

Hello everyone! We've prepared 5 English Tasks for you this week, which are the usual mixture of writing, spelling, grammar and reading activities. For every task we've included a **support and extension** suggestion. So if you find the main task a bit **too** challenging, try the **Support** idea. If you want a bit **more** of a challenge, try the **Extension** idea. There are further **optional extension** handwriting, reading and spelling activities at the end of the document if you need them.

Year 5 Home Learning English Tasks - Week beginning 11.5. 20

Task	Activity
Task 1	<p style="text-align: center;"><u>LO: Can I write a tension filled piece using contrasting vocabulary to describe characters?</u></p> <p>The Summoner Click here to access the picture inspiration for this week</p> <p>After talking through the suggested questions with another person, write 3 paragraphs (write a line, leave a line) that tell the story of the figure in the mist and the person on the clifftop. Write it in the third person (he, she, they, it etc) and try to build up the tension with your vocabulary and sentence structure. One or two short sentences can be very effective as you learnt last week. <i>*Try to include some, but not too much, direct speech so you can show off your ACCURATE use of inverted commas. If two people are talking to each other, remember to start a new line when a new character speaks*. If you lack confidence with punctuating speech, look again at the inverted commas recap video.</i></p> <p>Page 40 of our vocabulary resource booklet contains vocabulary for describing big and small things, which you'll find handy for showing the contrast between the two characters.</p> <p>Support: Try writing 1 or 2 paragraphs Extension: Try writing 4 or 5 paragraphs</p> <p>NEW!!! MEGA Extension: <i>Show how your character feels rather than telling the reader directly, as given in the examples last week.</i></p>
Task 2	<p style="text-align: center;"><u>LO: Can I edit my work to spot errors and make improvements?</u></p> <p>Editing day! First, read through the work you did yesterday, finishing it if you haven't already. Then use a different coloured pen to make corrections and improvements to your work, like we do in class with our green editing pens. Reading out loud is MUCH more effective than reading through work in your head when editing. Remember that this week, we will be looking at writing in the third person, big/small vocabulary and building up tension with some examples of speech. You'll need to check your work makes sense, with the correct punctuation, spelling and a wide range of vocabulary. Keep using the Banish Boring words booklet from the link yesterday, and use this online dictionary to help with spelling. Support: Include full stops, capital letters, questions marks and commas after fronted adverbials. Extension: Try to include brackets, dashes or commas for parenthesis AND remember commas after fronted adverbials.</p>
Task 3	<p style="text-align: center;"><u>LO: Can I spell words with silent letters? (revision unit)</u></p> <p>First, use this link and click on 'Practice/Test' to test you on 'ee' sound spelt ei letter pattern that we focused on last week. Make a note of your score. If you don't score as well as you'd like, spend a bit longer learning the words and then try the test again.</p> <p>Click here for this week's spelling pattern We have covered this unit already in school, but many of you found it tricky so this will be a good reminder for you. Begin by writing out all the words to familiarise yourself with them (select the 'View words' option in the Spelling Tiles section). Then spend about 10 minutes every day practising your words by trying one activity each day from the 'Spelling Tiles' section. For tips on how to learn spellings and make them stick, follow this link. Support: Click here for words with the 'ay' sound spelt ei, eigh or ey. Extension: In addition to the work this week, try part 4 of some homophone work (these are different homophones to previous weeks)</p>

Task 4	<p style="text-align: center;">LO: Can I use brackets, dashes and commas for parenthesis?</p> <p>This builds on the grammar work you did last week. Follow this BBC Bitesize lesson on using brackets. Watch the two videos. Then complete Activity 1 (takes about two minutes) followed by Activity 2 (Chocolate Cake poem by Michael Rosen).</p> <p style="text-align: center;">Support: Can you find any examples of brackets, dashes or commas for parenthesis in your reading book?</p> <p style="text-align: center;">Extension: Try page 6 of this booklet. Write 5 of the sentences out if you don't have access to a printer.</p>
Task 5	<p style="text-align: center;">LO: Can I read a non-fiction Science text carefully and answer a range of questions about it?</p> <p>Follow this link for a Science reading comprehension called Growing Seeds. The answers for your parents/carers to check your work are on page 3.</p> <p style="text-align: center;">Support: Ask a parent/carer to read the text with you and to discuss it with you first. You may find it more appropriate to answer each question verbally together, rather than write down your answers.</p> <p style="text-align: center;">Extension: Find out 5 fun facts about sunflowers.</p>

Optional extension activities

Reading Challenge: When you finish a book, try filling in a [Reading Challenge sheet](#).

Handwriting: It's important to keep up your handwriting practise if you can. Here's a [link for this week](#):

Spelling: [Orange words Year 5/6 practice](#). A parent has very kindly inputted all our Orange Words onto a link you can use on the 'Spelling Frame' website. [Follow this link](#) to have a go at a few (there are 101 words inputted, but **we do not expect you to do them all in one go!** Just dip in and out of the resource as you wish):