



Year 5 Remote Learning

English Week 15

Message

Hello everyone,

As with last week, there are now **5 daily lessons**. You can choose when to do them, but just make sure you do them **in order** as they build up on each other.

On each day, there is a **SPaG** (Spelling, Punctuation and Grammar) **starter activity**. This may or may not be the same topic we are focussing in the rest of the lesson. The main point of this is to keep all our other writing skills sharp.

There is an answer sheet for all the SPaG starters. Each SPaG lesson is on a separate page (5 in total). Make sure you don't scroll too far down and ruin the fun for the next day!

Just like we do in school, make sure you **keep your notes** from each writing lesson as you will need them in later lessons.

Some lessons have extra **resources** saved, and some have **videos**. Some videos are of other people and some will be from Mr Chamberlain.

If you have any questions or comments, please send us an e-mail at year5@coleridgeprimary.net.

We hope you enjoy yourselves!

Ms Razimbaud, Ms Horton, Mr Breuer and Mr Chamberlain

25 Daily Reading Challenge!

How many of these reading challenges can you complete? Tick them off once you've achieved them, and if you can, send us a photo of you doing the challenge!

Don't forget to visit the library at school every **Thursday (9.30am-12pm and 1pm-2.30pm)** outside the West office to pick up or swap new books!



Lesson 1

SPaG Starter:

Have a go at these four challenges.

Open the document titled, 'Y5 SPaG Starter Answers - Week 15' to check our work.

Can you rewrite this direct speech sentence with all the missing punctuation?



the sandwich shop
worker asked
can I help you

a

Write a sentence using the word 'march' as a verb.

b

Write two suitable conjunctions in the gaps to complete the following sentence.

_____ the referee checked the
pitch, the children still played the
football match _____ it
was raining.

c

Mr Whoops has accidentally
jumbled up two modal verbs. Can
you help him to unjumble them?

odluhs tghim



d

Writing

This week, you will be learning about poetry. You will also be generating ideas, planning and writing a poem of your own. You will have **five lessons** this week, with each one following on from the other so it is important that you do them in order.

Watch the video below to see Mr Chamberlain reading *Night Journey* by Kate Wakeling:

<https://youtu.be/dFiZE1omxGo>

Activity 1:

Look at the poem (**Y5 English - L1 Night Journey**), read it for yourself and annotate some of your ideas on the following:

- What do you think the poem is about?
- How does the poem make you feel?
- What makes you feel like this?
- What words or phrases has the poet used that make an impact on you as a reader?
- Do these words/phrases create atmosphere or evoke emotion?
- Has the poet used repeated phrases? Why?

Write down any words and/or phrases that you like, which you could use in your own poem. Keep your notes in a safe place as they will be very helpful to you in the following lessons.

Activity 2:

Create a visualisation of the poem of your own. As you read the poem, what pictures form in your mind? You could do this by hand as a drawing or collage, or on a computer/device using some sort of draw/paint program.

Lesson 2

SPaG Starter:

1. Have a go at this spelling challenge.
2. Open the document titled, '**Y5 SPaG Starter Answers - Week 15**' to check your work.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. How could Sarah perswad her mum to stay out later?
2. The school trip was to an anshient temple.
3. Mohammad really wanted to win the compitishion.
4. Loki, the dog, hated thunder and litening.
5. There was a worryng sound coming from the vehcle.
6. It won't be nesenary.
7. The tempracher in the classroom was increasing
8. The lady next door was being a newsance.

Writing

Watch this video of Kate Wakeling performing her poem 'Comet' <https://vimeo.com/217980592> What do you notice about her performance? Why do you think she gives the instruction to read it as quickly as possible?

Watch Kate performing 'Night Journey'. In what ways is it different to her performance of 'Comet'? Are there any similarities? <https://vimeo.com/217983398>

Add any words, phrases or performance ideas to your notes.

Activity 1:

Look at the poem 'Comet' (**Y5 English - L2 Comet**), paying particular attention to the layout. What do you notice about each pair of lines? Read the poem again, highlighting and annotating the following features:

- **Rhyming couplets** - two lines of the same length that rhyme and complete one thought e.g., The wind blew very strong - As we scurried along; In the morning the sun shone bright - Clearing the thoughts of the dark night
- **Alliteration** - the repetition of the same letter or sound at the beginning of words e.g., the big blue bus; naughty newts never say 'no'
- **Assonance** - the repetition of the vowel sound across words within the lines of the poem, creating internal rhymes e.g., crying time; hop-scotch; great flakes; between trees

Activity 2:

Tongue twisters are a great way to see all of these devices in action, and really help with performance techniques. Here are a couple of examples:

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

She sells seashells by the seashore,
The shells she sells are seashells, I'm sure.
So if she sells seashells on the seashore,
Then I'm sure she sells seashore shells.

Have a go at performing them and then try writing one yourself. They can be about anything you like, serious or silly!

Lesson 3

SPaG Starter:

1. Have a go at these SPaG challenges.
2. Check your answers in the document titled, '**Y5 SPaG Starter Answers - Week 15**'.

1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

class + -ify

advert + -ise

assassin + -ate

2. **Circle the modal verbs** in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

3. **Underline the relative clause** in the sentence below.

We are going to go back to Devon this year, which is where I first learnt to surf.

4. Read this sentence. What type of word is underlined? **Tick one.**

That's the lady who teaches me to play the drums.

possessive pronoun

relative pronoun

personal pronoun

Writing

Watch this video of Kate Wakeling performing her poem 'New Moon'
<https://vimeo.com/217982737>

How does it compare to *Comet*? What is similar and what is different?
How does it make you feel?

In this lesson, you are going to practise performing *Comet* and *New Moon*. Read both poems (**Y5 English - L3 New Moon**) and think about the ways in which the performances need to be different.

