

Collins



Sample Pack

# Vocabulary, Grammar and Punctuation Skills



Abigail Steel



# Treasure House Vocabulary, Grammar and Punctuation Skills Pupil Books

## Contents

Note: new content for the Skills edition is highlighted in **bold**.

Vocabulary, Grammar and Punctuation Skills Pupil Book 1	Vocabulary, Grammar and Punctuation Skills Pupil Book 2
ISBN: 978-0-00-823646-5	ISBN: 978-0-00-823647-2
<u>Vocabulary</u> <b>Unit 1A: Adding –s</b> <b>Unit 1B: Adding –es</b> <b>Unit 2A: Adding endings to root words (–ing)</b> <b>Unit 2B: Adding endings to root words (–ed)</b> <b>Unit 2C: Adding endings to root words (–er)</b> <b>Unit 2D: Adding endings to root words (–est)</b> Unit 3: Adding the prefix un– <b>Review unit 1: Vocabulary</b>  <u>Grammar</u> <b>Unit 1A: Building sentences</b> <b>Unit 1B: Building more sentences</b> <b>Unit 2A: Building sentences using ‘and’</b> <b>Unit 2B: Building more sentences using ‘and’</b> <b>Review unit 2: Grammar</b> <u>Punctuation</u> <b>Unit 1: Leaving spaces between words</b> <b>Unit 2: Using a capital letter and a full stop</b> <b>Unit 3: Using a question mark</b> <b>Unit 4: Using an exclamation mark</b> <b>Unit 5: Using a capital letter for names of people</b> <b>Unit 6: Using a capital letter for names of places</b> <b>Unit 7: Using a capital letter for days of the week</b> <b>Unit 8: Using a capital letter for ‘I’</b> <b>Unit 9: Punctuating sentences</b> <b>Review unit 3: Punctuation</b>	<u>Vocabulary</u> Unit 1: Using suffixes to form nouns Unit 2: Compound nouns Unit 3: Using suffixes to form adjectives Unit 4: Using suffixes to form adverbs from adjectives Unit 5: Using suffixes in adjectives <b>Review unit 1: Vocabulary</b> <u>Grammar</u> Unit 1: Coordinating conjunctions Unit 2: Subordinating conjunctions <b>Unit 3A: Expanded noun phrases to describe</b> <b>Unit 3B: Expanded noun phrases to specify</b> Unit 4: Sentence types: statements Unit 5: Sentence types: questions Unit 6: Sentence types: exclamations Unit 7: Sentence types: commands <b>Unit 8A: Past tense</b> <b>Unit 8B: Present tense</b> Unit 9: Progressive verb forms in the present tense and past tense <b>Review unit 2: Grammar</b> <u>Punctuation</u> <b>Unit A: Punctuation marks</b> Unit 1: Commas in lists Unit 2: Apostrophes for omission Unit 3: Apostrophes for possession <b>Review unit 3: Punctuation</b>
Vocabulary, Grammar and Punctuation Skills Pupil Book 3	Vocabulary, Grammar and Punctuation Skills Pupil Book 4
ISBN: 978-0-00-823648-9	ISBN: 978-0-00-823649-6
<u>Vocabulary</u> Unit 1: Using a dictionary Unit 2: Guide words Unit 3: Root words Unit 4: Nouns with prefixes Unit 5: Word families <b>Review unit 1: Vocabulary</b> <u>Grammar</u> Unit 1: Parts of a sentence (verbs) Unit 2: Parts of a sentence (nouns and adjectives) Unit 3: Pronouns to avoid repetition (1) Unit 4: Pronouns to avoid repetition (2) Unit 5: The present perfect tense Unit 6: Conjunctions (1) Unit 7: Conjunctions (2) Unit 8: Adverbs (1) Unit 9: Adverbs (2)	<u>Vocabulary</u> Unit 1: Dictionary definitions Unit 2: Using a dictionary Unit 3: Word families (1) Unit 4: Word families (2) Unit 5: Nouns with prefixes Unit 6: Standard English word choices <b>Review unit 1: Vocabulary</b> <u>Grammar</u> Unit 1: Parts of speech Unit 2: Sentences and phrases Unit 3: Noun phrases Unit 4: Using pronouns to make your writing clear Unit 5: Adverbs and adverbials Unit 6: Fronted adverbials Unit 7: Revising conjunctions Unit 8: Conjunctions to express time and cause



Unit 10: Prepositions of place Unit 11: Prepositions of time Unit 12: A or an? <b>Review unit 2: Grammar</b> <u>Punctuation</u> Unit 1: Final punctuation Unit 2: Capital letters Unit 3: Apostrophes for possession Unit 4: Speech marks (1) Unit 5: Speech marks (2) <b>Review unit 3: Punctuation</b>	Unit 9: Plural or possessive? Unit 10: Paragraphs (1) Unit 11: Paragraphs (2) Unit 12: Standard and non-Standard verbs (1) Unit 13: Standard and non-Standard verbs (2) <b>Review unit 2: Grammar</b> <u>Punctuation</u> Unit 1: Commas after fronted adverbials Unit 2: Apostrophes to show possession (1) Unit 3: Apostrophes to show possession (2) Unit 4: Punctuating direct speech (1) Unit 5: Punctuating direct speech (2) <b>Review unit 3: Punctuation</b>
Vocabulary, Grammar and Punctuation Skills Pupil Book 5	Vocabulary, Grammar and Punctuation Skills Pupil Book 6
ISBN: 978-0-00-823650-2	ISBN: 978-0-00-823651-9
<u>Vocabulary</u> Unit 1: Expanded noun phrases Unit 2: Changing nouns or adjectives into verbs <b>Unit 3A: Verb prefixes (1)</b> <b>Unit 3B: Verb prefixes (2)</b> <b>Review unit 1: Vocabulary</b> <u>Grammar</u> Unit 1: Formal and informal language <b>Unit 2A: Adverbs showing possibility</b> <b>Unit 2B: Modal verbs using possibility</b> <b>Unit 3A: Relative clauses (1)</b> <b>Unit 3B: Relative clauses (2)</b> Unit 4: Linking words in paragraphs <b>Unit 5A: Adverbials of time</b> <b>Unit 5B: Adverbials of place</b> <b>Unit 5C: Adverbials of manner</b> <b>Unit 5D: Adverbials of number</b> <b>Review unit 2: Grammar</b> <u>Punctuation</u> Unit 1: Using commas for clearer meaning Unit 2: Hyphens Unit 3: Brackets, dashes and commas Unit 4: Boundaries between clauses Unit 5: Colons to introduce lists Unit 6: Punctuating bulleted lists <b>Review unit 3: Punctuation</b>	<u>Vocabulary</u> <b>Unit 1A: Using a thesaurus (1)</b> <b>Unit 1B: Using a thesaurus (2)</b> <b>Unit 2A: Synonyms</b> <b>Unit 2B: Antonyms</b> Unit 3: Our changing language <b>Unit 4: Question tags</b> <b>Review unit 1: Vocabulary</b> <u>Grammar</u> Unit 1: Using the subjunctive <b>Unit 2A: Using the active voice</b> <b>Unit 2B: Using the passive voice</b> <b>Unit 3A: Relative clauses (1)</b> <b>Unit 3B: Relative clauses (2)</b> <b>Unit 4A: Cohesive devices: repetition</b> <b>Unit 4B: Cohesive devices: adverbials</b> <b>Unit 4C: Cohesive devices: ellipsis</b> <b>Review unit 2: Grammar</b> <u>Punctuation</u> Unit 1: Using commas for clearer meaning Unit 2: Hyphens to avoid ambiguity Unit 3: Brackets, dashes and commas Unit 4: Boundaries between clauses Unit 5: Colons and semicolons in lists Unit 6: Punctuating bulleted lists <b>Review unit 3: Punctuation</b>

