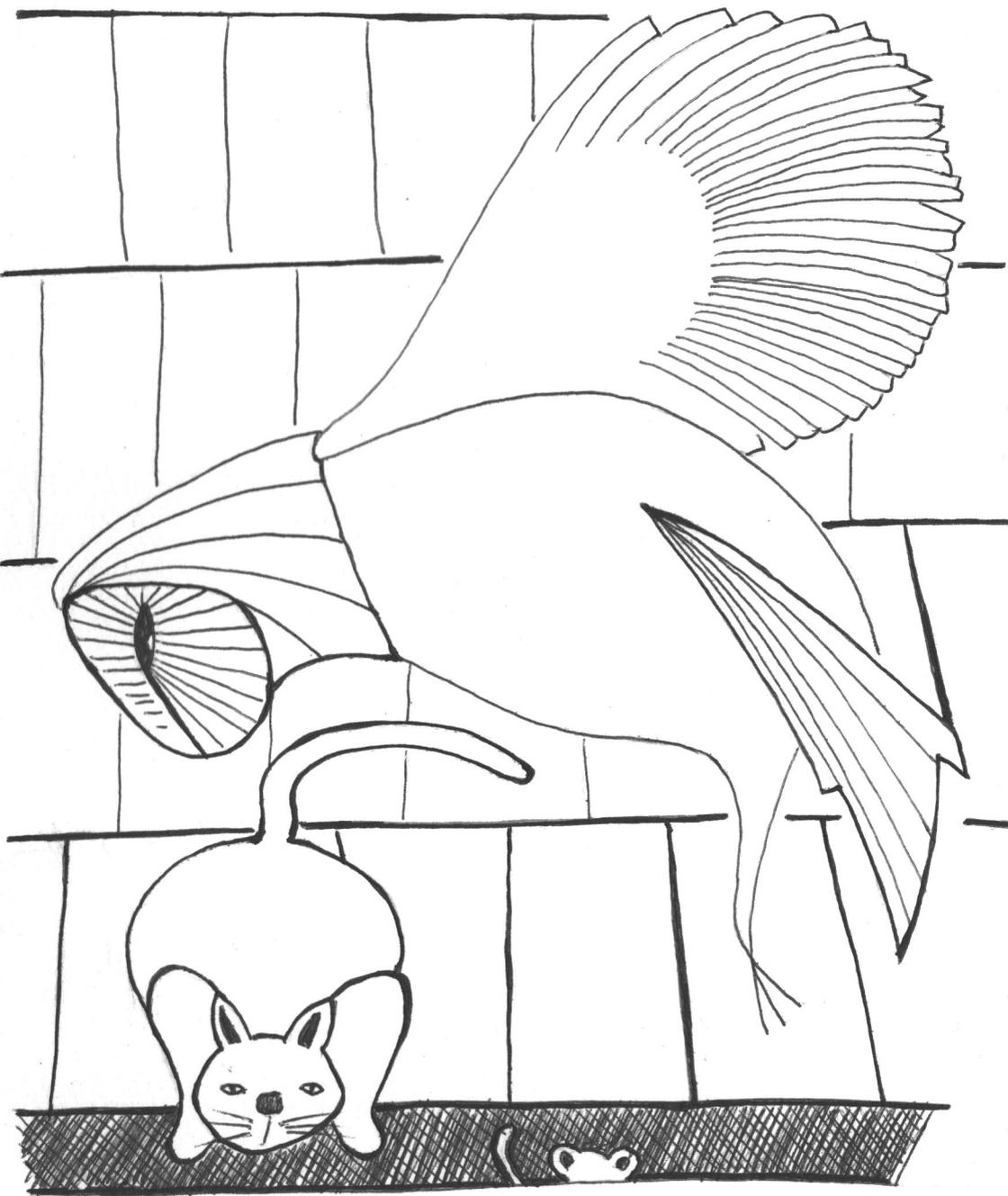
Owl flies on.  
She is getting very hungry.  
She really needs the moon  
so that she can see to  
catch her food.  
Sadly she starts to  
fly back home.



Owl swoops low over a house.

She sees a cat sneaking  
along the edge of the roof.

He looks as if he is chasing a  
mouse down a drain pipe!



Owl circles down and lands  
on the gutter.