Remember to think about the following in your rehearsal and performance:

- pace - speed
- volume - level of loudness
- pitch - the highness or lowness of your voice

Watch the video of Michael Rosen performing one of his poems. Think about how he enunciates - how you say or pronounce something - different words. Why has he chosen to say those words differently? What does it do to the poem?

Michael Rosen - Hot Food

<https://www.youtube.com/watch?v=Akwm2UZJ34o>

When you have rehearsed and performed your poem, think about which performance you preferred. What features supported your preferred performance, e.g., 'rhyming helps increase the pace'.

Write down any words, phrases or performance ideas which you could use when you write your poem. You could add them to your notes from previous lessons. **Keep them in a safe place, you will need them for Lesson 5.**

Lesson 4

SPaG Starter:

There are a whole bunch of misspelt words in this text!

1. Circle the misspelt words.
2. Write them correctly on the lines below.
3. Check your answers in the document titled, '**Y5 SPaG Starter Answers - Week 15**'.

Last week, I entered a photography competision in my local newspaper. I was desparate to win because the marvelous prize was some new, state-of-the-art equiptment. As a very keen amituer photographer, I was determined to win. The task was to take a photograph in my local enviroment to cumminicate the beauty and history of my hometown of Whoopsville. I decided to take a photograph of the war memorials that commemorate the brave soljers that gave their lives in battle at my local cemetary. My first attempt at getting a picture was disastrous because I got caught up in an agressive thunder and lighting storm. But once the rain had ceased, I managed to get an excellant shot of a gravestone surrounded in poppies with a glorious sunny backdrop. They must have loved it - I won first prize!

Mr. Whoops needs to practise these words:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Writing

Read the poem *Bad Moods* by Kate Wakeling (**Y5 English - L4 Bad Moods**).

What is the poem about? How does it make you feel? Have you ever been in a bad mood? How does it feel?

Why do you think the poet wrote the poem? Poetry, like many forms of writing, can be good for expressing feelings. Can you think of a time when writing something down has made you feel better, e.g., a diary?

Activity 1:

Read the poem for a second time and highlight or underline the most impactful words or phrases. Why did you highlight/underline these particular parts? Add any words or phrases you might like to use in your poem to your notes.

Activity 2:

Fill in - or recreate - the Talk Grid (**Y5 English - L4 Talk Grid**) for the poem *Bad Moods*. You will need to think about the poem in these four ways:

- Likes
- Dislikes
- Anything that puzzles you - questions you have after reading it
- Did you notice any patterns/connections - e.g., repeated phrases

Add any ideas this makes you have to your notes, as this will help you when you are writing your own poem.

Lesson 5

SPaG Starter:

1. Have a go at this grammar challenge.
2. Open the document titled, 'Y5 SPaG Starter Answers - Week 15' to check your work.

Make this story setting more exciting and interesting with the addition of **parenthesis**. There are a few hints but you might want to add your own excellent ideas...

The Adventures of Beetle Boy

By day, Beetle Boy is a normal boy [hint: what is his name?] who attends a normal primary school. But by night, he becomes the toughest superhero the world has ever seen [hint: compare him to another superhero] and spends his time fighting villains. His shell is so strong [hint: what is his shell made out of?] that he is able to withstand anything hitting him [hint: give an example] without even the slightest bruising.

If his friends ever realised the amazing powers he has [hint: describe some of his powers], Beetle Boy would be asked to show them off every day at school. He knows that, as a superhero, he has sworn to keep his super powers a secret [hint: explain how this makes him feel] and use them only to protect the world from evil.

Writing

Watch Mr Chamberlain explain what you will be doing in this lesson

<https://youtu.be/ii8AIAIpn2E>

Activity 1: Write your poem

Following on from Lesson 4, where you explored feelings and how beneficial it can be to express you are going to write a poem about your experience of lockdown. It should be an honest reflection of your experience - the funny stuff, the stuff, the normal stuff, the new stuff.

Using the notes you have gathered throughout the put together some ideas and make a rough plan of poem. Which of the features we have looked at this do you want to include?

Watch this video of Michael Rosen and Francesca Simon talking about 'making notes' when creating new poems:

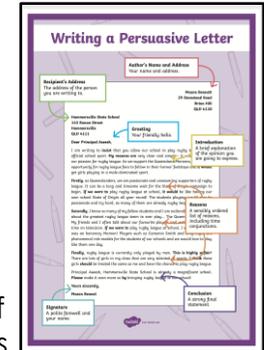
https://www.youtube.com/watch?time_continue=36&v=59KcCd9DbZc&feature=emb_logo

Once you have planned your poem, write it in full. Read it back to make sure you are happy or perhaps share it with someone in your household and ask for some feedback. Make any changes to your poem before performing it.

Activity 2: Perform your poem

Read your poem aloud, imagining that you are performing it to a room full of people or even just one person. When you've practised it a few times and you are happy with it, you may feel confident enough to record yourself or perform it to your family. Remember to speak confidently and clearly, and emphasise important words for effect!

Don't forget you can send your performance as a video or voice recording to your teachers on the Year 5 email: year5@coleridgeprimary.net



them,
boring
week,
your
week

Reading

This week, there are **three reading activities to choose from**.

Each one is based on a non-fiction text about what a **Hung Parliament** is. They are split into three categories, shown in the bottom left corner of the page:

- **1 Star - challenging**
- **2 Stars - more challenging**
- **3 Stars - most challenging**

You only have to choose one to do, but you may look at them all before making your choice.

The reading booklet, questions and answer key are all in one document titled: **Y5 Reading - Week 15**.

Remember to look at the answers only **after you have finished!**



