



Year 5 English Week 1					
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Make sure you have some quiet time for daily reading of your own book . Read a poem a day – see Story Time on the Q1E website.				
Writing	Watch stimulus 'There's a Rang tan in my bedroom' https://www.literacysheblog.com/blog/category/rang-tan In 2 paragraphs, re-tell this story. Paragraph 1 from the girl's point of view. Paragraph 2 from the orangutan's point of view.	Find out about an animal under threat in a biome of your choice. Q. What is the animal like? Q. What is the biome like? Q. What threats are there to the biome? Q. How could the biome be protected? <i>E.g. polar bears in Polar biome / turtle in Marine biome / gorilla in Rainforest biome or any other animal and biome of your choice.</i>	Plan your own 500 word story/poem based on an issue in a biome of your choice. Some possible ideas are: <i>There's a polar bear in my freezer</i> <i>There's a penguin in my bath</i> <i>There's a camel in my garden</i> You could include two different viewpoints, 1 human and 1 animal.	Look at some tips for writing short stories: https://www.bbc.co.uk/bitesize/topics/zpccwmn https://www.bbc.co.uk/programmes/p03j7zf8 and see 'Day 4 Sentence Openers' below Write your 500 word story or poem based on the plan from day 3. Make sure you: -Introduce the animal and biome -Explain the threat -Suggest an action to reduce the threat	Edit and improve your story/poem. Add illustrations. Find an audience! Read to someone in the family or you could read to someone over the phone or you could make a video of you reading your story.
Spelling	Look at the Spelling lists below. Choose 5 spellings to practise from this list. Use the ways from school that help you remember best. You can ask someone at home to test you.				

SENTENCE OPENINGS

Why not try...

-ing

eg **Waiting on the step**, Max saw a shadow amongst the trees.

-ed

eg **Startled**, a crow flew out of its nest, cawing loudly.

Use a simile

eg **Like an arrow**, Max shot after it.

Use an adverb

eg **Silently**, he edged his way through the dense forest.

Use a connective

eg **Although** he felt terrified, he headed towards the door.

Speech

eg **"Over there..."** Max gestured vaguely.

Use a preposition phrase

eg **In the clearing**, Max saw a derelict cottage.

Other ways

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Spelling Strategies

Pyramid Writing

A pyramid of the word 'because' written in pink on lined paper. The letters are stacked from top to bottom: 'b', 'be', 'bec', 'beca', 'becau', 'becaus', and 'because'.

Rainbow writing

Write the word over and over again using different colours.

The word 'remember' written on lined paper with each letter in a different color: 'r' (red), 'e' (orange), 'm' (yellow), 'e' (green), 'm' (blue), 'b' (purple), 'e' (pink), 'r' (brown).

Create a mnemonic



Sound Buttons

The word 'suppose' written on lined paper. The 'u' has a dot above it, the 'p' has a horizontal line below it, and the 'o' has a smiley face below it.

**Note, this may not work for words you cannot 'sound out'

Underline the tricky part

separate

library

naughty

Look, Say, Cover, Write, Check

Look at the word

Say it out loud

Cover it up

Write it

Check whether it is spelt correctly