[Note: the unit content listed in this document is correct at June 2017, but may be subject to change before publication]

Collins



Year 3

# Vocabulary, Grammar and Punctuation Skills



Abigail Steel



# Punctuation Unit 2: Capital letters

## Overview

### English curriculum objectives

- (Revision of) use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

### Treasure House resources

- Vocabulary, Grammar and Punctuation Skills Pupil Book 3 Punctuation Unit 2 pages 44–45

- Collins Connect Treasure House Vocabulary, Grammar and Punctuation Year 3 Punctuation Unit 2
- Photocopiable Punctuation Unit 2, Resource 1: Colouring capitalisation rules, page 108
- Photocopiable Punctuation Unit 2, Resource 2: Correcting capitalisation, page 109

## Introduction

### Teaching overview

This unit aims to practise and consolidate the concept that we use capital letters at the start of sentences and at the beginning of proper nouns. A proper noun is the name of a specific person, place, organisation or thing. Proper nouns always begin with a capital letter, regardless of where they occur in a sentence. Punctuation is used to structure and organise sentences, clarifying how the sentence should be read. A capital letter should always be used to indicate the beginning of a sentence.

Use the content of this unit to teach grammar explicitly: children should be taught grammatical terminology and concepts, and be able to apply them correctly to examples of real language; such as their own writing or books they have read.

When modelling the teaching point, use your voice to show emphasis, intonation, tone, volume and natural speech patterns. This will help children to learn the differences between spoken and written vocabulary, grammar and punctuation.

### Introduce the concept

Ask the children to tell you all the circumstances in which you should use a capital letter to start a word. Elicit ideas. Establish that every sentence starts with a capital letter and that we also use capital letters at the beginnings of proper nouns. Remind the children that proper nouns are names or titles of specific things such as individual people, places, months, days, book and film titles, and organisations.

Write a selection of proper and common nouns on the board without capitalising any of them, for example, 'chair', 'table', 'david', 'oxfordshire', 'hair', 'skirt', 'pen', 'australia', 'lake', 'town', 'church', 'st mary's church', 'mrs wilson', 'flower', 'flour' 'the sea', 'the mediterranean sea', 'oxfam'. Ask volunteers to find the proper nouns and give them capital letters. Once all the proper nouns have been found, ask more volunteers to use them in sentences. Ask them to write the sentences on the board ensuring they capitalise the proper nouns and beginnings of the sentences correctly.

## Pupil practice

Pupil Book pages 44–45

### Get started

The children read pairs of sentences and copy out the sentence from each pair that uses capital letters correctly. You may wish to support the children by reading each pair of sentences aloud and then pausing while they discuss the sentences in pairs, before asking them to copy the sentences.

#### Answers

1. b) *My birthday is in October.* [example]
2. b) My cousin is a great dancer. [1 mark]
3. b) Fabien lives in Paris in France. [1 mark]
4. a) We have English on Thursdays. [1 mark]
5. a) Elsa and I went to London. [1 mark]
6. a) My mum was born in a town in Florida. [1 mark]

### Try these

The children rewrite sentences using capital letters in the correct places.

#### Answers

1. *Newcastle is a city in England.* [example]
2. Newquay is a town in Cornwall. [1 mark]
3. My friends are called Naveen, Tobias and Elena. [1 mark]
4. My favourite days are Tuesday and Saturday, when I go swimming. [1 mark]
5. The film I enjoy most is 'Paddington'. [1 mark]
6. Texas is a state in America. [1 mark]
7. My brothers are called Phillip and John. [1 mark]
8. 'Mr Stink' is the book I enjoy reading most. [1 mark]

### Now try these

The children write their own sentence about each of the topics given, making sure they use capital letters correctly.

1. Accept any sentence with correct capitalisation on the topic of a place they have visited. [1 mark]
2. Accept any sentence with correct capitalisation on the topic of their friends. [1 marks]

3. Accept any sentence with correct capitalisation on the topic of TV programmes they like. [1 mark]
4. Accept any sentence with correct capitalisation on the topic of when their birthday is. [1 mark]
5. Accept any sentence with correct capitalisation on the topic of their favourite books. [1 mark]
6. Accept any sentence with correct capitalisation on the topic of what they did at the weekend. [1 mark]

## Support, embed & challenge

### Support

Use Punctuation Unit 2 Resource 1: Colouring capitalisation rules (page 108) to help these children identify and recall when it is necessary to use capital letters. Ask the children to read the statement endings in the boxes and decide whether they describe a circumstance in which a capital letter is needed. Then they should colour the boxes that are correct.

(Answers A capital letter is needed: for names of films, for names of people, for months of the year, for names of countries, for days of the week, at the start of a sentence, for proper nouns, for names of places, for names of books)

### Embed

Use Punctuation Unit 2 Resource 2: Correcting capitalisation (page 109) to give the children practice writing sentences using capital letters correctly. Ask

the children to read the sentences carefully and decide where capital letters are needed. Then they should rewrite the sentences, adding capital letters.

(Answers 1. On Friday, Emma went for lunch with her friend. 2. In April, Fiona will be turning twelve. 3. The local football club, Newbury Town Wanderers, are looking for new talent. 4. Simon and Steve are going fishing on Saturday. 5. Last month, Aisha went to Spain on holiday. 6. Bashira's family come from America. 7. Tessa was fed up waiting for Bryony. 8. Yasmin caught the train to York on Thursday.)

### Challenge

Challenge these children to write a paragraph about their school and their class. Encourage them to write about where the school is, who the children are, what they do on different days and what books they are reading. Check they have used capital letters for proper nouns and at the start of sentences.

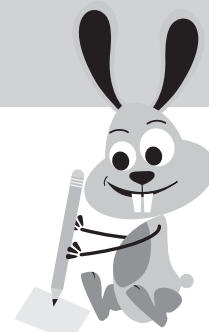
## Homework / Additional activities

### Title capitals

Ask the children to research and find an answer to the following question: Should film titles and book titles use capital letters?

### Collins Connect: Punctuation Unit 2

Ask the children to complete Punctuation Unit 2 (see Teach → Year 3 → Vocabulary, Grammar and Punctuation → Punctuation Unit 2).

