

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 4.5. 20**

Task	Activity
<p><b>Task 1</b></p>	<p style="text-align: center;"><b><u>LO: Can I build up tension and include character emotions in my writing?</u></b></p> <p><b>Angry Ants</b> <a href="#">Click here to access the picture inspiration for this week</a></p> <p>After talking through the suggested questions with another person, write a 3 paragraph account of the events in the picture, trying to build up the tension with your sentence structure (the occasional short sentence can be very effective e.g. She hesitated). It's up to you whether your character is male or female. You may write this piece in the first person or third person- look back at previous activities if you need a reminder of these terms. Page 38 of our <a href="#">vocabulary resource booklet</a> contains vocabulary for emotions, which you may find useful when writing about how your character feels. Please remember to WRITE A LINE, LEAVE A LINE! This will help you when editing tomorrow. Can you think of your own starting sentence this week?</p> <p><b>Support:</b> Try writing 1 or 2 paragraphs     <b>Extension:</b> Try writing 4 or 5 paragraphs</p> <p><b>NEW!!! MEGA Extension:</b> <i>Show how your character feels rather than telling the reader directly:</i></p> <p><b>Showing:</b> <i>As the light in the forest faded, Amy's heart began to pound. She huddled into the safety of her jacket, thrusting her hands in her pockets, and held her breath as the bitter wind cut into her face. When she heard a faint scurrying sound, Amy began to tremble. Her palms became sticky as the sound became clearer, louder, closer. She froze.</i></p> <p><b>Telling:</b> <i>Amy felt scared as she walked in the forest.</i></p>
<p><b>Task 2</b></p>	<p style="text-align: center;"><b><u>LO: Can I edit my work to spot errors and make improvements?</u></b></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. It's important to read your work out loud, as this helps you spot mistakes more easily. Remember that this week, we will be looking at how you describe your character's feelings (emotions) and how you build up tension to draw the reader in. 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 <a href="#">online dictionary</a> to help with spelling.</p> <p><b>Support:</b> Include full stops, capital letters, questions marks and commas after fronted adverbials.     <b>Extension:</b> Try to include brackets, dashes or commas for parenthesis AND remember commas after fronted adverbials.</p>
<p><b>Task 3</b></p>	<p style="text-align: center;"><b><u>LO: Can I spell words with the 'ee' sound spelt ei after c? (revision unit)</u></b></p> <p>First, <a href="#">use this link</a> and click on 'Practice/Test' to test you on the -shus spelt -cious or -tious 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><a href="#">Click here for this week's spelling pattern</a> 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</p>

	<p>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, <a href="#">follow this link</a>. <b>Support: Instead, click here to try the 'u' sound spelt ou (e.g. couple, touch... etc.)</b> <b>Extension: In addition to the work this week, try part 3 of some homophone work (these are different homophones to previous weeks)</b></p>
Task 4	<p><b>LO: Can I write sentences about giraffe-necked weevils that use brackets, dashes and commas to indicate parenthesis?</b>  <a href="#">Follow this link</a> and read through everything on the page <b>FIRST</b>. After you've done this, follow the on-screen link to watch the giraffe-necked weevil video clip.  <b>What to do:</b> <a href="#">Click this link</a>. Read everything on this 'Grammar bit' page and talk through the 'Scintillating Sentences' with an adult if you can. Then, write the 3 Scintillating Sentences out, replacing the parts in bold with your own ideas. Use the Banish Boring Words booklet from Task 1 if you need vocabulary ideas.  <b>Support: Talk through your sentence ideas with a parent/carer, no need to write them down.</b> <b>Extension: Write 3 additional sentences of your own in the same format, based on the giraffe-necked weevil clip.</b></p>
Task 5	<p><b>LO: Can I read a non-fiction text carefully and answer a range of questions about it?</b>  Follow <a href="#">this link</a> for a topical reading comprehension about Captain Tom Moore, who celebrated his 100<sup>th</sup> birthday last week. The answers for your parents/carers to check your work are on page 3.  <b>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.</b>  <b>Extension: How can you tell this is a non-fiction as opposed to a fiction text?</b></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):