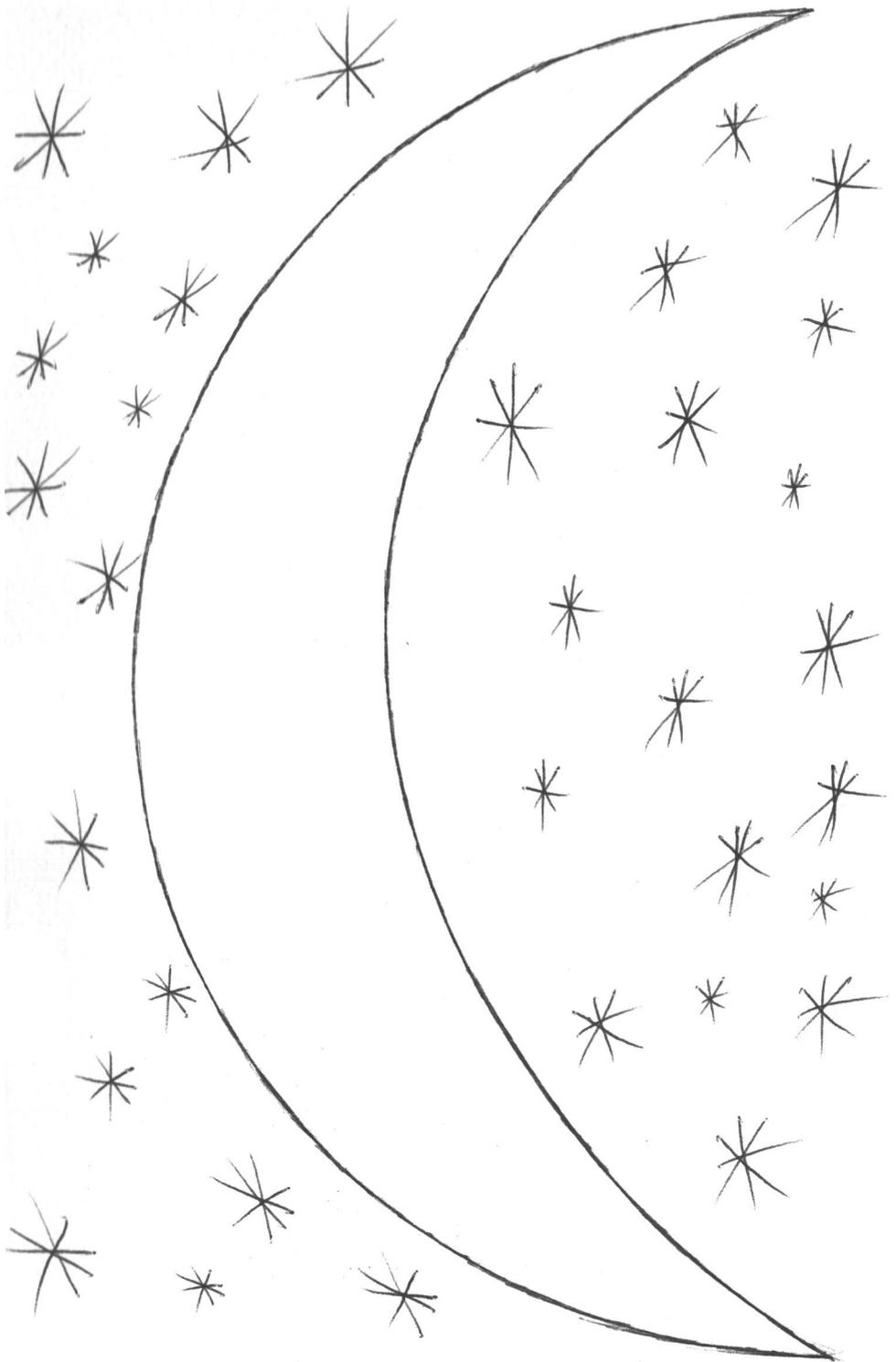
She speaks to the cat.

“Have you seen the  
moon tonight?”