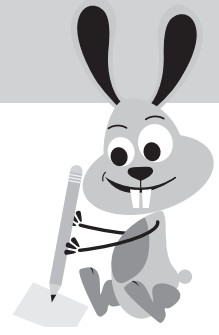


## Colouring capitalisation rules

Colour the boxes that say when a capital letter is needed.

A capital letter is needed ...

only on a Monday	for names of films	when you are in Year 3	for names of people
for months of the year	for household objects	for adjectives	if it's raining
for names of countries	for adverbs	for days of the week	for common nouns
for conjunctions	at the start of a sentence	when you feel like it	for proper nouns
for prepositions	if you are writing in pen	for names of places	for names of books



## Correcting capitalisation

Rewrite the sentences, adding the correct punctuation.

1. on friday, emma went for lunch with her friend.

---

2. in april, fiona will be turning twelve.

---

3. the local football club, newbury town wanderers, are looking for new talent.

---

4. simon and steve are going fishing on saturday.

---

5. last month, aisha went to spain on holiday.

---

6. bashira's family come from america.

---

7. tessa was fed up waiting for bryony.

---

8. yasmin caught the train to york on thursday.

---



# Capital letters

Remember, every sentence starts with a **capital letter**. We also use capital letters at the beginning of **proper nouns**. Proper nouns are names or titles of things such as people, places, months, days, books and films.

- My best friend is **M**artha.
- She comes from **C**anada.
- We have swimming every **M**onday.



## Get started

Copy out the sentence from each pair that uses capital letters correctly. One has been done for you.

1. a) My birthday is in october.  
b) My birthday is in October.  
Answer: b) *My birthday is in October.*
2. a) my Cousin is a great Dancer.  
b) My cousin is a great dancer.
3. a) Fabien lives in paris in France.  
b) Fabien lives in Paris in France.
4. a) We have English on Thursdays.  
b) We have english on thursdays.
5. a) Elsa and I went to London.  
b) Elsa and i went to London.
6. a) My mum was born in a town in Florida.  
b) My mum was born in a Town in Florida.





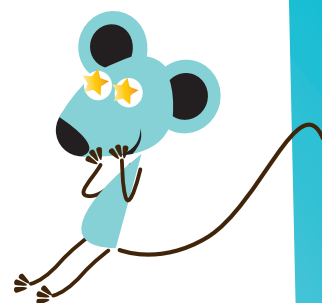
## Try these

Rewrite these sentences using capital letters in the correct places. One has been done for you.

1. newcastle is a city in england.

Answer: *Newcastle is a city in England.*

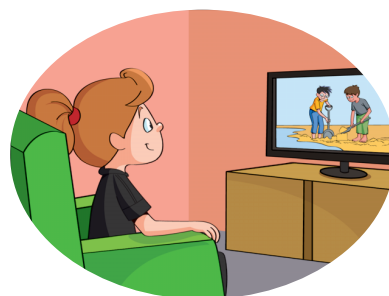
2. newquay is a town in cornwall.
3. my friends are called naveen, tobias and elena.
4. my favourite days are tuesday and saturday, when i go swimming.
5. the film i enjoy most is 'paddington'.
6. texas is a state in america.
7. my brothers are called phillip and john.
8. 'mr stink' is the book i enjoy reading most.



## Now try these

Write your own sentence about each of these topics, making sure you use capital letters correctly.

1. A place you have visited
2. Your friends
3. TV programmes you like
4. When you have your birthday
5. Your favourite books
6. What you did at the weekend



# Punctuation

A. Copy the sentences and add the correct punctuation. You might need capital letters, full stops, exclamation marks or question marks.

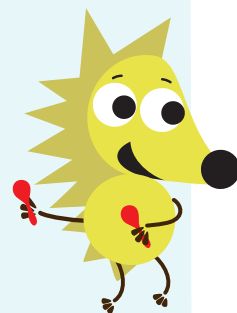
1. what time does the show start
2. help, my shoelaces are tied together
3. i would like a strawberry ice-cream
4. can we take a leaflet
5. that was a shocking ending

B. Copy the list and tick the things that need capital letters.

- |                              |                          |
|------------------------------|--------------------------|
| 1 Days of the week           | <input type="checkbox"/> |
| 2. The start of a sentence   | <input type="checkbox"/> |
| 3. Items in your pencil case | <input type="checkbox"/> |
| 4. Place names               | <input type="checkbox"/> |
| 5. Fruits and vegetables     | <input type="checkbox"/> |
| 6. People's names            | <input type="checkbox"/> |

C. Rewrite each phrase using an apostrophe to show possession.

1. the watering can belonging to the gardener
2. the board games belonging to Auntie Pauline.
3. the atmosphere in the classroom
4. the books belonging to Mr Sanchez
5. the hairbrush belonging to Mum



D. Copy and complete the sentences by adding speech marks where they are needed.

1. Lucy said, Shall we have pie for tea tonight?
2. Jackson replied, Yes please – that's my favourite.
3. Do you enjoy painting? asked Karen.
4. Not as much as I enjoy drawing, answered Toby.
5. What a busy day we are having! exclaimed Abi.



Collins



Year 4

# Composition Skills



Chris Whitney



# Vocabulary Unit 5: Nouns with prefixes

## Overview

### English curriculum objectives

- Use further prefixes and suffixes and understand how to add them

### Treasure House resources

- Vocabulary, Grammar and Punctuation Skills Pupil Book 4, Vocabulary Unit 5, pages 12–13
- Collins Connect Treasure House Year 4 Vocabulary, Grammar and Punctuation: Vocabulary Unit 5
- Photocopiable Unit 5, Resource 1: Prefix match, page 81
- Photocopiable Unit 5, Resource 2: Prefix hunt, page 82

### Additional resources

- Word cards for: disappear, reappear, mistake, retake, reconnect, incorrect, inactive, reactive, misplace, displace, replace, replant, irreplaceable, impossible, reshape, misshape, rematch, mismatch, recover, discover, inaction, reaction, reassemble, disassemble, misfit, refit, dislocate, relocate, misname, rename, disorganised, reorganised
- A variety of class dictionaries

## Introduction

### Teaching overview

This unit builds on the children's knowledge and understanding of prefixes by looking at how a wide variety of prefixes can be added to nouns to make new nouns. The use of prefixes creates new words in a word family, and an increased knowledge of prefixes and their meaning will help children understand new words as they encounter them. It will also give them confidence to create new words when needed.

### Introduce the concept

Ask the children to remind you of what a prefix is. Elicit their answers and confirm that a prefix is a group of letters that can be added to the beginning of a word to change its meaning.

Tell the children that there are lots of prefixes that can be added to nouns to create new nouns. Read the list of prefixes in the Pupil Book together and write them on the board, discussing the meaning of each as you go.

