

English - Week 3

Year 5 Home Learning
Wibsey Primary School

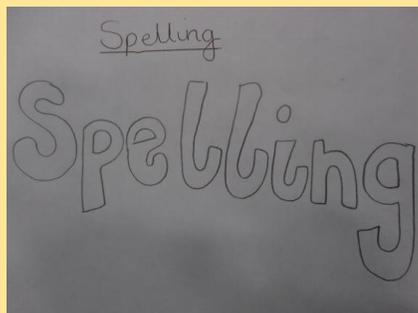
Spellings

Complete the activities for every word.

category, cemetery, committee, communicate, community,
knead, knight, column, knowledge, autumn

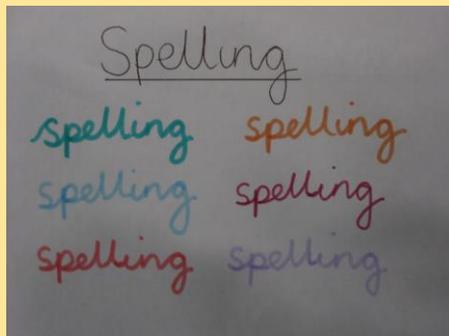
Day 1

Bubble writing



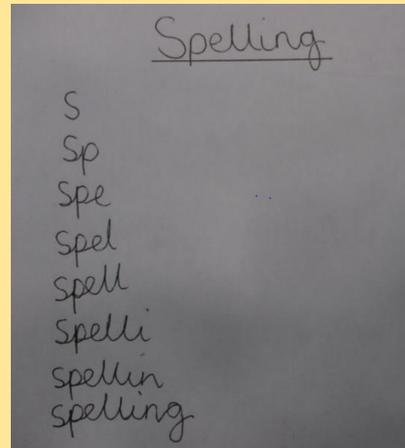
Day 2

Rainbow writing



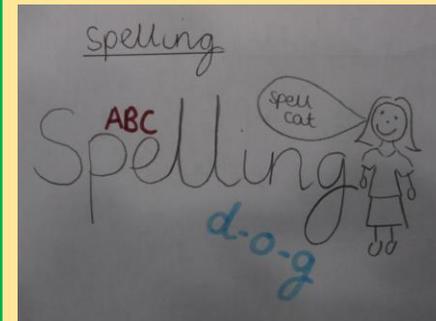
Day 3

Pyramid writing



Day 4

Picture writing



Day 5

Put the words in a sentence

Spelling
The trees are bare in the autumn season.

English Day 1 - Newspaper report

Write a newspaper report summarising the main events of another family member and what they have been doing over the past week. Compare both family members and see how their week been different to yours.

Remember to include the following:

Newspaper name

Headline

Lead sentence

Caption with a picture

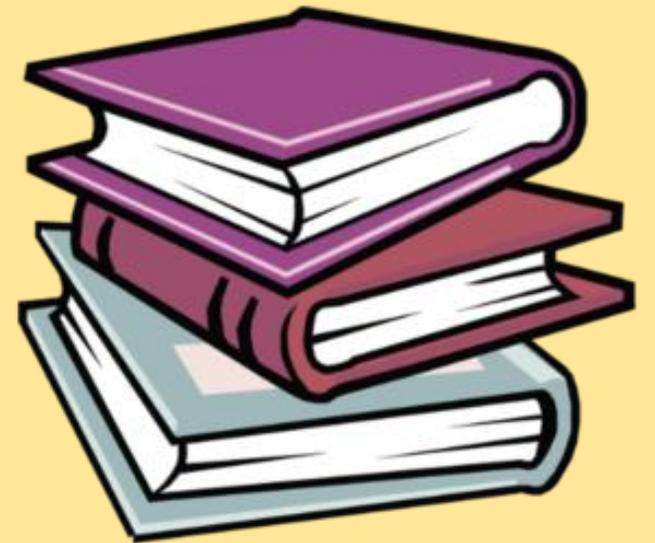
Quote from a eyewitness

5 Ws and How

Past tense

Writing features

Summary sentence - only sentence written in the present tense.



English Day 2 - Information report

Research an animal, or group of animals, of your choosing.

Create an information report using relative clauses to add detail.



Here is an example of how you can plan your report.

Introductory sentence

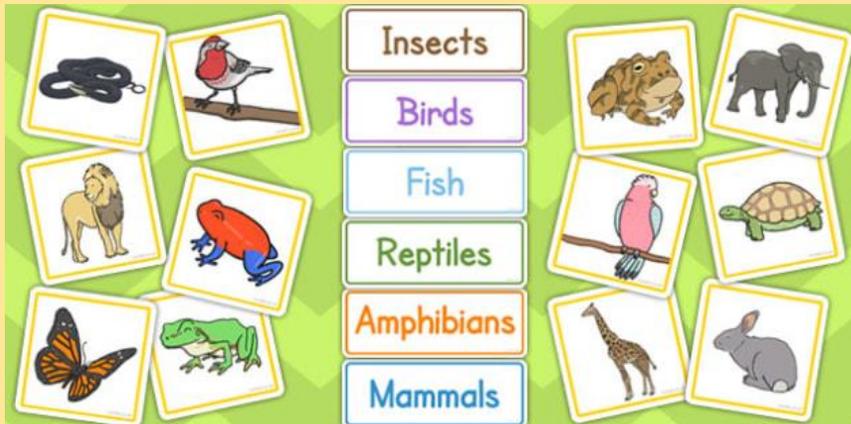
P2 - What they look like

P3 - What they eat

P4 - Where do they live?

