Read and Understand
★ First go back to page 3 and re-read the story. Then try to answer the questions below.
★ Circle the correct answer. I have done the first one for you.

1. What did Li usually do with the fish that he caught?
   - take them to market to sell
   - put them back
   - eat them

2. What was special about the king of the fishes?
   - it was large
   - it was beautiful
   - it had a family

3. How did Li save the King of the Fishes?
   - he scooped it up
   - he put it back in the sea
   - he gave it a wish

4. How long did it take Li to decide on his wish?
   - all evening
   - a few weeks
   - all day

5. Whose baby did Li hear at the end?
   - his and his wife’s
   - a neighbour’s
   - someone’s in the forest

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Spellings!

★ Here is your spelling list.
★ Practise the words so that you know how to spell them and then copy them correctly into the sentences.
★ There are some ideas for practising spellings below. You may need extra paper and something to write with.

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Ideas to practise spellings:

★ Write each word and underline or circle the tricky bit. How will you remember it?

★ Speed write – how many times can you write the words in one minute?

★ Find a friend or a grown up and play hangman.

★ Say the word as it is spelt, not as it sounds. For example, for ‘whip’ you could say ‘w-Hip’ to remind you that there is a silent ‘h’.

Put the correct word in these sentences:

1. Julia was upset that the thief had stolen her ____________ painting.
2. Luckily, the police ____________ the thief red-handed.
3. The courts must ____________ what the thief’s punishment should be.
4. In Victorian times, the thief may have been hit with a ____________.
5. Unfortunately for the thief, the courts ____________ that he should be sentenced to time in prison.
6. In prison, the thief had time for ____________ and decided to change his ways in the future.
Grammar

★ Let’s work on our sentences!
★ You will need a piece of paper or a note pad, and something to write with, or a computer.

The Substitution Game

a) In this sentence from The King of the Fishes, the writer has picked three parts of the fish to describe in detail.

It had silver **scales** that glittered in the sunlight, blood-red **fins** and a golden **crown**.

b) The **nouns** have **adjectives** before them.

The writer has added extra detail about the scales by using **that** to add on a relative clause: ‘that glittered in the sunlight’.

c) Can you see that my sentence is the same but it is about a lion? I am substituting the words in the sentence for new ones. Don’t forget your comma!

It had giant **paws** that thundered across the earth, sandy **fur** and a fearsome **roar**.

d) Make up your own sentences by substituting! You can use the pictures below for some ideas

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Grammar

★ Let’s do a little bit more!
★ You will need a piece of paper or a note pad, and something to write with, or a computer.

Similar or different?

a) The writer of our story uses ‘fronted adverbials’ to tell the reader **where**, **when** or **how** something is happening. Two examples:

    **Immediately.** Li hurried home, wondering what on earth he should wish for.
    **Suddenly.** he stopped pacing and grinned.

b) These fronted adverbials – **immediately** and **suddenly** – have a similar meaning: ‘to do something very fast, without waiting.’ ‘Suddenly’ also makes the reader feel as though it has been a surprise; something unexpected.

c) Sort the words below. Are they similar to the meaning of ‘immediately’ or are they more like ‘slowly’? Write them under the word they are most similar to, or in the middle if you’re not sure!

d) Practise them in sentences of your own.

    **Leisurely,**  **Steadily,**  **Straight away,**  **All at once,**
    **Suddenly,**  **Bit by bit,**  **As quick as flash,**  **Gradually,**

    **Immediately,**  **Slowly,**

    **Suddenly,**

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