Leaving the list of prefixes on the board, write the following words on the board: 'mistake', 'discovery', 'intercity', 'submarine', 'superhero', 'antidote', 'autopilot', 'ex-policeman', 'co-operation', 'microscope'. Ask the children to discuss the meaning of the words with a partner, encouraging them to use the meaning of the prefixes as part of their definition. Ask volunteers to come to the front and write one of the words next to the prefix and explain its meaning.

## Pupil practice

### Get started

Ask the children to write a definition for each word, based on their knowledge of prefixes, then write a sentence for each word.

Possible answers (definitions):

1. *Misfortune is bad fortune or bad luck. Black cats bring misfortune – to mice!* [example]
2. A supermarket is a very large market or shop.
3. Disorganisation is a lack of organisation.
4. Antifreeze is used to prevent against frost.
5. An autopilot directs a plane by itself.
6. An ex-soldier is someone who used to be a soldier.
7. A microchip is a very small computer chip.
8. A minibus is a small bus.

### Pupil Book pages 12–13

Accept any appropriate sentence that uses the given word.

[1 mark for the definition and 1 mark for the sentence]

### Try these

Ask the children to carry out the activity, using a dictionary for help if they need to.

#### Answers

- |                         |           |
|-------------------------|-----------|
| 1. <u>anticlimax</u>    | [example] |
| 2. <u>superhero</u>     | [1 mark]  |
| 3. <u>interaction</u>   | [1 mark]  |
| 4. <u>disappearance</u> | [1 mark]  |
| 5. <u>subway</u>        | [1 mark]  |
| 6. <u>overwork</u>      | [1 mark]  |

### Now try these

Suggest to the children that once they have chosen their words, they should double check that they are nouns. Remind them that if the word is not a noun, they might be able to change it to one, for example, translate → translation.

### Answers

Accept any sentences containing new nouns with the given prefixes. [2 marks per sentence]

Nouns could include: subversion, subcontinent, multimedia, multiply, translation, transfer, transport, transaction, disappointment, disagreement.

## Support, embed & challenge

### Support

Work with these children on prefixes in general, without the constriction of using nouns. Place the word cards (see Additional resources above) in the middle of the group. Work as a team to sort the words into sets of words with the same prefix (telling the children to group the 'in-', 'im-' and 'ir-' together).

Read each set of words together and ask the children to tell you which part of each word is the prefix. Explain the meaning of each prefix and help the children to understand how it changes the root word.

Ask the children to cut the prefix off the words then work together to recreate the words, discussing the meaning of each before and after the prefix is added. Help the children to understand how the prefix changes the meaning.

Ask the children to work in pairs to carry out Resource 1: Prefix match. Depending on the needs of the children, remove or leave on the list of example words at the bottom.

### Answers

Prefix	Meaning	Example
dis-	not	dislike, discover
mis-	bad or incorrect	misaid, mistaken
sub-	under or below	submarine, subway
super-	bigger or more than usual	supersonic, supermarket
anti-	against	anticlockwise, antisocial
ex-	not any more	ex-policeman, ex-head
micro-	very small	microchip, microphone
re-	again	reprint, return
pre-	before	pre-order, prefix
over-	above or around	overcoat, overcast

### Embed

Use Resource 2: Prefix hunt, to encourage children to investigate and research words that use the provided prefixes. Remind the children that they need to understand the meaning of each word well enough to explain it to the class. Tell them to watch out that the words they have chosen for 're-' and 'de-' start with a prefix rather than just the letters 're' and 'de'. You could set the task as a competition to see who can find the most words.

### Possible answers

Prefix	Example words
intra-	intranet, intravenous, intramural
techno-	technojargon, technowizard, technomania
multi-	multiplication, multiuse, multimedia
re-	return, rediscover, reiterate
ante-	antenatal, anteroom, antedate
circum-	circumstance, circumvent, circumnavigate
omni-	omnibus, omnivore, omnipotent
de-	devalue, defrost, derail
epi-	epicenter, episcopo, epidermis
extra-	extracurricular, extraordinary, extra-terrestrial
macro-	macrobiotic, macrofossil, macroscopic
mid-	midfielder, midway, midsummer
therm-	thermostat, thermometer, thermodynamic
uni-	unicycle, universal, unilateral

Ask the children to present their findings to the group or class. Select some of the words and ask children to explain their meanings.

### Challenge

Ask the children to find out the origin of the prefixes listed in the Pupil Book.

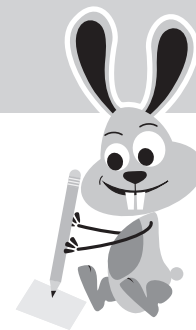
## Homework / Additional activities

### Prefix poster

Challenge the children to create a poster to display a selection of prefixes and their meanings, including as many example words as possible.

### Collins Connect: Vocabulary Unit 5

Ask the children to complete Vocabulary Unit 5 (see Teach → Year 4 → Vocabulary, Grammar and Punctuation → Vocabulary Unit 5).



## Prefix match

Match each prefix from the box to its definition.

Write an example for each prefix.

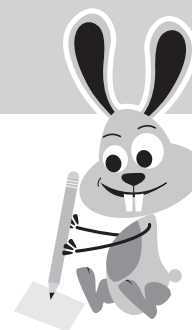
micro-	sub-	over-	super-	mis-
anti-	ex-	re-	pre-	dis-

Prefix	Meaning	Example
	not	
	bad or incorrect	
	under or below	
	bigger or more than usual	
	against	
	not any more	
	very small	
	again	
	before	
	above or around	

Use these suggestions to help.

microchip	microphone	submarine	subway	overcoat
overcast	supersonic	supermarket	misaid	mistaken
anticlockwise	antisocial	ex-policeman	ex-head	
reprint	return	pre-order	prefix	dislike
				discover





## Prefix hunt

Use a dictionary to find examples of words that use each of these prefixes.

Read and learn the definition of each one: you need to know – and understand – the meaning of each word you write down.

Try and find as many words as you can – write any extra words on the back of the sheet.

Prefix	Example words
intra–	
techno–	
multi–	
re–	
ante–	
circum–	
omni–	
de–	
epi–	
extra–	
macro–	
mid–	
therm–	
uni–	

# Nouns with prefixes

A **prefix** is a group of letters that can be added to the beginning of a word to change its meaning. There are lots of prefixes you can add to nouns to create new nouns.

- **mis-** = bad / incorrect
- **dis-** = not / lack of
- **inter-** = between
- **sub-** = under / below
- **super-** / **over-** = bigger / more than usual
- **anti-** = against
- **auto-** = self / on its own
- **ex-** = not any more
- **co-** = with
- **micro-** / **mini-** = small



## Get started

Look at each word's prefix. Try to write a definition for the word on your own, before using a dictionary for help. Then put the word into a sentence. One has been done for you.

1. misfortune

Answer: Misfortune is bad fortune or bad luck. Black cats bring misfortune - to mice!

