

Day one	Answer
1	<b>imposed</b> – the regular past tense ending is the suffix -ed
2	<b>knew</b> – this is the past tense of ‘to know’ not the adjective/ homophone ‘new’
3	<b>definite</b> – this is from my Y5/6 common exception words: the ending is ‘ite’ like the ending of the word ‘infinity’ which I know makes an ‘i’ sound
4	<b>rattled</b> – this has a double ‘t’ because I know to double the consonant after a vowel that has a short vowel sound, with the suffix -ed for a past tense verb
5	<b>dramatically</b> – to add the ‘ly’ suffix to a word ending in ‘ic’ (dramatic), I know to add ‘ally’
6	<b>announced</b> – this is a word which I have learned with other words that begin ‘a’ and are followed by a double consonant
7	<b>argument</b> – this is an exception to the rule where you just add the suffix -ment to words ending in ‘e’ because the ‘e’ here is preceded by a vowel. Take off the ‘e’.
8	<b>lightning</b> – this is from my Y5/6 common exception words and I know to spell it with the two syllables as you say it; ‘light’ and ‘ning’
9	<b>deafening</b> – the ‘uh’ sound is made by an ‘e’ in this word so I need to say it clearly
10	<b>cupboard</b> – this is a word that I have learned using the trick ‘cups’ go in ‘cupboards’

Day two	Answer
1	<b>angle</b> – I know the mathematical word ‘angle’ ends in -le because the ending -el spells the word ‘angel’
2	<b>where</b> – I know that it is a common mistake to muddle up the words ‘were’ and ‘where’. The word ‘where’ has an ‘h’ in it for ‘w-here’.
3	<b>surface</b> – although this word sounds like ‘surfice’ when I say it, I can remember the spelling as it means the outer ‘face’ of an object
4	<b>source</b> – I have learned that the ‘or’ sound in this word is spelled ‘our’ so I can see that this word does not look right
5	<b>originally</b> – the suffix -ly has been added to the word ‘original’ so that results in double ‘l’ in the word
6	<b>designs</b> – this is a word that I have learned using the trick ‘designers design signs’
7	<b>appear</b> – I have learned this word as part of my Y3/ 4 spellings so I know it must have double ‘p’ in it
8	<b>alternatively</b> – for this word I know to keep the ‘e’ before I add the suffix -ly
9	<b>butterflies</b> – this word follows the rule ‘change the y for an i’ and add -es for the plural
10	<b>easiest</b> – this word follows the rule ‘change the y for an i’ and add the suffix -est

Day three	Answer
1	<b>hadn't</b> – this word is a contraction of the words <i>had not</i> so it needs an apostrophe for omission of the 'o'
2	<b>chalk: TIDY</b> – there needs to be a colon to separate the sentence from the message (or the clause) that was on the board or it does not make sense when you read it. You can hear the pause.
3	<b>"Pathetic</b> – this needs inverted commas before it because it is the start of what someone is saying
4	<b>Mum,"</b> – 'Mum' needs a comma between it and the inverted commas (not a full stop) because the sentence continues after the spoken words with 'muttered Harley'
5	<b>Crash!</b> – this needs an exclamation mark after it because it is a sudden noise so it should stand alone as a one-word sentence
6	<b>When his heart had stopped racing,</b> – this subordinate clause at the beginning of the sentence needs a comma after it to separate it from the main clause
7	<b>kitchen.</b> – this is the end of the sentence so it needs a full stop
8	<b>wasn't</b> – this word is a contraction of the words <i>was not</i> so it needs an apostrophe for omission of the 'o'
9	<b>Grudgingly,</b> – this needs a comma after it because it is a fronted adverbial
10	<b>what else was there to do?</b> – this needs a question mark at the end (not a full stop) as it's a question

Day four	Answer
1	<b>cultures</b> – this does not need an apostrophe because there is no omission or possession involved: it is a plural which does not need an apostrophe
2	<b>what's</b> – this word is a contraction of the words <i>what is</i> so it needs an apostrophe for omission of the 's'
3	<b>thing!</b> – end punctuation is missing here: it could be a full stop or an exclamation mark
4	<b>hand,</b> – this needs a comma after it because it is a fronted adverbial
5	<b>you're</b> – for the sentence to make sense, this must be the contraction for <i>you are</i> which needs an apostrophe for omission to replace the 'a'
6	<b>history,</b> – this needs a comma after it because it is part of a list
7	<b>sporting activities or</b> – no comma is needed between <i>activities</i> and <i>or</i> because it is the end of a list and follows the same rule as 'and' in a list
8	<b>(where</b> – an open bracket must go here to mark the beginning of the additional detail that has been added about the beaches. The close bracket at the end is a clue that a bracket is missing.
9	<b>don't</b> – the apostrophe must go between the 'n' and the 't' to replace the 'o' because the contraction is for the words <i>do not</i>
10	<b>waves).</b> – the full stop must be outside the close bracket

