



Understand texts by applying common word and grammar patterns

Name: _____

Date: _____

Language
Phonics and word knowledge

Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250)

PAINTED ROCK TREASURE HUNT



JOIN US TO CELEBRATE
Estelle's 9th birthday!

Saturday, 12th February | 12–3 pm
CUTTER'S POINT RESERVE | SURF BEACH ROAD

BBQ veggie and meat burgers plus gluten-free birthday cake provided!
BYO water bottle (a waste-free event)

We kindly request no presents. Instead, bring a rock! We will be painting and decorating them, then hiding them in a scavenger hunt. Lots of prizes up for grabs! All craft materials supplied and guests will take home their painted rocks.

RSVP by 26th January

Comprehension



1. Tick **two** items that guests are asked to bring.

a rock

a water bottle

a present

a birthday cake



2. Tick what guests will be searching for in the scavenger hunt.

prizes

birthday cake

craft supplies

decorated rocks



Text Structures

1. Which detail is **not** given in this section of the invitation?

Saturday, 12th February | 12–3 pm
CUTTER'S POINT RESERVE | SURF BEACH ROAD

- | | | |
|-----------------------------|--------------------------------|-----------------------|
| <input type="radio"/> time | <input type="radio"/> date | |
| <input type="radio"/> event | <input type="radio"/> location | <input type="radio"/> |

2. Tick the phrase that functions as an invitation.

- | | | |
|---|--|-----------------------|
| <input type="radio"/> BYO water bottle | <input type="radio"/> Join us to celebrate | |
| <input type="radio"/> RSVP by 26th of January | <input type="radio"/> Painted rock treasure hunt | <input type="radio"/> |

Language Features

1. Circle the word type to classify each word.

- | | | |
|-----------|-----------|-----------------------|
| cake | noun/verb | <input type="radio"/> |
| rocks | noun/verb | <input type="radio"/> |
| bring | noun/verb | <input type="radio"/> |
| celebrate | noun/verb | <input type="radio"/> |

2. Circle the verb type to classify each verb.

- | | | |
|---------|------------------------|-----------------------|
| join | doing verb/saying verb | <input type="radio"/> |
| hunt | doing verb/saying verb | <input type="radio"/> |
| request | doing verb/saying verb | <input type="radio"/> |
| paint | doing verb/saying verb | <input type="radio"/> |

Language Conventions

1. Tick the rule that applies to these verbs when they change form.

- | | | |
|-------------------------|---|-----------------------|
| hide → hiding | <input type="radio"/> 'i' before 'e' except after 'c' | |
| decorate → decorating | <input checked="" type="radio"/> drop the 'e' before adding 'ing' | |
| celebrate → celebrating | <input type="radio"/> change the 'y' to an 'i' and add 'es' | |
| | <input type="radio"/> double the last letter and add 'ing' | <input type="radio"/> |

2. Tick the rule that applies to these verbs when they change form.

- | | | |
|-------------------|---|-----------------------|
| reply → replies | <input type="radio"/> 'i' before 'e' except after 'c' | |
| carry → carries | <input type="radio"/> drop the 'e' before adding 'ing' | |
| supply → supplies | <input type="radio"/> change the 'y' to an 'i' and add 'es' | |
| | <input type="radio"/> double the last letter and add 'ing' | <input type="radio"/> |