2. supermarket
3. disorganisation
4. antifreeze
5. autopilot
6. ex-soldier
7. microchip
8. minibus



## Try these

Copy and complete these sentences by adding a prefix from the box. Use a dictionary for help if you need to. One has been done for you.

anti	dis	over	sub	super	inter
------	-----	------	-----	-------	-------

1. The film had a really terrible ending – it was such an anti climax.
2. What's that flying through the air? It's a \_\_\_\_\_ hero!
3. Our teacher likes us to chat about our work in big groups, so there's a lot of \_\_\_\_\_ action in the classroom.
4. The \_\_\_\_\_ appearance of my watch is a mystery I still haven't solved.
5. The road was busy so we took the \_\_\_\_\_ way under the street.
6. Hannah was completely exhausted: she was suffering from \_\_\_\_\_ work.



## Now try these

Use a dictionary to find a new noun that contains each of these prefixes and use it in a sentence. One has been done for you.

1. inter–

Answer: *interview*

*My brother Henri had an interview for university last week.*



2. sub–
3. multi–
4. trans–
5. dis–



## Vocabulary

A. Look up each word using a dictionary and write down the definition you find.

1. reign
2. weight
3. amateur
4. sufficient
5. correspond

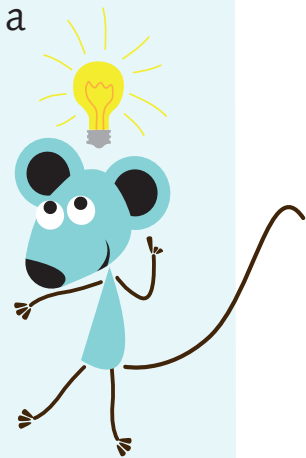
B. Look up each word in a dictionary and use it in a sentence of your own.

1. calculated
2. disaster
3. suspicious
4. doubtful
5. intrigued

C. Copy and complete these sentences, using words from the 'mari' (meaning 'sea') family in the word box.

marina	aquamarine	submarine
--------	------------	-----------

1. We saw sea turtles through the window of the \_\_\_\_\_.
2. In the \_\_\_\_\_, a man was cleaning his boat.
3. Mum says she will paint my room in a lovely shade of \_\_\_\_\_.



D. Write one sentence for each of these words from the 'octa/o' (meaning 'eight') family. You can use a dictionary to help you.

1. octagon
2. octopus
3. octogenarian

E. Copy and complete these sentences by adding a prefix from the box.

anti	over	sub	super	inter
------	------	-----	-------	-------

1. I helped to carry the bags home from the \_\_\_\_\_market.
2. We put our \_\_\_\_\_alls on before we started painting.
3. We flew from the nearby \_\_\_\_\_national airport.
4. When I was ill, the doctor prescribed some \_\_\_\_\_biotics.
5. We watched as the divers prepared to \_\_\_\_\_merge.

F. Copy and complete each sentence, replacing the underlined non-Standard English words with Standard English words.

1. Can you get me jumper?
2. I got a new toy what moves by itself.
3. Nan gave us a lotta sweets today.
4. Mum told me to tidy up cos my room is a mess.
5. My poor lil rabbit is not feeling very well.



Collins



Year 5

# Vocabulary, Grammar and Punctuation Skills



Abigail Steel



# Grammar Unit 2B: Modal verbs showing possibility

## Overview

### English curriculum objectives

- Indicating degrees of possibility using modal verbs (for example: 'might', 'should', 'will' and 'must')

### Treasure House resources

- Vocabulary, Grammar and Punctuation Skills Pupil Book 5, Grammar Unit 2B, pages 18–19

- Collins Connect Treasure House Vocabulary, Grammar and Punctuation Year 5, Grammar Unit 2
- Photocopiable Grammar Unit 2B, Resource 1: We should and we could, page 77
- Photocopiable Grammar Unit 2B, Resource 2: I certainly might, page 78

## Introduction

### Teaching overview

This unit introduces the concept of modal verbs used to show how likely something is. The children should be encouraged to use modal verbs to add nuances in both their spoken and written work. The modal verbs 'can', 'could', 'would', 'shall', 'may', 'might', 'should', 'must' and 'will' change the verb.

### Introduce the concept

Tell the children that in this lesson they will learn about and practice using modal verbs. Ask if any of them have heard of modal verbs before, and if they have, ask them to share their prior knowledge with the class. Explain that modal verbs are used to show how likely something is. Draw a comparison with adverbs of possibility and explain that sometimes an adverb of possibility is used alongside a modal verb.

Write the following examples of modal verbs on the board: 'can', 'could', 'may', 'might', 'must', 'ought', 'shall', 'should', 'will' and 'would'. Write the sentence: 'I eat my broccoli' on the board. Add the modal verb 'will' to give, 'I will eat my broccoli.' Ask other volunteers to change the choice of modal verbs to change the meaning of the sentences.

If the children are confident with this, challenge them to now add an adverb of possibility, for example: 'I definitely should eat my broccoli.'

Ask the children to work in their groups to add a different modal verb to each of the following: 'We go for a walk.' 'I look after my brother.' 'Caitlin does her homework.' 'Leon tidies his room.' (In the last two examples the existing verb will need to change.)

## Pupil practice

### Get started

Ask the children to copy out the sentences, underlining the modal verb in each one. The first answer has been completed as an example. You may wish to support the children by reading each sentence aloud, then pausing while they find and point to the modal verb, before asking them to copy the sentences.

### Answers

1. "Could we go fishing on Saturday?"  
I asked Dad. [example]
2. "We should be able to," he replied. [1 mark]
3. I told him I would get my fishing kit packed and ready. [1 mark]
4. "I will prepare you a tasty picnic," said Mum with a wink. [1 mark]
5. "Shall we invite Uncle Tony?" Dad asked me. [1 mark]

### Pupil Book pages 18–19

6. "You ought to," piped up Mum.  
"He always invites you two." [1 mark]
7. "He might be busy on Saturday," I said.  
"He goes to the match most weeks." [1 mark]
8. "I can ask him later tonight," said Dad. [1 mark]

### Try these

Ask the children to copy out the sentence from each pair that seems most likely. The first answer has been completed as an example.

### Answers

1. We will follow her. [example]
2. I should help. [1 mark]
3. I can come with you into town. [1 mark]
4. I shall go to the shops with Gran and help her carry her bags. [1 mark]
5. I must finish my homework. [1 mark]
6. I will walk the dog. [1 mark]



### Now try these

Ask the children to answer each question with a sentence using a modal verb to show how likely the action is. You may wish to support children by discussing the task before setting them to work independently or in pairs.

#### Possible answers

Accept any appropriate sentences that contain a modal verb.

