

Year 5 English Home Learning

Let's write...

This half term we are centering our learning on '**Tales From the Caribbean**' by Trish Cooke, in which she re-tells various traditional folk tales from different countries across the region.

The Caribbean

Choose one of the countries of the Caribbean to research (choose a different one from the one you are doing in class!). Present your findings as a beautiful and informative poster!

Things to find out about:

- The flag
- Languages spoken
- Traditional or most popular dishes
- Interesting people, e.g. artists, musicians, leaders, writers, sports people...
- Religion
- Special events, e.g. celebrations, carnival.
- Animals
- The landscape/ special places



Folk Tales

We will be comparing the folk tales in Trish Cooke's book with folk tales from other parts of the world.

Do you know any traditional folk tales from another culture? Perhaps you could ask a family member to tell you one?

Try to write a short re-telling of a folk tale, just as Trish Cooke has done with the various stories that she has re-told in 'Tales From the Caribbean'. You could type or write your re-telling. Perhaps you could include some illustrations too!

Think about including the following:

- * Interesting vocabulary (you could use a thesaurus)
- * Interesting adjectives
- * Adverbs
- * Interesting verb choices
- * Starting sentences in different ways, for example, with an adverb.

From dull to interesting! ★★

We will be looking at ways in which we can change sentences to make them more interesting and exciting to read! Have a look at these examples.

The mouse ate the cheese.

The cheeky mouse ate the mouldy cheese. (Add adjectives)

The cheeky mouse greedily ate the mouldy cheese. (Add an adverb)

The cheeky mouse greedily gobbled the mouldy cheese. (Choose a stronger verb)

While it was waiting, the cheeky mouse greedily ate the mouldy cheese because it was hungry. (Add a subordinate clause)

Remember to use capital letters and full stops correctly.

Try and do the same with the following sentences; change them from slightly dull to more interesting!

- The man got a drink. The boat floated on the sea.
- The dog ran up the hill. The rocket flew in the sky.

Adventurous adjectives! ★

Similar to the activity above, we will be having lots of discussions about ways in which we can improve sentences through our use of adjectives. Good writing is about choosing the right word for the job. In these three sentences, I have made some pretty poor adjective choices. Your job is to improve each sentence and explain **what works and why/what doesn't work and why?**

- The ancient goblin was old.
- The slim, thin, slender, sleek snake slid by.
- The huge dog slipped through the cat-flap.

Think about the choice of adjectives in each one and how many are being used.

Can you make a checklist about 'how to use' adjectives really well?

Create a sentence game ★

We will be looking at using different sentence types to make our writing more varied and interesting.

A simple sentence has one clause with a subject and a verb. It must make sense on its own, e.g. **The cat purred.**

A compound sentence has two main clauses joined by a coordinating conjunction, e.g. **I like cats and I like dogs.**

A complex sentence has a main clause and a subordinate clause, and it is linked using a subordinating conjunction, e.g. **I didn't like the play, although the acting was very good.**

You could play the 'Random Words' game, using the instructions below to try and write some simple, compound and complex sentences of your own.

Random Words:

- Choose a book.
- Ask for a number and turn to this page in the book.
- Now ask for another number and this will give you the line to look at.
- Then ask for a final number that is less than 10 and count along the line to select the word.
- Create a sentence using this word.