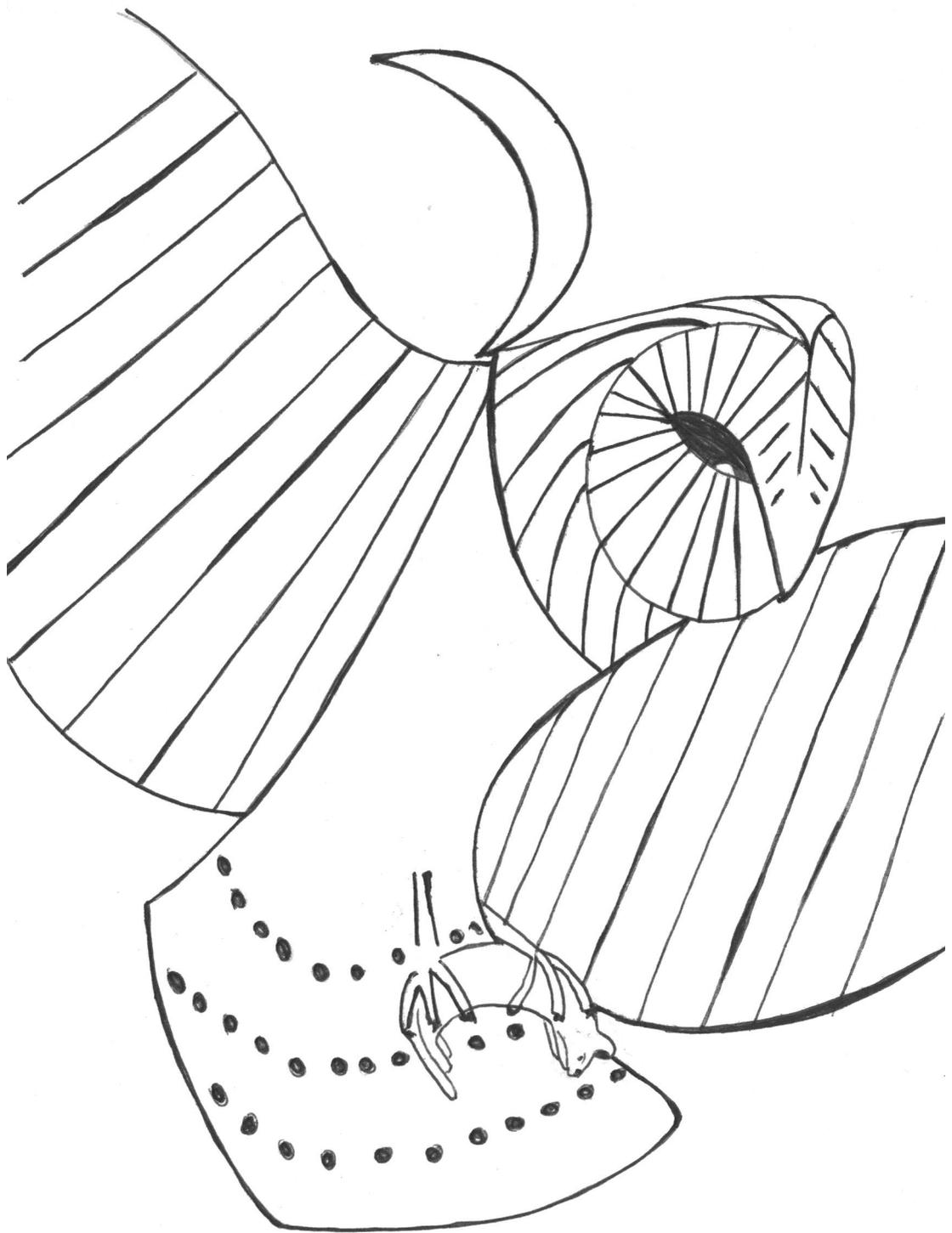
“Why, yes!” Cat shows a  
paw and waves it at the sky.

“The moon is up there.

That’s how I can  
see the mouse!”



Owl gazes up.  
She sees a thin banana moon  
hanging in the night sky.  
“Thank goodness you are here!”  
she hoots softly. “Now I can go  
hunting too!”



## Sounds and letters

/c/ as c, /t/ as t, /a/ as a

/d/ as d, /g/ as g, /o/ as o

/m/ as m, /n/ as n

/i/ as i, /s/ as s and ss

/u/ as u, /r/ as r

/h/ as h, /l/ as l and ll

/e/ as e, /b/ as b

/f/ as f and ff, /sh/ as sh

/p/ as p, /c/ as k and ck

/ee/ as y, /p/ as pp (+ mm, dd, rr, nn)

/ee/ as ee, ea, e

/w/ as w and wh\*, /ch/ as ch

/th/ as th, /ng/ as ng

/tth/ as th, /v/ as v and ve

/oo/ as oo, u and oul

/j/ as j, /ar/ as ar and a\*

/ou/ as ou, ow and ough

/or/ as or, ore, aw and a

/ay/ as ay, a-e, ai

/ie/ as y, ie, i-e, i and igh

/cw/ as qu/, /cs/ as x, /y/ as y

/oa/ as ow, o, oa, oe and o-e

/ooh/ as oo, ew, o

/z/ as z, zz and s, /g/ as, gu and gh

/er/ as er, ur, ir, ear and or

/s/ as c, se and ce

/j/ as g, ge and dge

/l/ as le + tt, gg, bb

/ue/ as ew, u-e and u

/ch/ as tch, /oy/ as oi, oy

## Code-Breakers

Extended Texts ~ Book 3

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Registered Charity no. 1004205.

## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.*

### 1. Read *Dear Postman* and enjoy it together

- Use the *Reading Strategies* to help with new and tricky words.

### 2. Look at sentence punctuation

- Study the letter using *Looking at Sentences*. Focus on sentence endings. Use *Punctuation* to explore why they are there.
- Write a sentence of your own that uses a question mark. Repeat for a sentence with an exclamation mark.

### 3. Write two short letters

- Using the *Letter Template*, write a letter asking the postman to bring you something a bit strange!
- Write a letter back from the postman, explaining that he couldn't get it, but that he has got you something else instead.

### Now try these Fun-Time Extras

- On *Please, Mr Postman* draw and label further animals and the things you think *they* would have asked for.
- Write a letter to your postman or woman thanking them for all their hard work delivering your family's letters and parcels.
- Would you like to be a postman or woman? Give your answers on *Being a Postman or Postwoman*

## Reading Strategies

When you come across a word you don't know, use these strategies to help you read it!

<b><u>Sound out</u> the word</b> <i>This is the first strategy to use!</i>	
Break words into <b><u>syllables</u></b> e.g. <i>cat-er-piller</i>	Look for <b><u>smaller words</u></b> within words e.g. <i>c-at</i>
<b><u>Skip</u></b> the word and read the rest of the sentence to try and work out what it says	Did the sentence you read <b><u>make sense?</u></b>
Use the <b><u>pictures</u></b>	<b><u>Remember</u></b> the text

## Punctuation

Full stop	.	We always put a full stop at the end of a normal sentence.	Sam wrote a letter.
Comma	,	We use commas to put a little pause in a sentence and to put a gap between things that are in a list	Sam, feeling excited, waited for the postman.  Sam used a pen, two pencils, a rubber and a crayon.
Question mark	?	We put a question mark at the end of a question instead of a full stop.	Are you OK?
Exclamation mark	!	We use an exclamation mark to show something is written with emphasis or extra strength.	That's amazing!  Come over here, Sam!

# Looking at Sentences

## 1. Look at sentence punctuation

- In the first letter, point out these:
  - full stop,
  - comma,
  - question mark
  - exclamation mark.
- Use *Punctuation* above ↑ to explore why they are there.
- Find further examples of these punctuation marks in the letters.
- Practise forming them on scrap paper.
- Write a sentence of your own that uses a question mark.
- Repeat for a sentence with an exclamation mark.

## 2. Write two short letters

Using the *Letter Template* below, write a letter asking the postman to bring you something a bit strange!

- Try to use a comma, a question mark and an exclamation mark as well as full stops in your letter.
- Write a letter back from the postman explaining he couldn't get it but he has got you something else instead.





## Please, Mr Postman!

Animal	What might they have asked for?
<hr/>	<hr/>



## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.*

### 1. Read and enjoy the story, *Boris and Sid Are Bad*

Use the *Reading Strategies* to help decode any new and tricky words and answer the *Questions* about the story.

### 2. Recognise single-sentence instructions

What might Sid and Boris have said to each other during their arguments?

- Read through the sentences on *What Sid and Boris Said* and identify these as instructions.
- Read the checklist of single-sentence instruction features.

### 3. Write instructions from Mum and Dad to Boris and Sid

Mum and Dad are cross with Boris and Sid.

On *Mum and Dad's Instructions*, write some instructions that Mum and Dad give to the naughty pair.

### Now Try These Fun-Time Extras

- Read the *Jumbled Sentences*. Tick only the ones that are instructions.
- Can you find any examples of instructions around your house?
- Using *Falling Out and Making Up*, describe a time when you and a friend had an argument and what you did to make friends again.

## Reading Strategies

When you come across a word you don't know, use these strategies to help you read it!

<u>Sound out</u> the word <i>This is the first strategy to use!</i>	
Break words into <u>syllables</u> e.g. <i>cat-er-piller</i>	Look for <u>smaller words</u> within words e.g. <i>c-at</i>
<u>Skip</u> the word and read the rest of the sentence to try and work out what it says	Did the sentence you read <u>make sense</u> ?
Use the <u>pictures</u>	<u>Remember</u> the text

## Questions

What started the argument?

What other emotions do you feel when you are cross?

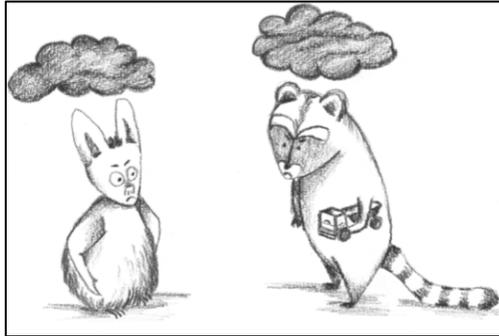
What do you think mummy and daddy said to Boris and Sid?