1. The weather could be nice tomorrow. [1 mark]

2. Open-ended question: I should be going to the cinema on Saturday. [1 mark]

3. Open-ended question: Next Tuesday I may go to the library. [1 mark]

4. Open-ended question: After school I am not going to the library because I ought to go to my friend's house. [1 mark]

5. Open-ended question: Yes, I would like to learn to abseil. [1 mark]

6. Open-ended question: At the weekend I think I might go to the park. [1 mark]

## Support, embed & challenge

### Support

Ask the children to complete Grammar Unit 2B Resource 1: We should and we could to practice using modal verbs. Once the children have finished, ask the children to compare their answers with a partner. In each instance where they have chosen a different word, ask them to decide whose sentence is more likely to happen. Next ask them to try out each word in the box in each sentence and decide together whether they fit or not. (Answers 1. could; 2. must; 3. should; 4. may; 5. will; 6. would; 7. can; 8. might)

### Embed

Ask the children to work in pairs. Tell the children to write the words 'can', 'could', 'may', 'might', 'must', 'ought', 'shall', 'should', 'will' and 'would' on a small whiteboard. Tell them to take turns to choose a word from the list and make up an oral sentence. Tell them to award one point for making up a sentence, two points if the sentence contains two modal verbs and three points if the sentence builds on the last sentence their partner said.

When the children are confidently using modal verbs, ask them to use Grammar Unit 2B Resource 2: I certainly might to practice combining them with adverbs of possibility to create more complicated sentences. Ask children to answer each question by using one modal verb and one adverb of possibility. Explain that they can combine verbs and adverbs, for example: 'She said she definitely will come.' Or they might want to use them in different clauses, for example: 'She might not be able to, but she is definitely going to try.' The words in the boxes can be used multiple times.

### Challenge

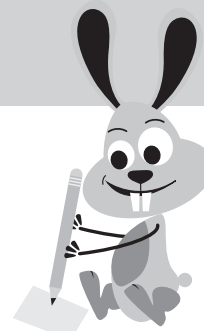
Challenge the children to write a story about a group of children on an activity day. Tell them to include a range of modal verbs and adverbs of possibility in the story to show the likelihood of them participating in a variety of new activities such as canoeing and abseiling.

## Homework / Additional activities

Challenge children to find as many examples of modal verbs of possibility as they can in their current reading book. Ask them to write out five of these sentences, changing the modal verb to give a different meaning to the sentence.

### Collins Connect: Grammar Unit 2

Ask the children to complete Grammar Unit 2 (see Teach → Year 5 → Vocabulary, Grammar and Punctuation → Grammar Unit 2).

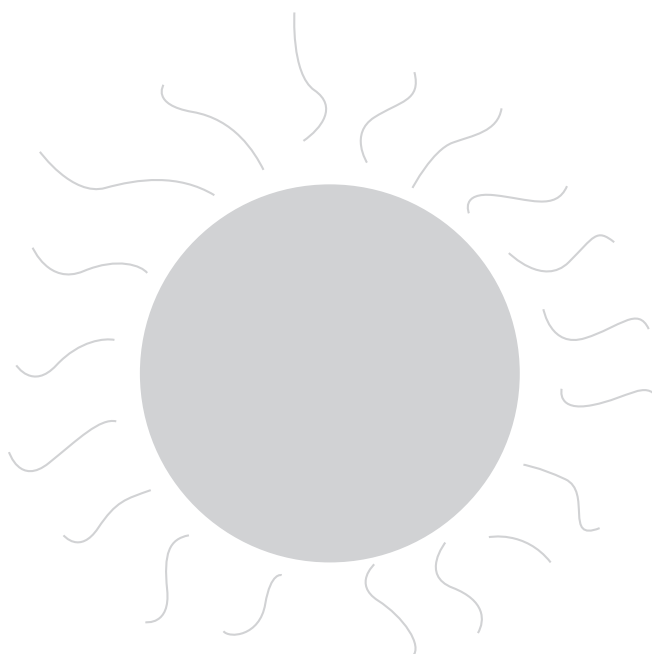


## We should and we could

Choose a modal verb from the box to complete each sentence.  
Try to choose a different word each time.

can	could	may	might	must	shall	should	will	would
-----	-------	-----	-------	------	-------	--------	------	-------

1. Tomas \_\_\_\_\_ come to our house after school if he likes.
2. Pirrita \_\_\_\_\_ do her homework before she plays on the computer.
3. The weather \_\_\_\_\_ be hot tomorrow.
4. When you have finished, you \_\_\_\_\_ go out and play.
5. Suki \_\_\_\_\_ arrive at about 6 p.m.
6. Joseph \_\_\_\_\_ like to be a musician when he is older.
7. You \_\_\_\_\_ have another biscuit when you get back.
8. We \_\_\_\_\_ go and visit Uncle Robert on our way to the campsite.





## I certainly might

Write a reply to each of these questions. Your reply must include at least one modal verb and at least one adverb of possibility.

### Modal verbs

can    could    may    might    must    ought    shall    should    will    would

### Adverbs of possibility

perhaps    maybe    possibly    definitely    certainly  
surely    rarely    occasionally    generally    usually



1. Is Sandra coming to your party?

---

2. Where are you going on holiday?

---

3. What is that book like?

---

4. Are you going to netball after school?

---

5. What will you do after school today?

---

6. What would you like to do when you are older?

---

7. Will you celebrate your next birthday with a party?

---

8. When will you visit your relatives?

---

# Modal verbs showing possibility

**Modal verbs** combine with other verbs to show how likely something is.

- **Modal verbs:** can, could, may, might, must, ought, shall, should, will, would

## Get started

Copy out these sentences, underlining the modal verbs. One has been done for you.

1. "\_\_\_\_\_ we go fishing on Saturday?" I asked Dad.

Answer: "Could we go fishing on Saturday?"  
I asked Dad.

2. "We should be able to," he replied.
3. I told him I would get my fishing kit packed and ready.
4. "I will prepare you a tasty picnic," said Mum with a wink.



5. "Shall we invite Uncle Tony?" Dad asked me.
6. "You ought to," piped up Mum. "He always invites you two."
7. "He might be busy on Saturday," I said. "He goes to the match most weeks."
8. "I can ask him later tonight," said Dad.



## Try these

Copy out the sentence from each pair that seems most likely. One has been done for you.

1. a) We will follow her.  
b) We might follow her.  
Answer: *We will follow her.*

2. a) I could help.  
b) I should help.
3. a) I can come with you into town.  
b) I may come with you into town.

4. a) I shall go to the shops with Gran and help her carry her bags.  
b) I would go to the shops with Gran and help her carry her bags.
5. a) I must finish my homework.  
b) I should finish my homework.
6. a) I will walk the dog.  
b) I could walk the dog.



## Now try these

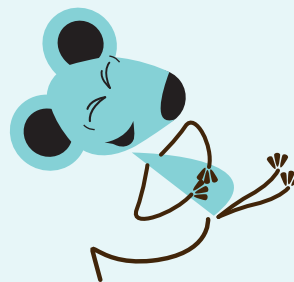
Answer each question with a reply that uses a modal verb to show how likely the action is.

1. Will the weather be nice tomorrow?
2. Are you going to the cinema on Saturday?
3. What are you doing next Tuesday?
4. After school, will you go to the library?
5. Would you like to learn to abseil?
6. What do you think you'll do at the weekend?



