

English Home Learning Grid (Y5)



- Read a book independently for at least 20 minutes daily;
- read to an adult, sibling or through media to a friend
- and choose one box below to work on each day.

Please keep evidence of all your great work and share it with us on Class Dojo to celebrate your achievements!

<p><u>SPaG.com</u></p> <p>Brush up on your technical spelling, punctuation and grammar skills by logging on to spag.com.</p> <p>www.spag.com</p> <p>We've set some objectives to revise. You can complete the tasks in any order. Take your time and don't rush as low scores mean you'll repeat the activity again!</p>	<p><u>Grammar Task</u></p> <p>Relative clause</p> <p>https://www.bbc.co.uk/teach/super movers/ks2-english-relative-clauses-with-max-harvey/z4ndvk7 https://www.youtube.com/watch?v=NskUCsySZes</p> <p>examples of relative clauses and how to use them.</p> <p>Write sentences, which included relative clauses, relating to a person, a thing, a place and time. You must write at least 2 sentences including each relative pronoun.</p> <p>who, which, where, when, whose, that</p>
<p><u>English games</u></p> <p>https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar</p> <p>https://www.coxhoe.durham.sch.uk/school-life/fun-and-games</p> <p>https://www.gamesgames.com/games/spelling</p> <p>www.primaryhomeworkhelp.co.uk/literacy</p> <p>www.purplemash.co.uk</p>	<p><u>Grammar Task</u></p> <p>Parenthesis</p> <p>https://www.bbc.co.uk/teach/super movers/ks2-english-commas-brackets-dashes-with-ben-shires/zh32cqt https://www.youtube.com/watch?v=AseBaZWID7w&t=4s https://www.youtube.com/watch?time_continue=21&v=YZJbRaA3LUI&feature=emb_logo</p> <p>Write at least 2 sentences using each form of punctuation to show parenthesis.</p> <p><i>My brother, who thinks he's really cool, never brushes his hair! OR My brother - Jason - never brushes his hair OR My brother (the scruffiest boy in history) never brushes his hair!</i></p>

Biography

Write a biography about one of the 'Hidden Figures' ([Kathrine Johnson](#), [Mary Jackson](#) or [Dorothy Vaughan](#)).

Features of a Biography

Purpose:
to give an account of someone's life.

Tense:

- written in the past tense
- Closing statements may use present/future tense

Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order**.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

Concludes with what they are doing now, or how they are/will be remembered.

Include:

- information about their personality
- specific facts about achievements, influences and significant people

Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

Include:

- third person pronouns, such as: he, she, they, himself, herself, it, their, them

Include:

- adverbials, such as: accordingly, consequently, therefore, hence

Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as: then, after that, this, firstly, whenever

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Inference

Look at the picture of the Highwayman.

What can you infer from the picture?

Remember to support your inferences using the phrases 'which suggests that...' or 'I know this because...'



Read a poem

Read the poem, The Highwayman.

<https://www.poetryfoundation.org/poems/43187/the-highwayman>

<https://www.youtube.com/watch?v=ryu1JZiSbHo>

What poetry techniques can you identify?

POETIC TECHNIQUES

Rhyme
Rhyming words occur very often in poems, sometimes in patterns.

Rhythm
The flow of a poem, often affected by the punctuation and shape of a poem.

Tone and Pace
Have a big impact on rhythm and affected by punctuation.

Onomatopoeia
When a word imitates the sound it makes (e.g. BANG, SPLASH)

Similes
Compares two different things, using the words "like" or "as".

Metaphors
Identifies something as being the same as something else.

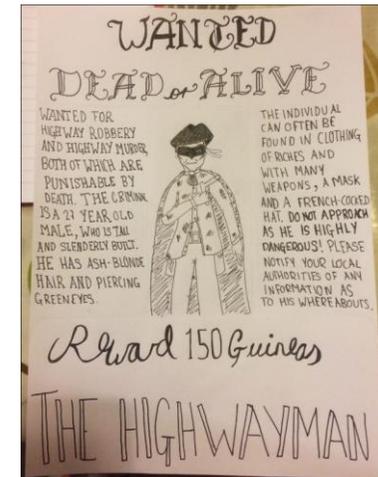
Repetition
When words and phrases are repeated multiple times.

Alliterations
More than one word beginning with the same letter (close together in text).

Wanted Poster

Design a wanted poster for The Highwayman, You will need to included :-

- a title
- an illustration
- a description of The Highwayman
- a reward



Diary

Write a diary in the role of a character from The Highwayman. You can choose from The Highwayman, Bess the Landlord's Daughter and, if you want to challenge yourself, Tom the Ostler.

include the date and/or time that the entry was written?



write in the first person?

use past tense for the main events?



tell events in chronological order?

include personal emotions and feelings?



use paragraphs to organise my writing (including an introduction and conclusion)?

use an informal style?

use time conjunctions and adverbials?



Storyboard

Create a storyboard of The Highwayman by breaking the poem down into 8 key points. You must represent write a the picture.

draw a picture to each event and caption explaining

_____	_____	_____	_____
_____	_____	_____	_____

Spellings

Revise this term's spellings. There will be activities relating to the spellings assigned on Google Classroom.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words with an /or/ sound spelt 'or'	Words with /or/ sound spelt 'au'	Convert nouns or adjectives into verbs using the suffix -ate	Convert nouns or adjectives into verbs using the suffix -ise	Convert nouns or adjectives into verbs using the suffix -ify	Convert nouns or adjectives into verbs using the suffix -en
forty	pause	pollinate	criticise	amplify	blacken
scorch	cause	captivate	advertise	solidify	brighten
absorb	sauce	activate	capitalise	signify	flatten
decorate	fraud	motivate	finalise	falsify	lengthen
afford	launch	communicate	equalise	glorify	mistaken
enormous	author	medicate	fertilise	notify	straighten
category	August	elasticate	terrorise	testify	shorten
tornado	applaud	hyphenate	socialise	purify	thicken
according	astronaut	alienate	visualise	intensify	tighten
opportunity	restaurant	validate	vandalise	classify	toughen

Spelling games

- Make a board game of your own to help others to learn their spellings
- Design a poster
- Make a wordsearch
- Create a quiz
- Practise using the grid below

Spelling Roll-A-Word

Start with the first word in your spellings list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p> 	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>