

Y5 English Home Learning Grid 7

6th July - 17th July



- Read a book independently for at least 20 minutes daily
- Learn your spellings each week and ask a family member to test you

- Look at the range of 6 activities below. Hopefully there will be one there that takes your fancy! Choose one activity to complete fully. Answer the comprehension questions and write a descriptive, engaging story. The start of each one is given to help inspire you. Write it on paper (send a picture in on Dojo) or use Word (to be emailed) or Google Classroom. Remember to fully punctuate your work and that editing plays a vital role in producing superb work. If there is not one you like, choose something for yourself. Find a picture for inspiration.

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

Activity 1

The Mysterious Door



On a quiet day, you can sometimes hear them. Every now and then, there's be a tapping or a scraping or a rustling from behind the door. Occasionally (if you're patient enough to sit for the whole day and watch), movement can be glimpsed through the dark windows. Once, just once, the faint sound of whispering in hushed tones was heard.

The boy had spent his entire summer holidays wishing for something to emerge from the mysterious door. He had spent yet another sunny morning hiding in the tall grass at the bottom of his garden just staring at the door, hoping to catch a glimpse of something or someone extraordinary.

The moment he had been waiting for had finally arrived...The door began to slowly creak open...

Continue this story...

Answer these questions:

What will emerge from the tiny door?

Activity 2

Strength of a Thousand



Since she was young, Kate had known she was different to normal people. It was only now though that her true powers were beginning to be realised.

She was becoming the person she was born to be. It was her destiny...

Continue this story...

Answer the comprehension questions and the similes work below to help you continue the story.

Comprehension Questions:

What does 'destiny' mean?

What do you think Kate's destiny is?

How is she different to 'normal' people?

How will she use her powers, do you think?

How would you use such powers if you had them?

How will the boy react to seeing it emerge?

'The Borrowers' is a book by Mary Norton about little people called 'Borrowers' who borrow things from people's houses. What do you think the difference is between borrowing and stealing? Have you ever borrowed something, but then forgotten to give it back? Is that stealing?

If we borrow every single book from a library, is that borrowing? Is it still a library?

If I ask you if I can steal your pencil case and you say yes, is that stealing?

Is Kate from Earth or a different planet?

How will other people react to seeing Kate's powers? Will they treat her differently?

What will she do with the lorry? Why has she picked it up?

Can you think of similes to describe Kate's powers?

She could run as fast as _____.

She could fly like a _____.

Her body was as hard as _____.

She was as strong as _____.

Her eyes glowed red like _____.

Activity 3

Going Under



It was a beautiful, clear day, and the three divers plunged into the water...

Continue this story

Can you answer these questions?

Activity 4

The Magic Globe



“Hmmm. Where shall we go this time?” Jeremy asked his brother.

What are the three people diving in from?

Why are they diving into the water?

Is it a sea, river or lake? What is the difference between each of these things?

What equipment are the people using? Why are they using it?

What other equipment might they have worn?

What might they see underwater?

Are humans good at swimming?

Which other animals are good at swimming?

What makes certain animals better swimmers than others?

Imagine you are one of the divers.

Can you write a description of what the water feels like when you dive in?

Can you describe what you can see under the water?

Try to include interesting verbs and adverbs to describe how you move when you're underwater.

“How about there!?” replied Max excitedly. “We’ve always talked about going there!”

The brothers both put their fingers on the part of the world they had chosen, and waited for the magic to happen.

“I wonder if it will be as fun as our last trip,” mused Jeremy, as the globe began to glow...

Continue this story

Comprehension Questions:

In what way is the globe magical?

Where do you think the brothers have pointed to?

Why is the globe glowing?

What will happen next?

What do we know about their last adventure?

What do you think will happen this time?

How will they return home, do you think?

Which of the brothers is Max?

Who is in charge of their adventure?

If you had a magic globe, where would you go first?

Activity 5 Battle with the Storm Troopers



The invasion had begun. Faced with row upon row of white-clad storm troopers, the Jedi knew they had to act quickly...

Continue this story. Use your knowledge of the Star Wars story or make up your own version.

Think about these questions below...Research these answers.

How would life in space be different to Earth?

How many people have been into space?

How have they travelled to space?

Who was the first person to go into space?

Will people live permanently in space one day?

How would this be possible?

Activity 6 Wild horses



Their speed was such that they appeared a blur to the little girl watching them. She sat on a stone wall, knees pulled up to her chest, bracing herself slightly against the strong breeze.

The herd of wild horses moved as one: a frothing, raging river cascading across the countryside. They reminded her of a waterfall she had visited with her parents last summer. The foam that formed on top of the surging water as it bubbled away in the plunge pool like a witch's evil potion was the same colour as their long, flowing manes.

The horses seemed to be startled by something. What were they running from? Or was it perhaps that they felt a sense of great urgency to reach a certain destination?

The girl sat and pondered at the question...

Try to answer these questions:

Who is the girl watching the horses?

Why is she out all alone?

How might the world be different in 100 years? What about 1000 years?

Why do you think the horses are travelling so quickly?

Have you ever seen wild horses?

Why do you think there are few horses seen in the wild?

Do you think there are more in other parts of the world?

Do you think there used to be more wild horses in the past?

Do you know of any other animals that are found in the wild, but are also used for domestic purposes?

SPaG.com

Please try to complete some activities if you have not done a lot so far during Home Learning...

Brush up on your technical spelling, punctuation and grammar skills by logging on to spag.com. New activities are available for you to work through.

www.spag.com



Grammar Task - complete on paper

Add **brackets** to the sentence below

She finally came to my party three hours late and gave me the biggest hug!

Add a **semicolon** to the sentence below

I went to the shoe shop today I bought loads of trainers.

Add a **dash** to the sentence below.

The chocolate cake was sitting on the counter top yummy!

Complete the sentence by adding the correct **suffix** to the word type given.

You need to (pollen) _____ the tomatoes.

Draw a line to match the **prefix** to the correct word.

Prefix

Word

dis

play

re

approve

over

behave

mis

charge

Underline the **relative clause** in each sentence.

The magazine, that was on the table next to me, looked very grubby.

The man, who was reading a book, suddenly looked at me.

Accelerated Reader

It's great to see so many of you being engaged with Accelerated Reader. Where possible, try to read books from your zone (you can find this when you log in and go to the progress section). Try to read on a regular basis. We both look at the amount of words you are all reading each week and have been really impressed by the amount some pupils are reading. Maybe this Learning Grid could be to get you on the track of being a frequent reader and scoring points. There is now a reward system which sets targets and gives you certificates for your achievements. It might be your name on the weekly achievements for of the Week' next time! Go on! Be a Bookworm!

Remember to use this exact log in...

<https://ukhosted55.renlearn.co.uk/6702821/>



the one
you new
'Reader

Spellings

Revise this term's spellings. See on page below.

Week 5 Convert nouns or verbs into adjectives using suffix -ive	Week 6 Convert nouns or verbs into adjectives using suffix -al
attractive	musical
creative	political
addictive	accidental
assertive	mathematical
abusive	functional
cooperative	tropical
exhaustive	bridal
appreciative	central
offensive	global
expressive	industrial

Learn your spellings each week and ask a family member to test you.

SPELLING MENU

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