## Review unit 2

# Grammar



A. Rewrite each sentence in a formal style.

1. Yeah! We're off to Devon on Sat.
2. Are you going to the match Friday?
3. M8 text me back L8R bout the meeting place.
4. Do you want to pop in tomorrow? I'll just be hanging around at home.
5. Watcha up to on Tuesday arvo?

B. Answer these questions with two sentences, one using a modal verb and one using an adverb, to show how likely the actions of your verbs are.

1. Will you be going swimming anytime soon?
2. What are you planning for next weekend?
3. Are you enrolled in any clubs for after school next week?
4. Would you like to climb a mountain?
5. What do you think you will do in the holidays?



C. Copy out the sentences, underlining the relative clause in each.

1. Nottingham is a famous city where tourists often visit.
2. This is the jacket that I bought.
3. Denise handed her earrings, which were gold hoops, to her swimming teacher.
4. Sonja, who lives with her aunt, is coming to tea.
5. It was almost 9:10 p.m. when the show started.



D. Copy and complete these sentences by adding connecting adverbials or conjunctions to create a paragraph about a fishing trip.

1. \_\_\_\_\_ we got all our kit ready to go \_\_\_\_\_ we loaded up the van.
2. We stopped on the way \_\_\_\_\_ I wanted a drink.
3. We ate our picnic \_\_\_\_\_.
4. \_\_\_\_\_ we tried our luck fishing in the big lake.
5. \_\_\_\_\_ we went home jubilant \_\_\_\_\_ we caught the prize!



E. Copy and expand these sentences, putting one adverbial of time and one adverbial of place in each.

1. Debbie spring-cleaned her cottage.
2. There was a lot of dust and dirt.
3. She worked hard to clean and tidy.
4. Debbie was pleased with her efforts.
5. She sat down to eat a piece of cake and drink a cup of tea.





Collins



Year 6

# Vocabulary, Grammar and Punctuation Skills



Abigail Steel



# Punctuation Unit 2: Hyphens to avoid ambiguity

## Overview

### English curriculum objectives

- How hyphens can be used to avoid ambiguity [for example, 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover']

### Treasure House resources

- Vocabulary, Grammar and Punctuation Skills Pupil Book 6, Punctuation Unit 2, pages 38–39

- Collins Connect Treasure House Vocabulary, Grammar and Punctuation Year 6, Punctuation Unit 2
- Photocopiable Punctuation Unit 2, Resource 1: A never-ending story, page 97
- Photocopiable Punctuation Unit 2, Resource 2: Add the hyphens, page 98

## Introduction

### Teaching overview

This unit builds on children's understanding of using hyphens to avoid ambiguity in their writing. Children should be familiar with hyphens from Year 5. The activities in the Pupil Book provide practice first in changing hyphenated phrases into descriptions that use relative clauses, then adding hyphens where needed and finally in describing the effect hyphens have on phrases when placed in different positions.

### Introduce the concept

Ask the children to explain what a hyphen is and why they are useful. Elicit ideas and invite children to write some examples on the board. Remind them that we can use a hyphen to join two or more words

and make them into a compound adjective or noun. Using a hyphen can also change the meaning of a sentence completely. Write the following examples on the board to demonstrate:

- The bamboo eating pandas.
- The bamboo-eating pandas.

Ask the children, in pairs, to write the following phrases, which you dictate, asking them to decide if the adjectives are separate and need commas or should be combined with a hyphen: 'She has blue-green eyes.', 'He is tall, funny and kind.', 'Dad likes hot, spicy food.', 'My two-year-old cousin is sweet.' Discuss the answers, clarifying any misunderstandings.

## Pupil practice

### Get started

Ask the children to change each hyphenated phrase into a description that uses a relative clause. The first answer has been completed as an example. Precise wording will vary.

#### Example answers

- |  |                  |
|--|------------------|
| 1. <i>an old lady who has poor sight</i> | <i>[example]</i> |
| 2. a warning that sounds at high tide    | [1 mark]         |
| 3. my sandwich that is half eaten        | [1 mark]         |
| 4. that baby who has curly hair          | [1 mark]         |
| 5. a laugh that indicates a light heart  | [1 mark]         |
| 6. that noise that sounds horrid         | [1 mark]         |
| 7. a scream that makes the spine tingle  | [1 mark]         |
| 8. the liquid for cleaning the floor     | [1 mark]         |

### Pupil Book pages 38–39

### Try these

Ask the children to copy out the sentences, adding hyphens in the correct places in the underlined noun phrases. The first answer has been completed as an example.

#### Answers

- |  |                  |
|--|------------------|
| 1. <i>The fast-moving car zipped past us, its horn blaring.</i>          | <i>[example]</i> |
| 2. A fifty-year-old house stood on the corner of our street.             | [1 mark]         |
| 3. Her old-fashioned blue coat was her favourite.                        | [1 mark]         |
| 4. My long-lost aunt Robyn was coming to stay with us over the holidays. | [1 mark]         |
| 5. The large flat-bottomed cup could hold such a lot of tea!             | [1 mark]         |
| 6. A long-haired ginger cat followed my brother all the way home.        | [1 mark]         |

### Now try these

Ask the children to read each pair of phrases, paying attention to the hyphens, and explain the meaning of each phrase. Precise wording will vary.

#### Possible answers

- |  |          |  |          |
|--|----------|--|----------|
| 1. a) five children who are one year old | [1 mark] | 3. a) If plural ('cubes'), this would mean:<br>Sam's blocks, which are both many<br>and coloured | [1 mark] |
| b) children who are five years old       | [1 mark] | b) Sam's block, which has many different<br>colours  | [1 mark] |
| 2. a) grass that is chewing sheep        | [1 mark] | 4. a) the train that is both slow and<br>travelling  | [1 mark] |
| b) sheep that is chewing grass           | [1 mark] | b) the train that is travelling slowly   | [1 mark] |
|  |          | 5. a) her hat that is both green and<br>feathered  | [1 mark] |
|  |          | b) her hat that features green feathers  | [1 mark] |

## Support, embed & challenge

### Support

Use Punctuation Unit 2 Resource 1: A never-ending story to support children in understanding the meanings of hyphenated phrases. Ask the children to hyphenate the phrases first, checking and discussing these as a group. Share ideas for the sentences as a group, crafting sentences together. Remind them that the relative clause could start 'who', 'where', 'that' and so on. (Answers 1. a never-ending story; 2. a four-hour delay; 3. the time-saving trick; 4. my long-eared rabbit; 5. that oddly-tasting melon; 6. the absent-minded girl; 7. the forward-thinking teacher; 8. a well-known author; 9. the brightly-lit alleyway; 10. our slow-moving tractor. Children's sentences will vary but must contain a relative clause.)

### Embed

Use Punctuation Unit 2 Resource 2: Add the hyphens to enable children to think about which words should be hyphenated to help sentences make clearer sense. Ask the children to read each sentence carefully with a partner and add in hyphens where they are needed. (Answers 1. middle-aged; 2. quick-witted; 3. slow-burning; 4. good-looking; 5. long-lasting; 6. world-famous; 7. brightly-coloured; 8. English-speaking; 9. full-length; 10. last-minute)

### Challenge

Challenge the children to think up a sentence that changes its meaning if you change the position of the hyphen or remove the hyphen completely. Ask them if they can explain the different meanings.