P5 - Facts and interesting information

A Did You Know? Question box



English Day 2 - Information report

Grammar Alert!

Relative Pronouns

These relative pronouns are used for animals or things.

WHICH

THAT

WHEN

This relative pronoun refers to a time expression.

A relative clause **MUST** begin with a relative pronoun.
Do you know how to use them correctly?

WHERE

Refers to a place!

WHO

These relative pronouns are used for people.

THAT

WHOSE

'Whose' refers to possession for people, animals or things.

English Day 2

- Information report

Remember the clause is also sat between 2 commas!

Relative Pronouns	
WHO	Relates to people (subject)
WHOM	Relates to people (whom)
WHICH	Relates to animals and objects
THAT	Relates to people, animals and things
WHOSE	Refers to possession
WHERE	Refers to places
WHEN	Refers to time
WHY	Refers to reason
WHAT	Relates to things

She lives in Worcester, which is a cathedral city.

That's the girl who lives near school.

I don't like the clown that has a bright red nose.

I am cross with the cat, which has pooped in the garden.

Rachel liked the new chair, which was very comfortable.

English Day 2 - Information report

Have you included these features in your report?

	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.

SPaG - Day 3

Complete these into your red books.

a
Add a possessive pronoun:

Bobby packed up everything that was _____ and set off for a new life at university.



b
Rewrite this sentence with the adverbial at the beginning.

Lucy measured her height every few weeks.



c
A prefix word in each of these sentences is incorrect. Rewrite the prefix words correctly.

It is inappropriate to talk back to an adult.

The stolen trophy was ilreplaceable.

d
Rewrite each sentence in the tense shown in brackets.

We look after my neighbour's pet snake. (present progressive)

Last night, the snake escape. (past perfect)

e
Mr Whoops has made three clumsy spelling mistakes in his sentences. Can you underline them and correct them?

As I'm now head coach, I tried hard to cumunicate the nessecary information to my team. If they follow my strict training programme, we can win the league.

f
Choose 'a' or 'an' as determiners in these sentences:

When she grows up, my sister wants to be either _____ acrobat or _____ ballerina.

She gives me ____ headache talking about it.

SPaG - Day 3 *Complete these into your red books.*

Add modal verbs in the following sentence:

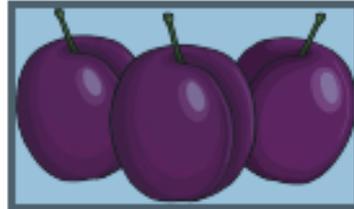
The crime scene investigator _____
 _____ find some vital evidence
 and then he _____
 charge the man in custody.



a

Circle all the determiners in the sentence.

Three ripe plums fell from the tree.



c

Can you think of the words to match the definitions?

(Clue: They are all words with an 'ei' letter pattern.)

To be sent something _____

The top of a room _____

Meat and fish are good sources of this _____

e

Poor Mr Whoops can't work out whether to add 'cious' or 'tious'. Can you help him with these words?

ambi _____

deli _____

ficti _____



b

Can you think of an adverb of frequency, a verb and a preposition beginning with...

the letter r?

adverb of frequency	verb	preposition

the letter o?

adverb of frequency	verb	preposition

d

Rewrite the sentence so that the subordinate clause is at the beginning. Don't forget the correct punctuation.

Ramesh and Jennifer emptied out their picnic basket before they started eating.

f

English Day 4 - Poetry

Choose one animal that you have researched this week. Think about how it moves, what sounds it makes and the environment that it lives in. Use these to create a poem using personification.

Animals on Show



How good to swim just for a while,
And gaze down through the ocean mile;
The ocean is a mystery,
It's calling and enticing me.



A beam of light shines down below,
To illuminate the world on show;
Seahorse dance and jellyfish glide,
Cuttlefish swim and eels slip and slide.



Seaweed twirls and pufferfish puff,
Dolphins dive below the rough.
Crabs do scuttle and lobsters nip,
Stingrays drift below the ship.

The animals are outstanding here,
They can be seen from far and near;
A magical kingdom down below
Whose secrets I will never know.



Eletelephony

Once there was an elephant,
Who tried to use the telephant.
No! No! I mean an elephone
Who tried to use the telephone.

(Dear me! I am not certain quite
That even now I've got it right.)
Howe'er it was, he got his trunk
Entangled in the telephunk.