Day five	Answer
1	prickling <b>his</b> eyes – missing pronoun
2	he <b>sprinted</b> down – incorrect tense, should be -ed suffix for the past tense
3	By this time, <b>he</b> was deep – incorrect pronoun <i>she</i>
4	well-hidden . <b>Best</b> of all – overly long sentence, independent clauses need separating
5	he <b>knew</b> that – incorrect tense, irregular past tense of the verb <i>to know</i>
6	in <b>the</b> small grassy – missing determiner
7	<b>He</b> dropped – incorrect perspective (person): this text is in the third person
8	to <b>his</b> knees – incorrect possessive pronoun for the perspective (third person)
9	out <b>of</b> sturdy branches – repetition of the word <i>of</i>
10	<b>leafy/ thorny/ thin (any acceptable adjective)</b> twigs – incorrect word choice/ repetitive

Day six	Answer
1	Sometimes <b>I</b> – incorrect perspective (person) for this first-person narrative
2	into <b>a</b> crate – missing determiner
3	have <b>to</b> break in to – repetition of the word <i>to</i>
4	When I <b>was</b> younger – incorrect verb tense: should be past tense for shift to recount past events
5	dockside . In those days – overly long sentence, independent clauses need separating
6	I was much <b>more</b> agile – missing word
7	find <b>my</b> way – incorrect possessive pronoun for the perspective (first person)
8	the ones who <b>lived</b> on board – incorrect verb tense, should be -ed suffix for the past tense
9	once or <b>twice</b> – missing word
10	less <b>choice</b> , but – incorrect word choice: should be the noun, not the verb

Day seven	Answer
1	islands, <b>you</b> will find – incorrect perspective, should be the second person for the direct address to the reader in the introduction
2	only <b>appear</b> at night – incorrect verb tense, should be present tense
3	them <b>their</b> mysterious reputation – missing possessive pronoun
4	bugs <b>to</b> blood – incorrect choice of word ( <i>too</i> )
5	Often, <b>they</b> hunt them – incorrect pronoun, plural pronoun to replace <i>bats</i>
6	their prey . The largest – overly long sentence, independent clauses need separating
7	ripping them <b>off</b> trees – spoken English error ( <i>off of</i> ),
8	they <b>hang</b> upside down – incorrect verb tense, should be present tense
9	catch frogs and <b>even</b> fish – repetition of the words <i>even fish</i>
10	mammals <b>such</b> as – missing word

Day eight	Answer
<p>This text is in the Writing Portfolios on Primary Wise. Here is an example of editing based on the original text which can be used to show pupils possible options.</p>	<p>“Come on! Look, I’ve found something!” whooped Jamie, as he leaped off his new BMX bike. The two boys were crouched over an old, tattered brown suitcase placed in between two spiky tree trunks. Without hesitation, they wrenched open the case – opening their eyes to an amount of money that they would never have dreamed of. At that very moment, Jamie saw pound signs dance in front of his eyes. Heart beating like a drum, Jamie sorted through the other contents until he noticed a black shotgun with a blood-stained leather handle.</p>

Day nine	Answer
<p>This text is taken from the Model texts on Primary Wise. Here is the original text which can be used to show pupils possible editing options.</p>	<p>On Saturday 14th July, I came into your branch of TechStop to purchase a combined laptop/tablet to help with my school work when I move up to high school next year. Having saved up for over a year, I was both excited and anxious: I couldn’t wait to get what I had been working towards, but equally I wanted to make sure I bought the right thing. That is why I was determined to talk through my requirements thoroughly with one of your sales team. Although I can’t remember his name – the receipt just says ‘Tech Team 14’ – I can tell you that the person who served me was a man, probably in his twenties, with dark brown hair and a beard.</p>

Day ten	Answer
<p>This text is taken from the Model texts on Primary Wise. Here is the original text which can be used to show pupils possible editing options.</p>	<p>Iceland is a land of surprises. A land of experiences. A land of adventure. Located in the North Atlantic Ocean, just outside the Arctic Circle, it boasts a dramatic landscape capped by active volcanos and fringed with rugged coastlines. For those who love the outdoors, it’s got everything from spectacular views to specialist sports. Best of all, with the daylight in the summer lasting nearly all the way round the clock, you can really pack your days with thrills!</p> <p>Iceland is a force of nature. Shaped by hundreds of volcanos, including around 30 that are still active, it has giant glaciers, wonderful waterfalls, bizarre beaches of black sand and eerie fields of living lava. No wonder it has been called the land of fire and ice!</p>