How do Boris and Sid show each other they are friends again?

Share a time when you have been very cross.

Share a time you have fallen out with a friend, and how you made up.

## What Sid and Boris Said



**Sid said...**

**Go away Boris.**

**Do not tip that mud on me!**

**Say sorry and keep out of my way.**

**Boris said...**

**Give me back my lorry!**

**Stay away from me.**

**Don't come round to my house.**

**Never speak to me again!**

### Sentences which are instructions...

- are usually quite short

- have a bossy doing word (a verb) at the start of the sentence

- sometimes have an exclamation mark (!) at the end of the sentence instead of a full stop

## Mum and Dad's Instructions

In some sentences, use the word *and* to join two instructions together.

Check your sentences against the list on previous page.  
Are yours proper instructions?



### Mum's instructions to Sid and Boris

A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. Inside the border are six horizontal lines for writing.

### Dad's instructions to Sid and Boris

A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. Inside the border are six horizontal lines for writing.

## Jumbled Sentences



Sentence	Tick or cross?
----------	----------------

It's a beautiful day today.	
Can I play with Sid?	
Go to the shops for me.	
Buy two packets of biscuits.	
I like biscuits.	
Why do we need two packets of biscuits?	
Give one to Sid!	
Do I have to?	
Yes, or he will be sad.	
Be quick and do not stay out too late.	

***Try writing some more instruction of your own!***

## A time a friend and I had an argument

Describe a time that you and a friend had an argument.



A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. The interior of the box is white and contains seven horizontal lines for writing.

Now describe what you did to make friends again.



A rectangular writing area with a decorative border made of colorful puzzle pieces in shades of blue, yellow, red, and grey. The interior of the box is white and contains seven horizontal lines for writing.

# What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.*

## 1. Read the *Instructions for Playing Noughts and Crosses*

- Were the instructions easy to understand? Why? Or why not?
- Follow the instructions and play a few games of noughts and crosses against someone at home. Who won?

## 2. Get familiar with the key features of sets of instructions

- Read and discuss the *Key Features of Sets of Instructions*.
- Use different coloured pens to circle all the listed features you can find on the *Instructions for Playing Noughts and Crosses*.

## 3. Write a set of instructions

Get ready to write a set of instructions for brushing your teeth.

- You can use the *Instructions template* or – for a challenge – just use lined paper.
- Keep referring to the *Key Features* to check that your instructions are really good.

## Now Try These Fun-Time Extras

- Read the instructions for other games you have at home.
- Reorder the jumbled instructions for *How to get ready for sleep*.
- Follow the *Instructions for drawing a pigeon*. Send your picture to a relative and explain what you did.
- Follow a recipe's instructions to make something yummy in the kitchen.

# *Instructions for Playing Noughts and Crosses*

**Aim:** Draw three in a row!

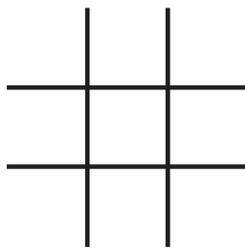
## **Equipment:**

Pens or pencils

Paper

## **Instructions:**

- First, draw a simple grid like this on a piece of paper



- Next, choose one player to begin
- Then let that player decide to be either noughts (O) or crosses (X).
- Now take it in turns to draw either a nought or a cross somewhere on the grid
- Keep going in turn until....

**...someone has three of their shapes in a row!**

## The Key Features of Sets of Instructions

They have a clear **title**

They say what the instructions are **for**

They give a **list of the equipment** you need

Set out the instructions in order using **numbers** or **bullet points**

The instruction sentences begin with **sequence** or **order** words (first, next, then, finally)

The instruction sentences have **bossy doing words** (verbs) near or at the start

Some instruction sentences have **exclamation marks (!)**

## Instructions template

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### Aim:

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### Equipment:

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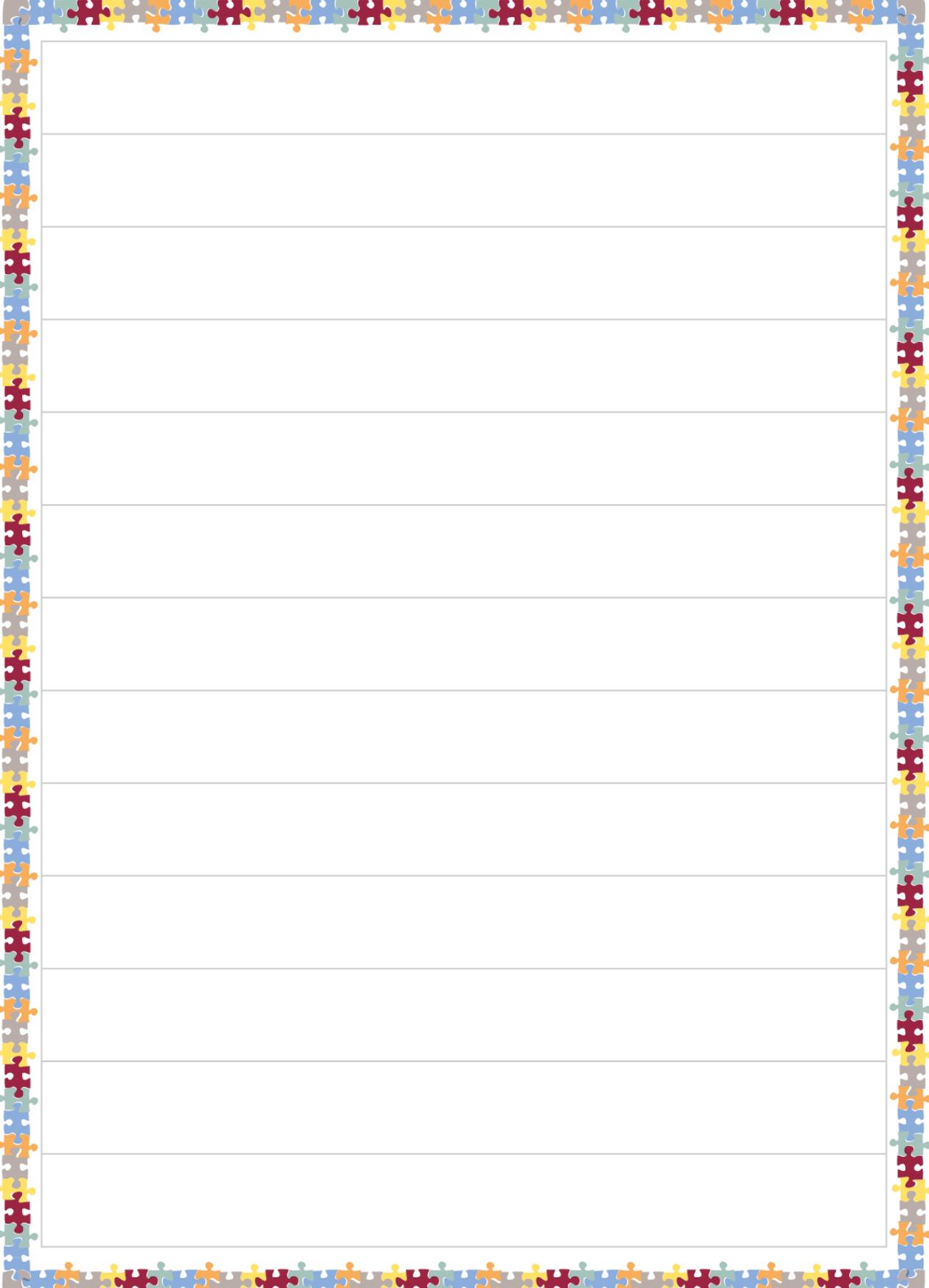
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A large rectangular area with a decorative border of colorful puzzle pieces (red, blue, yellow, green, and grey). Inside the border are several horizontal lines for writing.

# Instructions



A large, empty rectangular area with horizontal lines, intended for writing instructions. The area is framed by a decorative border of colorful puzzle pieces in shades of blue, yellow, orange, and red.

## *How to get ready for sleep*

Afterwards, listen to a bedtime story.

Next, brush your teeth and hair.

After that, snuggle into bed and cuddle your favourite soft toy.

First, undress and put your clothes in a neat pile.

Finally, let an adult turn off the light so you can go to sleep.

Then, enjoy a hot bath or shower.

Then, put on clean pyjamas.

## *How to get ready for sleep*

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## How to draw a picture of a pigeon

You will need:

- A pencil
- Some paper

1. First draw a circle near the top of your paper a bit bigger than a 50p (head).
2. Then put another circle inside that circle (eye).
3. Then make another circle inside that circle and colour it black (pupil).
4. Next draw 2 straight lines down from the first big circle (neck).
5. Then draw a straight line from the right side of the neck to make an L shape (back).
6. After that draw a curved line from the left side of the neck (tummy).
7. Then draw a wing shape.
8. Then draw 2 lines for the legs.
9. Next add the feet and the band on the neck.
10. Finally draw 2 small triangles for the beak

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.*

1. Read *The Owl and the Moon* by Sinead Gaffney and Jackie Abey.

- Would you like to be out in the middle of the night like the owl and the mouse? What would you do?