The more he tried to get it free,
The louder buzzed the telephee.
(I fear I'd better drop the song
Of elephop and telephong!)

by Laura Richards

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

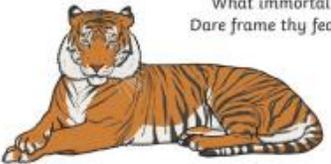
In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



English Day 4 - Poetry

Here the different types of poems you can create. You can pick any of these or create your own its up to you.

POEM TYPES

Poetry is used to express thoughts, emotion and ideas in an arrangement of words or verses. There are many types of poem, all of which have their own unique characteristics.

Acrostic

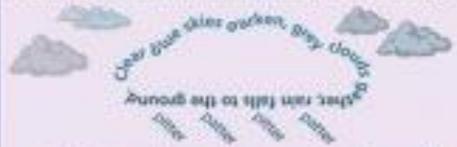
In an acrostic poem, each letter of the subject word is used to start a line of text relating to the topic.

Sunny summer afternoons,
Under clear blue skies,
Magical flowers bloom,
Making me smile,
Everyone happy,
Red roses everywhere.



Shape

A shape poem is written in the shape of the subject.



The shape helps create a mental picture of what the poem is about.

Rap

Rap is a modern type of poetry that is often performed to music with a varied metre and a simple, repetitive beat.

Similes, metaphors and onomatopoeia are common, and rhymes are built within lines.



Limerick

A limerick is a five-line comic verse that follows the syllable pattern 8, 8, 6, 6, 8.

The first, second and last lines rhyme, and the third and fourth lines rhyme.



Haiku

A haiku is an observational Japanese poem consisting of 17 unrhymed syllables split into three lines.

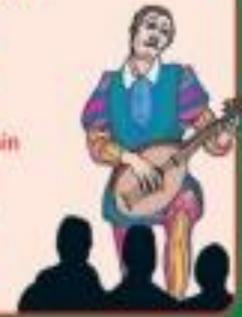
All along this road, ← 5 syllables
Not a single soul – only ← 7 syllables
Autumn evening comes. ← 5 syllables

Haiku are usually written in the present tense and contain two sections for comparison or contrast.

Ballad

A ballad is a rhyming narrative poem that tells a story. It is structured in quick-moving, four-line stanzas (sections) that contain an 8, 6, 8, 6 beat pattern.

Due to their strong rhythm and rhyme, ballads often have a musical quality.



Cinquain

A traditional cinquain consists of 22 syllables split into five lines.

Cinquain ← 2 syllables
A form of verse ← 4 syllables
Five lines, of two and four ← 6 syllables
Then six and eight and two to close ← 8 syllables
Cinquain ← 2 syllables

Source: Poetry4kids.com

Sonnet

A sonnet has 14 lines structured in two stanzas of 8 and 6 lines or four stanzas of 4, 4, 4 and 2 lines.

Each line in a sonnet contains ten syllables and is written in iambic pentameter; five alternating stressed and unstressed syllables.



English Day 4 - Poetry Remember!

Personification

Personification is when you give human qualities and human characteristics to an object, animal or idea.



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Examples:

- Lightning danced across the sky.
- The wind howled in the night.
- The car complained as the key was roughly turned in its ignition.
- Rita heard the last piece of pie calling her name.
- My alarm clock yells at me to get out of bed every morning.
- The avalanche devoured anything standing in its way.
- The door protested as it opened slowly.
- My house is a friend who protects me.
- The moon played hide and seek with the clouds.
- The approaching car's headlights winked at me.
- The camera loves her since she is so pretty.
- The stairs groaned as we walked on them.
- My flowers were begging for water.

English Day 5 - Story Starter



By now, you should have continued and be near completing writing a story. The story starter from last week is shown on the next PowerPoint if you need a reminder.

Last week's task was to create a profile of the main character or a character in your story.

This week, your task is to create another character and make a character profile for them. Can you write about how both characters are similar or different? Are they related to one another and how?

English Day 5 - Story Starter

Here is the story starter to look at if you still need to complete your story.



Placing the final lantern against the twisted, ancient oak, he turned and appreciated his work. The night that was relished and cherished by all folk who lived in and around the mystical wood of Myr was here again. Surely this year would be a success. Surely the elves, fairies, dwarves and nightlillies would all turn up on time and enjoy a night of fun and festivities. He could do no more now except sound the Horn of Anelina to signal the beginning of the party. Reaching down he suddenly froze! Reaching down he realised the space where the horn should be was empty. Then he spotted the note...

English Day 5 - Story Starter

Name: _____

Character Profile

Name of Character:

What does your character look like?
Use adjectives to describe.

Picture of Character

Where does your character live?

What does your character do?

The form is titled 'Character Profile' and includes a 'Name:' field at the top left. The central part of the form is a large rounded rectangle labeled 'Picture of Character'. Surrounding this central box are four smaller rounded rectangles, each with a line pointing to the central box. The top-left box asks 'What does your character look like? Use adjectives to describe.' The top-right box asks 'Where does your character live?'. The bottom-right box asks 'What does your character do?'. The bottom-left box is empty.

Here is an example of how you can set out a character profile on your chosen character.

However, you do not need to follow this plan. You can set out your work in whichever creative way you would like!