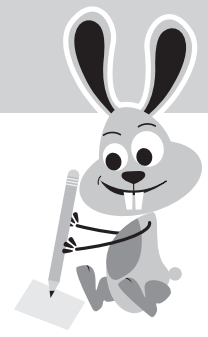
## Homework / Additional activities

### Hyphenated words

Ask children to scan the book they are currently reading and record examples of hyphens in use. Ask them to note the meaning of the hyphenated words or phrase.

### Collins Connect: Punctuation Unit 2

Ask the children to complete Punctuation Unit 2 (see Teach → Year 6 → Vocabulary, Grammar and Punctuation → Punctuation Unit 2).



## A never-ending story

Work with a partner to add a hyphen to these phrases to clarify the meaning.

Use each phrase in a description that uses a relative clause.

1. a never ending story

---

2. a four hour delay

---

3. the time saving trick

---

4. my long eared rabbit

---

5. that oddly tasting melon

---

6. the absent minded girl

---

7. the forward thinking teacher

---

8. a well known author

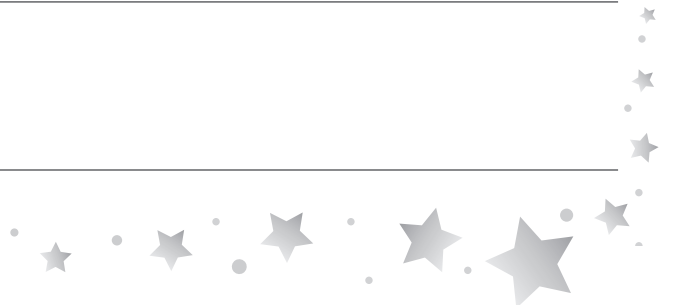
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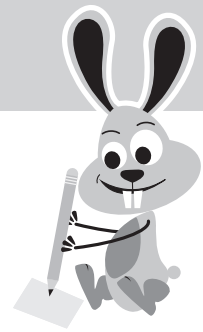
9. the brightly lit alleyway

---

10. our slow moving tractor

---





## Add the hyphens

Read these sentences and add hyphens where they are needed.

1. The middle aged woman with brown curly hair was arrested on suspicion of fraud.
2. The quick witted comedian made everybody roll around with laughter.
3. During the night, she read by the light of a slowly burning candle.
4. The new film stars that good looking actor that everyone always talks about.
5. I'm pleased that we used a long lasting fence stain so we won't need to reapply it for a few years.
6. Did you see the world famous acrobatic show at the weekend?
7. She hid her dirty hair under a brightly coloured scarf.
8. I have a new English speaking French teacher, which is such a relief.
9. Mum fixed a full length mirror to the back of the bathroom door.
10. Dad says we are going to book a last minute holiday to somewhere sunny.



# Hyphens to avoid ambiguity

We can use a **hyphen** (-) to join two or more words and make them into a compound adjective or noun. Using a hyphen can also change the meaning of a sentence completely.

- The bamboo eating pandas. = The bamboo that is eating pandas.
- The bamboo-eating pandas. = The pandas that eat bamboo.



## Get started

Change each hyphenated phrase into a description that uses a relative clause. One has been done for you.

1. a poor-sighted old lady

Answer: *an old lady who has poor sight*

2. the high-tide warning
3. my half-eaten sandwich
4. that curly-haired baby
5. a light-hearted laugh
6. that horrid-sounding noise
7. a spine-tingling scream
8. the floor-cleaning liquid



## Try these

Copy out these sentences, adding hyphens in the correct places in the underlined noun phrases. One has been done for you.



1. The fast moving car zipped past us, its horn blaring.

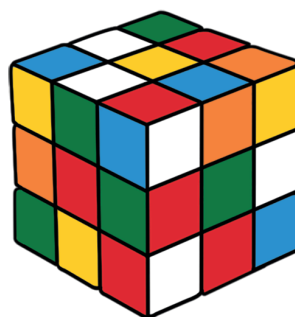
Answer: *The fast-moving car zipped past us, its horn blaring.*

2. A fifty year old house stood on the corner of our street.
3. Her old fashioned blue coat was her favourite.
4. My long lost aunt Robyn was coming to stay with us over the holidays.
5. The large flat bottomed cup could hold such a lot of tea!
6. A long haired ginger cat followed my brother all the way home.

## Now try these

Read each pair of phrases, paying attention to the hyphens, and explain the meaning of each phrase. What effect do the hyphens have?

1. a) five year-old children  
b) five-year-old children
2. a) grass chewing sheep  
b) grass-chewing sheep
3. a) Sam's many coloured cube  
b) Sam's many-coloured cube
4. a) the slow travelling train  
b) the slow-travelling train
5. a) her green feathered hat  
b) her green-feathered hat



# Punctuation

A. Copy out these sentences, adding commas where they are helpful.

1. Last year after my birthday party we went to the beach for the day.
2. We took a picnic plenty of towels and our buckets and spades.
3. My sister Alberta who is only six threw a massive tantrum.
4. The weather which was glorious to begin with changed as the day went on.
5. In the afternoon we enjoyed ice creams from the van.

B. Copy out the sentences, adding hyphens in the correct places in the underlined noun phrases.

1. The wide eyed boy looked at the selection of sweets.
2. The old man told his long winded story.
3. Igor was an even tempered baby.
4. The tight lipped teacher didn't breathe a word to the children.
5. I found a moth eaten jumper in the back of my wardrobe.

C. Look at each pair of sentences. Insert one sentence into the other as a parenthesis. You can change or delete words.

1. My pet rabbits are getting old. My pet rabbits are called Misty and Star.
2. Rabbits are easy pets to care for. Guinea pigs are also easy to care for.
3. Lots of people have hamsters as pets. My brother has a hamster.
4. My uncle keeps parrots. My uncle is called Tom.
5. Some parrots can talk. My uncle's parrot can talk.





D. Spot the two independent clauses in each sentence. Copy out these sentences, adding a colon, semicolon or dash between the clauses. Think about which punctuation mark you want to use.

1. The floorboards are old it sounds like a herd of elephants is upstairs.
2. I don't fancy a cup of tea I would like a glass of orange juice.
3. The baby was awake during the night several times it was exhausting!
4. Martha cooked the dinner she's an excellent cook
5. I am so excited it is nearly the weekend.

E. Copy and complete these sentences, adding lists with semicolons.

1. I have lots of funny friends:
2. A wish list of things I would like:
3. School trips I have been on:
4. My favourite meals include:
5. Things I like to do at the weekend:

F. For each topic shown, create your own bullet-pointed list.

1. Things you might pack for a holiday
2. Chores you might help with at home
3. Hobbies people have
4. Things you could eat for lunch
5. Things you might see in a garden







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