2. What kind of writing is *The Owl and the Moon*?

Use the poster, *Fiction or Non-Fiction?*, to decide whether *The Owl and the Moon* is fiction or non-fiction.

3. It's writing time!

Write full sentences on *Night Time* to record all the facts you know about night time.

- Use the words and ideas in the *Hints* box to get you started.
- Remember to use capital letters, full stops and good word spaces for all your sentences.
- Read out loud the facts you have written.

**Now try these Fun-Time Extras**

- Find all the *igh* words in *The Owl and the Moon* and write them out carefully in the *Spelling Box*.
- Find books, magazines, comics and newspapers from around your house. Divide them up into piles of fiction and non-fiction titles. Which do you have more of? Are there some that are both?
- Learn the nighttime rhymes, *Star Light, Star Bright* or (for a challenge!) the complete version of *Twinkle, Twinkle Little Star*!

## *Fiction or Non-Fiction?*



Fiction texts...	Non-Fiction texts...
Contain stories about made up people or animals (characters), events or places	Are about real people, things, events or places
Have to be read in order, starting at the beginning	Can be read in any order
Sometimes have illustrations and pictures	Often contain lots of photographs, diagrams and charts. These images usually have labels and captions with them
Are sometimes divided up into chapters	Are sometimes divided up into chapters but also have other sections, like an index, a glossary, headings and subheadings
Often contain speech and talking	Tell you facts and information
<u>Examples of fiction texts include:</u> story books, novels, poems, plays and film scripts	<u>Examples of non fiction texts include:</u> encyclopaedias, magazine and newspaper articles, biographies and autobiographies, instructions and explanations

# Night Time

## Hints

stars

moon

dark

sleep

quiet

animals

owls

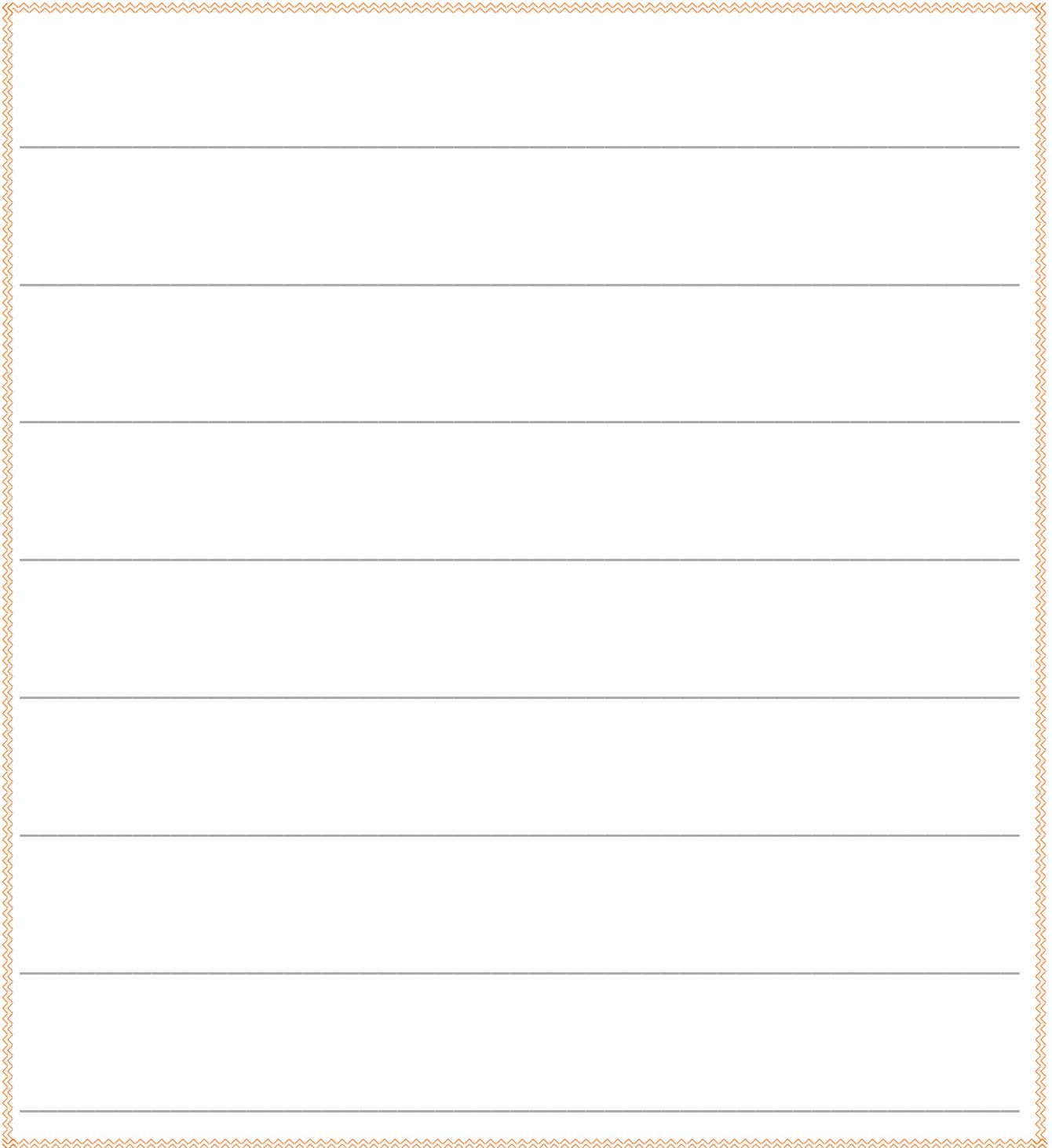
mice

A large rectangular area with a decorative border of colorful puzzle pieces (red, blue, yellow, and grey). The interior is divided into eight horizontal writing lines, providing space for a student to write their response.

## Spelling Box

*How many different words with **igh** in them can you find in the story?*

*Write them in the box below.*



A large rectangular box with a decorative orange zigzag border, containing ten horizontal lines for writing.

## Star Light, Star Bright



Star light, star bright,  
From first star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

*Traditional*

## Twinkle Twinkle Little Star

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky,  
Twinkle, twinkle, little star,  
How I wonder what you are.  
When the blazing sun is gone,  
When he nothing shines upon,  
Then you show your little light,  
Twinkle, twinkle, all the night.  
Twinkle, twinkle, little star,  
How I wonder what you are.  
Then the traveller in the dark,  
Thanks you for your tiny spark;  
He could not see which way to go,  
If you did not twinkle so.  
Twinkle, twinkle, little star,  
How I wonder what you are.

*Traditional*

## What to do today

*IMPORTANT! Parent or Carer – Read this page with your child and check that you are happy with what they have to do and with any weblinks or use of the internet.*

### 1. Learn about nocturnal animals

Watch the short video clip at <https://www.bbc.co.uk/bitesize/clips/zsshfg8>.

- Which animal did you like the most? Why?
- Try spelling the word ‘nocturnal’ on a piece of paper. Use a “look cover write check” strategy to help you get the spelling right.

### 2. Making lists

- On *Night Creatures*, list all the nocturnal animals that were mentioned in the video.

### 3. What do nocturnal animals eat?

In the video, what did we learn that owls, hedgehogs, bats and moles liked to eat?

- On *Nocturnal Nosh*, draw a picture of one of the nocturnal animals we learned about.

### Now try these Fun-Time Extras

- How many words can you make from the letters in this word?  
**N O C T U R N A L**
- Name all the creatures on the *Nine Nocturnal Animals* poster. You might have to look some up on the internet or in books! Explain which one you like the best, and why.
- With a grown up, read the poem *The Moon* by Robert Louis Stevenson.



## Nocturnal Nosh

Write a sentence explaining what the animal you have chosen eats.

Write another sentence saying whether you think you would like that food!

Say why you would or would not!

**My nocturnal animal**

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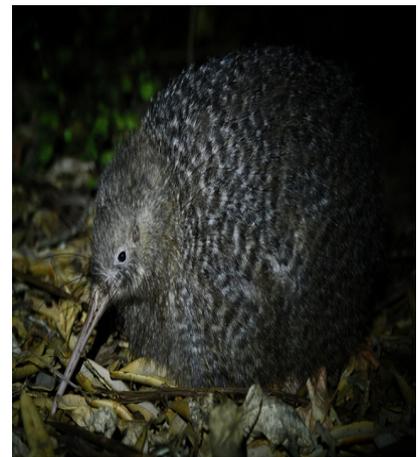
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## Nine Nocturnal Animals

*Do you know these nocturnal animals?*



## The Moon



By Robert Louis Stevenson

The moon has a face like the clock in the hall;  
She shines on thieves on the garden wall,  
On streets and fields and harbour quays,  
And birdies asleep in the forks of the trees.  
The squalling cat and the squeaking mouse,  
The howling dog by the door of the house,  
The bat that lies in the bed at noon,  
All love to be out by the light of the moon.  
But all of the things that belong to the day  
Cuddle to sleep to be out of her way;  
And flowers and children close their eyes  
Till up in the morning the sun shall arise.